Undergraduate Studies Catalog

For general information or application materials:

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

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

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

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

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

Webster University is academically organized into five schools and colleges:

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

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

- Bachelor of Arts (BA)
- Bachelor of Science (BS)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (BM)
- Bachelor of Music Education (BMEd)
- Bachelor of Science in Nursing (BSN)
- Dual Majors
- Sequential Degree Programs
- Combined Degree Programs
- Certificate Programs

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

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

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

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

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

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

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

Governance

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

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

Notice of Non-Discrimination

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

The following persons have been designated to handle inquiries regarding the non-discrimination policies:
Matters concerning sex- or gender-based discrimination or misconduct:

**Philip Storm**  
Title IX Coordinator  
Webster University  
470 E. Lockwood Ave.  
St. Louis, MO  63119  
314-246-7756  
philipstorm12@webster.edu

Matters concerning athletics:

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

Matters involving student grievances:

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

Matters concerning academic issues:

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

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

**Steven Winter**  
Chief Human Resources Officer  
Webster University  
470 E. Lockwood Ave.  
St. Louis, MO  63119-3194  
314-968-6960  
stevenwinter@webster.edu
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Services for Students

Academic Advising

The Academic Advising Center coordinates the advising system throughout the Webster University network: graduate and undergraduate, on-ground and online, and faculty and staff. This office provides students, faculty, and staff with information and tools to understand academic programs and policies that help students fully realize their academic and professional goals. For undergraduate students, this office is often where they have their first advising appointment to orient them to their major/program and to plan their first semester.

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

Academic Resource Center (ARC)

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

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

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

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

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

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

Contact Information:
Phone: 314-246-7700

Services for Students with Disabilities

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

Writing Center

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

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

Services For Students
Services for Students

Email: disability@webster.edu
Web: www.webster.edu/arc
Facebook: https://www.facebook.com/websterARC

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

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

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

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

Career Planning and Development Center
The Career Planning & Development Center (CPDC) provides comprehensive career development resources and advising for students. The CPDC website and social media platforms continue to evolve. Through these resources, students can find information about career planning, the labor market, résumé best practices, interviewing skills and job search strategies. Through Handshake, Webster University’s online career management system, students can manage their job or internship search process. Additionally, within Handshake, students can access GoinGlobal, a database which houses city and country guides. These guides provide job search resources specific to most major metropolitan cities in the United States and a robust listing of international city and country guides for job seekers interested in international employment opportunities.

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

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

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

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

The IT Service Desk is the first point of contact for students requesting services from the Information Technology department. The IT Service Desk assists students at any campus in the Webster network or online. Some of the services we provide include setting up Webster Connections email accounts, joining the wireless network, WorldClassRoom (Canvas) online courses, network issues and many other IT services.

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

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

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

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

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

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

Contact Information:
Web: blogs.webster.edu/mcisa

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

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

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

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

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

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

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

Contact Information:
Toll Free: 800-981-9801, ext. VETS (8387)
Phone: 314-246-VETS (8387)
Email: oma@webster.edu
Web: www.webster.edu/military

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

Contact Information:
Toll Free: 800-987-5447
Phone: 314-968-7450
Fax: 314-968-7112
Email: registraroffice@webster.edu
Web: www.webster.edu/academics/registrar.html

Student Affairs

Student Affairs is responsible for all co-curricular programs including Career Planning and Development, Campus Ministry, Counseling, First Year Experience (FYE) and Undergraduate Persistence, Campus Dining Services, Housing and Residential Life, Student Health Services, Multicultural and International Student Affairs, WebsterLEADS, Office of Student Engagement, and the University Center. The Dean’s office responds to student concerns and problems; administers emergency student loan funds, the Money for Textbooks program (for St. Louis and online students only) and the undergraduate tuition adjustment process; makes referrals to appropriate resources; advises on all policies affecting students; and works in close coordination with key administrators on all student conduct proceedings.

Contact Information:
Toll Free: 800-981-9804
Phone: 314-968-6980
Fax: 314-963-4757
Email: studentaffairs@webster.edu
Web: www.webster.edu/campus-life

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

Financial Services
The Business Office provides a check-cashing service for students. Short-term emergency loans are available to degree-seeking students on a "funds available" basis. The Office of Student Affairs administers these emergency loan funds. There is a maximum of $300 per student available each year. The Money for Textbooks program is also available to St. Louis and online students with financial aid who meet certain criteria. This program provides an advance on an expected refund so that students can purchase their textbooks in a timely fashion. The application for Money for Textbooks, which must be submitted online, can be found at: http://www.webster.edu/campus-life/student-services/money_for_textbooks-non_online.html.

Student Media
The Journal is Webster’s award-winning 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.

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 each 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.
Services for Students

The magazine serves as a reminder of each semester and a published memory as students leave Webster.

The Galaxy radio is the School of Communication's student run, Internet, radio station. Students receive hands on experience in radio broadcasting and can expand their skills in marketing, promotion, advertising, public relations, sports broadcasting, audio production and radio show presentation. From on air to management positions, the Galaxy offers an opportunity to work in a fun, creative environment while expanding communication skills. Students from all disciplines are welcome and training is provided. The Galaxy radio can be listed to at www.thegalaxyradio.com.

Intercollegiate Athletics Program

The Webster University award-winning intercollegiate athletics program is a competitive NCAA Division III program that sponsors the following varsity-level sports: women's cross country, 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 15 of the last 16 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. The athletics department also sponsors a competitive cheerleading program.
Key Dates from the Academic Calendar

U.S. Campuses

Summer Term 2018

• May 14 - June 1: May term
• May 28: First 5-week session begins
• May 28: Memorial Day*
• June 4: Summer session begins
• June 29: First 5-week session ends
• July 2: Second 5-week session begins
• July 4: Independence Day Holiday*
• July 27: Summer session ends
• Aug. 3: Second 5-week session ends
• Aug. 4: Summer graduation date

Fall 2018

• Aug. 27: Fall 1 Classes Start
• Aug. 27: Fall Semester Classes Start
• Sep. 3: Labor Day Holiday*
• Oct. 19: Fall 1 Classes End
• Oct. 22-26: Fall Break
• Oct. 29: Fall 2 Classes Start
• Nov. 22-23: Thanksgiving Break*
• Dec. 21: Fall 2 Classes End
• Dec. 21: Fall Semester Classes End
• Dec. 22: Graduation Date

Spring 2019

• Jan. 14: Spring Semester Classes Start
• Jan. 14: Spring 1 Classes Start
• Jan. 21: Martin Luther King Jr. Day*
• March 8: Spring 1 Classes End
• March 11-15: Spring Break
• March 18: Spring 2 Classes Start
• May 10: Spring 1 Classes End
• May 10: Spring 2 Classes End
• May 11: Commencement
• May 20: Graduation Date

Second 8-week session

• All Campuses: Oct. 29 - Dec. 21

Second 8-week session

• Athens: Mar. 13 - May 10
• Geneva: Mar. 13 - May 10
• Ghana: Mar. 18 - May 10
• Leiden: Mar. 18 - May 10
• Thailand: Mar. 18 - May 10
• Vienna: Mar. 18 - May 10

International Campuses

Fall 2018

First 8-week session

• Athens: Aug. 27 - Oct. 19
• Geneva: Aug. 21 - Oct. 19
• Ghana: Aug. 27 - Oct. 19
• Leiden: Aug. 27 - Oct. 19
• Thailand: Aug. 27 - Oct. 19
• Vienna: Aug. 27 - Oct. 19

16-week semester

• Athens: Aug. 27 - Dec. 21
• Geneva: Aug. 21 - Dec. 21
• Ghana: Aug. 27 - Dec 21
• Leiden: Aug. 27 - Dec 21
• Thailand: Aug. 27 - Dec 21
• Vienna: Aug. 27 - Dec 21

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

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

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

Not all degrees and majors are offered at every Webster University location. Campus offerings listed below are accurate as of June 1, 2018. Please see individual campus websites or Webster's Program Finder for current offerings.

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

*Undergraduate programs marked with this symbol are considered Gainful Employment programs. The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

United States

Please see the University Overview section of this catalog to view Accreditation, State Licensures, and Specialized Accreditation information.

California

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

Programs offered:
(degree completion only)

• Management (BA)

Los Angeles Air Force Base*
61 FSS/FSD
483 N. Aviation Blvd.
Bldg 272, Rm C2-207
El Segundo, CA 90245
Ph: (310) 607-8005
Fax: (310) 607-8006
losangeles@webster.edu

Programs offered:
(degree completion only)

• Management (BA)

Missouri

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

Programs offered:
(degree completion only)

• Criminology (BA)

Gateway
812 Olive Street, Suite 20
St. Louis, MO 63101
Ph: (314) 968-5966
Fax: (314) 621-9232
downtown@webster.edu

Programs offered:

• Business Administration (BS)
• Computer Science (BS) with an Emphasis in Cybersecurity
• Criminology (BA)
• Entrepreneurship (Certificate)
• Interactive Digital Media (Certificate)
• Legal Studies (BA)
• Management (BA)
• Paralegal Studies (Certificate)*
• Psychology (BA)
• Speech Communication Studies (BA)

St. Louis (Home Campus)
470 E. Lockwood Ave.
St. Louis, MO 63119
Ph: (314) 968-6900
admit@webster.edu

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

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

Programs offered:

• Business Administration (BS)
• Criminology (BA)
• Management (BA)
• Management (BA) with an Emphasis in Human Resources Management
• Speech Communications Studies (BA)

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

Programs offered:

• Business Administration (BS)
• Criminology (BA)
• Management (BA)
• Speech Communication Studies (BA)
South Carolina
Charleston Metropolitan
4105 Faber Place Drive, Suite 100
N. Charleston, SC 29405
Ph: (843) 408-4145
Fax: (843) 760-1153
charleston@webster.edu

Programs offered:
(degree completion only)
• Management (BA)
• Psychology (BA)

Columbia Metropolitan
100 Gateway Corporate Blvd.
Columbia, SC 29203
Ph: (803) 699-0900
Fax: (803) 699-2488
columbia@webster.edu

Programs offered:
(degree completion only)
• Management (BA)
• Psychology (BA)

Greenville Metropolitan
124 Verdae Drive, Ste. 400
Greenville, SC 29607
Ph: (864) 438-2718
Fax: (864) 676-0601
greenville@webster.edu

Programs offered:
(degree completion only)
• Management (BA)
• Psychology (BA)

International
Please see the University Overview section of this catalog to view International Accreditations and Recognitions information.

Austria
Vienna
Palais Wenkheim, 23 Praterstrasse
1020 Vienna, Austria
AUSTRIA
Ph: (011) 431-269-92-93
Fax: (011) 431-269-92-93-13

Programs offered:
• Business (Minor)
• Business Administration (BSc)**
• Economics (Minor)
• European Studies (Minor)
• History (Minor)
• International Relations (BA)
• Management (BA)
• Management (Minor)
• Management (BA) with an Emphasis in International Business
• Management (BA) with an Emphasis in Marketing
• Media Communications (BA)
• Media Communications (Minor)
• Philosophy (Minor)
• Political Science (Minor)
• Psychology (BA)
• General Psychology (Minor)

**NOTE: The bachelor of science (BS) degree is abbreviated as BSc in Vienna.

Ghana
Accra
Plot #445B Luanda Close
Off Lagos Avenue - East Legon
Accra, Ghana
Ph: +233-30-277-4250

Programs offered:
• Computer Science (BS)
• International Relations (BA)
• Management (BA)
• Media Communications (BA)
• Psychology (BA)

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

Programs offered:
• Business Administration (BS)
• Economics (BA)
• English (BA) with an Emphasis in Literature, Society and Politics
• International Relations (BA)
• Management (BA) with an Emphasis in Human Resources Management
• Management (BA) with an Emphasis in International Business
• Management (BA) with an Emphasis in Marketing
• Media Communications (BA)
• Psychology (BA)
• Psychology (BS)

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

Programs offered:
• Business Administration (BS)
• International Human Rights (Certificate)*
• International Relations (BA)
• Management (BA)
• Management (BA) with an Emphasis in International Business
• Management (BA) with an Emphasis in Marketing
• Media Communications (BA)
• Psychology (BA)
• Psychology (BS)

Switzerland
Geneva
Locations Offering Undergraduate Programs

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

Programs offered:

- Business (Minor)
- Business Administration (BS)
- Computer Applications (Minor)
- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Computer Science (Minor)
- Digital Media (Certificate)
- Economics (BA)
- Economics (Minor)
- Educational Psychology (Minor)
- Entrepreneurship (Certificate)
- Finance (BS)
- Finance (Minor)
- French (Minor)
- General Psychology (Certificate)
- General Psychology (Minor)
- Health Psychology (Minor)
- History (Minor)
- International Human Rights (Certificate)*
- International Human Rights (Minor)
- International Relations (BA)
- International Relations (BA) with an Emphasis in International Economics
- International Relations (BA) with an Emphasis in Migration and Refugee Studies
- International Relations (Minor)
- Journalism (Minor)
- Magazine Production (Certificate)
- Management (BA)
- Management (Minor)
- Management (BA) with an Emphasis in Marketing
- Marketing (Certificate)*
- Media Communications (BA)
- Media Communications (Minor)
- Migration and Refugee Studies (Certificate)*
- Philosophy (Minor)
- Photography (BA)
- Photography (Minor)
- Photojournalism/Editorial Photography (Certificate)
- Political Science (Minor)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
- Sociology (Minor)
- Website Design (Minor)
- Website Development (Certificate)*
- Website Development (Minor)

Thailand

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

Programs offered:

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

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

Programs offered:

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

Online Programs

Webster's online programs are designed for graduate and undergraduate students, full-time or part time, in the U.S. or in other countries. Each online course meets the same rigorous academic standards as our traditional classroom programs with the convenience of taking classes from home or another location – 24 hours a day, 7 days a week.

See the Online Programs website for more information.

Current Undergraduate Programs Offered Online:

College of Arts & Sciences

- Criminology (BA)
- General Studies (BA)
- Religion and Global Society (BA)
- Nursing (RN to BSN) (BSN)†
- Professional Writing (Certificate)

Walker School of Business & Technology

- Data Analytics (BS)†
- Data Analytics (Certificate)
- Management (BA)
- Website Development (Certificate)*

School of Communications

- Media Communications (BA)†

School of Education

- Educational Studies (BA)

† Undergraduate programs marked with this symbol are considered degree completion programs, requiring students to have earned an associate’s degree or 64 credit hours of transferable college credit from a regionally accredited institution for admission to the program. For more information, please contact the Office of Admission.
University Overview

Webster University is a private, non-profit, multicampus, international institution offering a wide variety of undergraduate and graduate programs. The University's headquarters is located in Webster Groves, a major suburban center of the St. Louis metropolitan area. Webster students enjoy the advantages traditionally associated with a small undergraduate college, as well as alternative options normally provided only by larger institutions.

In addition to the programs offered at the Webster Groves campus, the University provides undergraduate study opportunities at the following St. Louis locations:

- The historic Arcade Building in downtown St. Louis.
- In St. Louis County at Westport.
- The Winghaven Complex in St. Charles County.

Webster University also offers undergraduate education at the following extended-campus locations in the United States: Kansas City, Missouri; Los Angeles and Irvine, California; and Columbia, Charleston, and Greenville, South Carolina.

Students may also study at Webster’s international campuses in Accra, Ghana; Athens, Greece; Geneva, Switzerland; Leiden, The Netherlands; Vienna, Austria; Bangkok, Thailand; or Hua Hin/Chai- am, Thailand.

Mission and Values

Mission

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

Vision

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

Core Values

Students

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

Learning

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

Diversity and Inclusion

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

Global Citizenship

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

Statement of Ethics

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

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

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

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

Webster University endeavors to fulfill the following expectations:

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

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

Accreditation

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

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

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

General Data Protection Regulations (GDPR)

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

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

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

If you have any complaints, questions, or problems which you cannot work out with the school, write or call:
Bureau for Private Postsecondary and Vocational Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Telephone: 916-445-3427

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

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

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

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

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

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

Licensure is not an endorsement or guarantee of quality. If students at the Charleston, Columbia, or Greenville campuses have complaints about a classroom situation, they should first attempt to resolve the situation with the instructor. If resolution cannot be made with the instructor, or if the complaint is about a general school policy over which the instructor has no jurisdiction, then they may contact the school director for mediation. If the complaint cannot be resolved at the school level through its complaint procedure, students may file a complaint with the South Carolina Commission on Higher Education. The complaint form is available here.

Specialized Accreditations

• Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)
• Music programs and degrees are fully accredited and approved by the National Association of Schools of Music (NASM).
• Nursing programs and degrees are accredited by the Accreditation Commission for Education in Nursing (ACEN).
• The Webster University is registered for state teachers’ certificates by the Department of Education of the State of Missouri.
• Webster University is registered as an Approved Continuing Education Partner (ACEP) with the National Board for Certified Counselors, Inc. (NBCC).
• Only the St. Louis Campus’ legal studies BA, MA and Paralegal Certificates are approved by the American Bar Association.

International Accreditations and Recognitions

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

Memberships
Webster University holds membership in the following organizations or associations:
• American Association for Paralegal Education
• American Association of Colleges of Nursing (AACN)
• American Association of Colleges of Teacher Education (AACTE)
• American Council on Education
• ASIS International
• Association of American Colleges and University Programs in Switzerland
• Association of American Colleges and Universities (AAC&U)
• Association of Theatre in Higher Education
• College Art Consortium
• College Board
Webster University has a signed Department of Defense (DoD) Voluntary Partnership Education Memorandum of Understanding (MOU), showing the commitment and value that Webster University places on the school's relationship with the military and providing military members with high quality educational services. Webster University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

Graduates of Webster University are eligible for membership in the American Association of University Women and the American College of Hospital Administrators.

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

General Admission Information
The University considers applications for admission on a rolling basis. The Admission Committee reviews applications as soon as all supporting documents have been received. Applicants are encouraged to apply at the beginning of the term or semester prior to which they wish to enroll. While the Office of Admission makes every attempt to accommodate students who apply at any time, applications completed less than one week prior to the beginning of a term or semester may not be reviewed before courses begin.

The application for admission to the St. Louis campus also serves as the merit scholarship application. February 1st is the priority deadline to complete the application for fall semester applicants who wish to maximize their consideration for scholarship, financial aid, and housing. Applications submitted for the fall semester after the February 1st priority date will be considered for scholarship, financial aid, and housing spaces on an “as available” basis.

Students should apply to only one Webster University campus. Applicants may contact the Webster Worldwide Office of Admission to request a change in the Webster campus location of an existing application.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

Contact Information for the Office of Admission
The Office of Admission is located on the St. Louis Home Campus in Webster Hall:

Office Location:
Webster University
Webster Hall 140A
470 East Lockwood Avenue
Saint Louis, MO 63119-3194
U.S.A.

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

St. Louis campus applications and supporting documents may be sent by regular mail or post to:
Office of Admission
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Application documents submitted from outside the United States may be sent to the following mailing address:

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

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

Freshman Admission
To be considered for freshman admission, applicants should submit the following:

- A completed online application for undergraduate admission. Students may submit the University’s institutional application or The Common Application. Equal consideration is given to both during the admission review.
- A $35 nonrefundable application fee.
- An official high school transcript. All transcripts issued in a language other than English must be accompanied by a certified English translation.
- An official copy of test scores from either the ACT or SAT for applicants who attend U.S. high schools or international secondary schools that use English as the language of instruction. Scores listed on an official high school transcript are considered official.

Furthermore, the Office of Admission, when it deems necessary, reserves the right to request the following additional documents when considering a student for admission:

- A 300- to 500-word essay on a topic of the student’s choice, such as a special interest, significant experience, or notable achievement.
- A résumé of school and community activities, including offices held and awards received.
- One letter of recommendation.

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

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

To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution.

Some academic programs have additional admission requirements, such as an audition or portfolio review for programs in the Leigh Gerdine College of Fine Arts. These requirements are outlined in their respective academic section of the catalog. After the application is completed, the University Admission Committee will render an academic admission decision. Upon submission or completion of the portfolio or audition, the respective department’s admission committee will render a programmatic decision.

Home schooled applicants are welcomed and should submit a high school transcript or an official copy of General Equivalency Diploma (GED) test scores.

Early Admission: Students wishing to enroll prior to high school graduation should submit a recommendation from the high school principal that states the student is in good standing and is adequately prepared for college-level work in order to be considered. This letter is needed to complete the application.

Additional Documentation
- International applicants who will require a student visa or resident permit must submit a photocopy of the biographical page from their passport.
• Applicants whose native language is not English must demonstrate English language proficiency by submitting official copies of valid test scores from TOEFL, Academic IELTS, or Pearson.

All official documents and other materials submitted in support of the application become University property and cannot be returned or reproduced.

**Freshman Admission Criteria**

Freshman applicants are expected to complete a college preparatory secondary school program with at least 19 units of academic credit. The University strongly recommends the following distribution:

- English: 4 units
- History/Social studies: 3 units
- Mathematics: 3 units
- Foreign Language: 2 units
- Science (two laboratory): 3 units
- Fine Arts: 1 unit
- Academic electives: 3 units

The Admission Committee reviews each application individually in order to evaluate demonstrated academic ability. During this review the University looks for evidence of potential academic success at Webster. Particular emphasis is given to the applicant’s grades in academically rigorous courses, achievement on standardized tests, and class rank, when available. The essay, the recommendation(s), and school/community achievements are also important considerations in the University’s decision-making process.

Applicants most likely to be admitted will have a cumulative grade point average of at least a 3.0 on a 4.0 scale, a minimum ACT composite score of 21 or an SAT score of 1000 (critical reading and math), and a class rank in the top 50 percent of their high school class, if applicable.

Within the first term of enrollment at Webster, each applicant to the freshman class is required to submit a final high school transcript and/or external examination certifying the date of graduation within the first term of enrollment at Webster. Students who fail to do so will not be permitted to register for subsequent terms.

**Adult/Transfer Application**

Each adult freshman applicant and each transfer applicant who has previously attended a college/university or other post-secondary institution must submit:

- A completed online application for undergraduate admission (available at http://webster.edu/apply).
- A $35 nonrefundable application fee.
- An official high school transcript listing date of graduation or GED scores, if the applicant has successfully completed fewer than 30 semester credit hours (approximately one year) of university level credit.
- An official transcript from each college, university, or other post-secondary institution previously attended. All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Additional credentials as requested.

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

Office of Admission
Webster University
470 E. Lockwood Ave.

St. Louis, MO 63119

To be considered official, transcripts must be received by Webster University directly from the issuing institution. If the student is to deliver transcripts, they must be in sealed, unopened envelopes and certified with the official seal of the issuing institution. Official transcripts must be sent directly to the main campus in St. Louis and other documents pertaining to admission should be sent directly to the campus to which the student applied and/or currently attends.

**Additional Application Requirements**

- An audition or portfolio review is required for students applying as fine and performing arts (art, dance, music, or theatre) majors. See special program admission requirements under the respective academic section of the catalog.
- RN to BSN degree completion applicants should submit official transcripts from all college level education, a professional résumé and should contact the St. Louis home campus nursing office, 314-246-7483, to set up their pre-admission interview. Applicants must have their RN license to be considered for admission to this program.
- Applicants with prior military experience should submit copies of their service records to be considered for transfer credits. For Air Force servicemen and women, transcripts from the Community College of the Air Force (CCAF) are acceptable. Transcripts from CCAF should be requested and sent to the Webster University Office of Admission. For all other branches of service, the Joint Services Transcript (JST) transcript should be requested and sent to the Office of Admission at transcripts@webster.edu. Students can request the JST by visiting https://jst.doded.mil.

**Adult/Transfer Admission Criteria**

When considering an adult/transfer applicant, the Admission Committee looks for documentation that the student’s prior academic experiences will provide an adequate foundation for success in college-level coursework taken at Webster. The most important factor considered is the applicant’s previous academic record, as evidenced by high school and/or college transcripts. Strong consideration will be given to applicants who have achieved a cumulative grade point average of 2.5 or better (on a 4.0 scale) on all previous academic work.

Certain academic programs have additional academic requirements. Please refer to each academic program for details on additional admission requirements.

Webster strongly encourages transfer students to contact the University early in their academic careers to request information about transfer to the University. More information on credit transfer, special transfer opportunities, and degree requirements can be found in the Academic Policies and Information section.

**Application for International Students**

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

**Application Requirements**

- A completed online application for undergraduate admission. Students may submit the University’s institutional application or The Common Application. Equal consideration is given to both during the admission review.
- An official high school transcript. All transcripts issued in a language other than English must be accompanied by a certified English translation.
Admission

- Applicants whose native language is not English must demonstrate English language proficiency by submitting official copies of valid test scores from TOEFL, Academic IELTS, or Pearson.
- A 300- to 500-word essay on a topic of the student's choice, such as a special interest, significant experience, or notable achievement.
- One letter of recommendation from a counselor or teacher.
- International students recruited to the U.S. will be required to pay a Tuition Deposit equivalent to a one-semester tuition charge, and only applies to tuition fees. This Tuition Deposit is non-refundable upon enrollment and forfeited if the student decides to transfer out of the University. Any forfeited Tuition Deposit will be applied to tuition fees if the student rejoins the University within twelve (12) months from the date of their last class attendance.

Strong consideration will be given to applicants who have achieved a cumulative grade point average of 2.5 (equivalent) or better (on a 4.0 scale) on all previous academic work.

Some academic programs have additional admission requirements, such as an audition or portfolio review for programs in the Leigh Gerdine College of Fine Arts. These requirements are outlined below and in their respective academic section of the catalog. After the application is completed, the University Admission Committee will render an academic admission decision. Upon submission or completion of the portfolio or audition, the respective department's admission committee will render a programmatic decision.

International Transfer Students: An official transcript from all colleges/universities/post-secondary schools attended must be submitted to the Office of Admission. In addition, an official high school transcript listing the date of graduation is required, if the applicant has successfully completed fewer than 30 semester credit hours (approximately one year) of university level credit.

Additional Documentation

- International applicants who will require a student visa or resident permit must submit a photocopy of the biographical page from their passport.
- Applying for a visa: Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements may vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. The University will notify applicants if additional documentation is required to complete the application file. For current information, please contact the campus at which you plan to enroll.

Dual Admission

Webster University has signed dual admission partnership agreements with area community colleges to help ensure a seamless transfer for students from the associate degree to the baccalaureate degree. Students can be dually admitted to Webster and the community college partner, gaining access to resources at both institutions. Admission requirements and details for each dual admission partnership can be found on the Office of Admission website: www.webster.edu/dualadmission.

Undergraduate Degree Completion Admission

Applicants to Webster's upper-division degree completion programs must follow application procedures listed under Adult/Transfer Application and must have successfully completed an associate's degree or at least 64 credit hours (or 56 credit hours in the state of California) of college-level work prior to beginning studies at the University.

Online Programs

Webster University offers undergraduate degree programs in an online format. For a complete listing of available programs, please visit the Online Learning Center's website: www.webster.edu/online/programs.

Students interested in pursuing a degree in an online format must abide by the same admission requirements mentioned above, depending on their incoming status (whether freshman, adult, or transfer). Additionally, because many of the undergraduate degree options offered online are degree completion programs, they are subject to the additional degree completion admission requirements mentioned above.

Online students are encouraged to submit an application for admission at the beginning of the term or semester prior to which they wish to enroll.

Conditional Admission

The University may choose to admit a student whose academic credentials fall below stated requirements on a conditional basis. Students who are accepted on a conditional basis may be required to take specific courses during their first semester at the University and consult with representatives of the University's Academic Resource Center. Conditionally admitted students must successfully complete their first semester with a Webster University grade point average of at least 2.0 or above in order to remain at the University. Please see the catalog section Academic Progress for information on dismissal, reinstatement and readmission.

Provisional Admission

An accepted student whose application file is incomplete due to an outstanding final transcript or other required document is classified as a provisional admit. This status applies to all international and transfer students still enrolled in coursework, those who need to submit external examination results, or those students who submit uncertified translations of transcripts. Students admitted on a provisional basis must submit all required documents before any federal financial aid may be disbursed and before they may register for a subsequent semester.

Full Admission

An accepted student whose formal application file contains all official and final transcripts and, if needed, literal and certified translations of applicable documents is classified as a full accept. Freshman students receive a "full accept" prior to a final transcript being received; however, freshman are required to submit a final high school transcript within the first term of enrollment.

General Application Information

Admission to Desired Major

The Admissions Committee at Webster University reviews each applicant's background for two areas of competence. The initial review focuses on the student's overall academic performance in all coursework attempted prior to application at Webster. The second review concentrates on the student's previous preparation and ability in the intended major area(s). The decision regarding admission to the University will be based on both areas of review.

However, admission to the University does not guarantee acceptance as a declared major in any specific program. Students
normally request formal acceptance into the desired major after a period of satisfactory academic progress at Webster. Requirements for acceptance as a major vary and are set by individual departments and programs.

**Certificate Program Application**
Students who wish to pursue a Certificate program at Webster must apply and be accepted as a degree-seeking student.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

**Deferred Admission**
An accepted student may request a deferral of their acceptance for up to one academic year by making a written request to the Admission Office. Students who defer admission must submit official transcripts of any academic work completed after acceptance and prior to enrollment at Webster.

**Readmission**
Degree-seeking students whose enrollment has been interrupted for one calendar year or longer must apply for readmission prior to resuming studies at the University. Readmitted students follow the academic policies and degree requirements of the catalog in effect at the term of their re-enrollment. Readmission is normally requested through the Office of Academic Advising.

Students requesting readmission must submit official transcripts of all academic work completed since prior enrollment at Webster. Students must pay any outstanding balance in the Business Office before the student is permitted to enroll. Students who voluntarily leave the University while on academic probation will be readmitted on probation. See the Academic Probation and Dismissal section under Academic Policies and Information.

**Non-Academic Issues and Admission**
Webster University reserves the right to deny admission based on non-academic reasons when it is believed to be in the best interest of the University. A disciplinary violation or criminal conviction may affect admission, enrollment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made.

Failure by the applicant to fully disclose this information on the application can result in revocation of the admission offer, disenrollment after matriculation, or other disciplinary action. If a student's application misrepresents any information, for any reason, admission or enrollment may be revoked.

**Notification of Decision on Admission**
The University's admission decision is communicated by letter. Students who are admitted will receive enrollment confirmation materials with their acceptance letter.

**English Language Proficiency**
International student applicants whose primary language is not English must document their English language proficiency at the time of application. Permanent residents or U.S. citizens whose primary language is not English and who are not confident in their English language proficiency should consider contacting the English as a Second Language Director for ESL advising.

International student applicants normally satisfy the English language proficiency requirement by submitting official scores within the past two years of the Test of English as a Foreign Language (TOEFL) or Academic IELTS. The scores required for full undergraduate admission are as follows:
- TOEFL: iBT: 80
- IELTS: Academic: 6.0
- Pearson: 53

Equivalent Cambridge, Oxford, NEAB, TEEP, Academic IELTS and London Certificate 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. In such cases, testing must be completed before the admission decision will be made. Webster University will refer for testing any applicant for admission about whose English language proficiency an admissions officer has concerns. All English as a Second Language (ESL) recommendations and requirements are a condition of the applicant's admission, enrollment, and/or continued enrollment at the University.

Use these correct institutional codes for Webster University when requesting an official TOEFL score report:
- St. Louis campus: 6933
- Accra campus: 5517
- Cha-Am campus: 7954
- Geneva campus: 0546
- Leiden campus: 0548
- Vienna campus: 0547

Use these institutional codes for Webster University when requesting an official ACT score report:
- St. Louis campus: 2388
- Cha-Am campus: 5361
- Geneva campus: 5154
- Leiden campus: 5175
- Vienna campus: 5466

In lieu of submitting one of the English proficiency examinations above, students can demonstrate English proficiency (and be exempt from the test requirement) in any of the following ways:
- Successful completion of at least one academic year of high school or college-level coursework conducted in English by a regionally accredited U.S. institution of learning (ESL coursework does not qualify toward the one full year exception).
- Successful completion of the ELS Language Center's English for Academic Purposes or ELS Language Center Level 112 (must have valid ELS 112 Certificate of Completion).
- Successful completion of the University of Central Florida's Center for Multilingual Multicultural Studies (CMMSS) Intensive English Program (must have valid completion certificate).

For any other questions regarding English proficiency requirements, please contact our staff.

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

**English Language Placement Testing**
Admission

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

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

Non-degree Status Approval

Students who do not plan to seek a degree from Webster may request approval to take undergraduate courses at the University as a non-degree student. The non-degree application is available from the Office of Admission or the campus the student is interested in attending. Non-degree seeking students are prohibited by federal regulations from receiving federal financial aid. Non-degree application requirements include:

- Non-degree application (available at http://webster.edu/apply).
- A $35 non-refundable application fee.
- Transcript(s) from previous high school(s) and/or postsecondary institution(s) attended.
- Additional documentation may be requested at the University's discretion.

The Admission Committee evaluates non-degree student applicants for evidence of demonstrated potential for academic success. Non-degree candidates who meet regular University admission standards for freshmen or transfer students are normally approved.

Registrations for non-degree students are processed on a space available basis beginning 30 days before the start of each semester. Non-degree students must document that any class prerequisites have been met and must maintain satisfactory academic progress at the University. Non-degree students must pay tuition in full at the time of registration.

Non-degree students who would like to become degree-seeking may apply for admission for a subsequent term. A maximum of 30 credit hours may be earned as a non-degree student. Non-degree students approved for undergraduate study may not enroll in graduate-level coursework without a completed baccalaureate degree.

Other Admission Information

Study Abroad Information

General information about degree-seeking study at Webster University's international campuses may be found on the website by clicking on the Worldwide Campuses tab and scrolling to The International Campuses. General information about the University’s study abroad program at the international campuses can be obtained by contacting The Office of Study Abroad at worldview@webster.edu.

All Webster University students enrolled at a United States campus and all U.S. citizens residing in the United States should contact the director for Webster University study abroad programs for admission information. Address, telephone, and fax information is listed in Special Study Opportunities.

All non-U.S. citizens who wish to apply as degree-seeking at an International Campus and all U.S. citizens and Permanent Residents (Resident Alien Card Holders) residing abroad should contact the Admission Officer at the international campus they wish to attend for more information. International campus address, telephone, and fax information is listed in Locations Offering Undergraduate Programs.

Visas for Study Purposes

International students who will require a student visa to begin educational study in a country where Webster has a campus may need to provide additional documentation. Local documentation requirements can vary by campus depending upon the applicant's citizenship and/or country of residence at the time of application. Applicants should check with the campus they wish to attend for specific information.

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

Admission Appeal Process

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

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

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

Prior to Enrollment

Enrollment Confirmation

Accepted applicants to the St. Louis home campus are encouraged to submit a $100 (U.S.) tuition deposit to confirm their intent to enroll at the University. This also includes international students who are transferring from U.S. colleges and universities. International students recruited to the U.S. are required to pay a Tuition Deposit equivalent to a one-semester tuition charge, applicable only to tuition fees. This Tuition Deposit is non-refundable upon enrollment and forfeited if the student decides to transfer out of the University. Any forfeited Tuition Deposit will be applied to tuition fees if the student reenrolls within twelve (12) months from the date of their last class attendance. Payment can be made online, bank transfer or by returning the Enrollment Confirmation form with the tuition deposit to the Office of Admission.

Deposits for the Fall semester/term(s) are refundable until May 1st, deposits for the Spring semester/term(s) are refundable until December 1st, and deposits for the Summer term are refundable until
Requests for a refund must be made in writing to the Office of Admission.

Information regarding enrollment confirmation processes and deposits for degree-seeking student who plan to attend an International campus are available from the respective Admission Office.

Housing Information
St. Louis on-campus housing information may be obtained by visiting www.webster.edu/housing. For the fall term, housing applications become available after January 1. Incoming freshmen are required to live on campus for their first two years unless they live with their parents within 35 miles of campus. Transfer students who wish to live in the Webster Village Apartments or residence halls on campus should contact the housing office and submit their housing application early in the admission process. Housing is available on a limited basis.

Each International campus has a Housing Officer who can assist accepted applicants with on-campus or off-campus housing options. Refer to the various campus websites for additional information.
Enrollment

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

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

Registration

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

Candidate/Connections/Email Accounts

Students who intend to apply for St. Louis on-campus housing will need to activate a Candidate account. An activation email for this account will be sent to the student's personal email address after acceptance to the University. The student must activate this account within five days. For assistance in activating the Candidate account, please contact the Office of Admission at 800-753-6765 or admissioninfo@webster.edu.

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to:

- Activate their Connections account after receiving their username and password. Students receive a link to set up their Connections account upon acceptance to the University.
  - If a student has been accepted but has not enrolled in a course and has never set up their Connections account, the student will need to contact the Office of Admission at 800-753-6765 or admissioninfo@webster.edu.
  - If a student has enrolled but has never set up their Connections account, the student will need to contact the Webster University IT Service Desk 48 hours after the time of enrollment by calling 1-866-435-7270 or emailing support@webster.edu. Students should be at a computer at the time of their call.
- Regularly check their University email account for official communication from Webster University.
- Regularly check their Connections account for Personal Announcements and Campus Announcements.
- Maintain their University email account in working order (including compliance with the University's Acceptable Use Policy and appropriately managing disk space usage).

Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the IT Service Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website 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. Those students eligible to register online may also do so through the Connections Student Academic Services channel.

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 by the Department of Teacher Education. BSN students make their initial advising appointment through the Nursing Department.) Based on this initial advising session, the student will be assigned 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.

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.

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 considered full time.
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.

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.

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

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

Students may drop classes through the end of the second week of the term/semester. 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 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 areas available for teacher certification is included in the School of Education curriculum section of this catalog.

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, BA/MS, 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.

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.
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)
- Dual Majors
- Sequential Degree Programs
- Combined Degree Programs
- 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 Global Citizenship Program requirements.

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.

Credit Hours

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

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

Global Citizenship Program

Webster University requires all baccalaureate students to complete the Global Citizenship Program, Webster's distinctive general education program. The mission of the Global Citizenship Program is to ensure that every undergraduate student emerges from Webster University with the core competencies required for responsible global citizenship in the 21st century.

Global Citizenship Program Learning Outcomes

Students who successfully complete the program will be able to:

- Demonstrate knowledge of human cultures and the sources of meaning (Roots of Cultures).
- Demonstrate knowledge of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior).
- Demonstrate knowledge of the physical and natural world (Physical and Natural World).
- Demonstrate knowledge of cultures foreign to them, international languages or the forces that draw people of the world together and forces that push them apart (Global Understanding).
- Demonstrate knowledge of human artistic expression (Arts Appreciation).
- Demonstrate an understanding of and create arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (Quantitative Literacy).
- Recognize when there is a need for information and identify, locate, evaluate and responsibly use and share information relevant for the problem at hand.
- Explore ideas, issues, images and events comprehensively by analyzing and evaluating assumptions and arguments, constructing well-supported arguments and developing innovative plans or ideas to solve problems.
- Assess their own ethical values and, in the social context of problems, apply and evaluate ethical perspectives and concepts.
- Demonstrate understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy or beliefs and practices.
- Communicate ideas, opinions and information effectively by preparing and delivering purposeful oral presentations designed to increase knowledge, to foster understanding or to promote change in listeners' attitudes.
- Use language effectively to communicate in a variety of written genres.
- Demonstrate -- through effective use of genre, context and syntax -- understanding of the purpose of their writing and appropriate approach to a particular audience.
- Make connections between academic learning and life experiences across disciplines and perspectives.
- Apply knowledge, skills and responsibilities to new settings and complex problems.
• Demonstrate the ability to work constructively as part of a team by contributing directly, facilitating others’ contributions, fostering a constructive climate and responding well to conflict.

Global Citizenship Program Requirements

The Global Citizenship Program (GCP) applies to all new students, both those seeking BA or BS degrees, as well as students seeking professional degrees such as BFA, BM, BMed and BSN.

Students satisfy the GCP requirements by completing at least 3 credit hours of relevant coursework from each category identified in the course requirements section below with a grade of C- or better. Two categories within the GCP require 6 credit hours each. The professional degrees (BFA, BM, BMed and BSN) and a limited number of specialized BA and BS degrees receive accommodations for their high number of required credits and specialized natures. The specific GCP requirements for degree programs with accommodations are listed alongside the requirements for the individual majors in this catalog.

No courses used to fulfill the course requirements of a student’s first major may be used to satisfy GCP course requirements. Courses in a second major or in a minor or certificate program may be used to satisfy GCP requirements.

I. General Education Requirements

A. Course Requirements (24 credit hours distributed as indicated below):

• 6 credit hours from courses with two different prefixes designated ‘Roots of Cultures.’
• 6 credit hours from courses with two different prefixes designated ‘Social Systems and Human Behavior.’
• 3 credit hours from courses designated ‘Physical and Natural World.’
• 3 credit hours from courses designated ‘Global Understanding.’
• 3 credit hours from courses designated ‘Arts Appreciation’
• 3 hours from courses designated for ‘Quantitative Literacy.’

B. Skills Requirements

1. All students must complete three credit hours in courses coded for each of the following skills:
   • Written Communication
   • Oral Communication
   • Critical Thinking
   • Intercultural Competence
   • Ethical Reasoning

2. Students will usually complete the Skills Requirement with courses in the GCP Course Requirements but may also complete it with appropriately coded courses within their major, or within other coded courses not part of the GCP.

II. Undergraduate Degree Requirements

Two integrative seminars (6 credit hours) are required:

1. The initial, integrative, lower-level seminar may be met by:
   • FRSH 1200 First Year Seminar
   • GLBC 1210 Gateway Seminar to the Global Citizenship Program in Online Environments
   • An approved substitute course (see degree audit or ask your academic advisor for a current list)
   • Prior Learning Assessment
   • Having earned an associate’s degree from a regionally accredited college or university

2. The upper-level seminar may be met by a KEYS 4XXX course. This is a requirement for all students, except for those who have previously earned a bachelor’s degree.

Total Required GCP Credit Hours: 30

III. Definitions

Knowledge Areas:

• Roots of Cultures courses develop knowledge of human cultures and the sources of meaning, focused by engagement with ‘big questions,’ whether contemporary or enduring.
• Social Systems and Human Behavior courses develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with ‘big questions,’ whether contemporary or enduring.
• Physical and Natural World courses develop knowledge of the physical and natural world, focused by engagement with ‘big questions,’ whether contemporary or enduring.
• Global Understanding courses develop understanding of cultures foreign to them, or international languages or forces that draw people of the world together and forces that push them apart.
• Arts Appreciation courses develop knowledge of human artistic expression gained through analysis, reflection or practical experience.
• Quantitative Literacy is a “habit of mind,” competency and comfort in working with numerical data.

Skills Areas:

• Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
• Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
• Intercultural Competence is a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
• Oral Communication is a prepared and purposeful presentation designed to increase knowledge, to foster understanding and/or to promote change in the listeners' attitudes, values, beliefs or behaviors.
• Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data and images. Written communication abilities develop through iterative experiences across the curriculum.

Seminars:

• FRSH 1200 First Year Seminars
Emphasize exploration and discovery through a range of topics, teach students to think critically in a community of learners and set a standard for academic excellence that continues throughout the academic career of every student. FRSH 1200 is a requirement for students entering as new full-time degree seeking freshmen (who have not previously matriculated at another post-secondary institution or who have fewer than 16 credit hours of college credit). All other students, if required to satisfy GCP requirements, must complete an approved substitute course.
• GLBC 1210 Gateway Seminar
Academic Policies and Information

This course is designed to support students in beginning to develop the habits of mind, habits of heart, and the cultivation of skills that lead to global citizenship and individual excellence and to provide an orientation to Webster University resources. This seminar is not available for on-campus first-year students.

- **KEYS 4001-4023 Global Keystone Seminar**
  This course engages students in developing and using intellectual and practical skills to demonstrate their understanding of responsible global citizenship, through collaborative participation in meaningful, real-world projects and problem-solving experiences. Students practice skills for lifelong learning and integrative learning through analysis, synthesis, integration and application (transfer) of prior learning (formal academic concepts as well as personal life experiences) to address complex problems, locally or globally.

An approved list of courses addressing each of the categories is available through academic advisors and can be reviewed online under GCP Advising and Assessment Resources. The course descriptions found in this catalog are also coded for GCP, if applicable. Students have the responsibility to select their general education coursework, with the guidance of their academic advisor, within these guidelines.

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**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.

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**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 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.

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**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 individuals who already possess a baccalaureate degree. They are designed as stand-alone credentials. Admission policies for certificate seeking students are the same as for degree seeking undergraduates.

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**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.
5. Students should refer to the appropriate school/college for specific certificate requirements.

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.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

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**First Year Seminar**

All new full-time degree seeking freshmen with fewer than 16 credit hours of college credit are required to take FRSH 1200 First Year Seminar.

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**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 Admission. On admission, credits awarded toward the previous degree will be evaluated by the Office of the Registrar for acceptance toward the sequential degree and the new major. 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 Global Citizenship Program requirement. They are advised by the department/program in which the sequential degree is sought.

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**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.
Academic Policies and Information

Class Attendance
The University reserves the right to drop students who do not attend class the first week of the term/semester. However, students are responsible for the accuracy of their schedule and should not rely on this potential action. Students should verify their schedule by logging in to their Connections account.

Attendance requirements are set by the instructor and 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.

Student Conduct
Students enrolling in an undergraduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an educational institution. Misconduct for which students are subject to discipline may be divided into the following categories:

- All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. (See Academic Honesty Policy in this catalog.)
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
- Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In cases of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student(s) from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate. When necessary and appropriate, Public Safety and/or the local (or military) police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
- Theft of or damage to property of the University.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the Office of the Provost or his designee. To the extent that penalties for any of these misconducts (e.g., theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Student Handbook.

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

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

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

Fabrication—Falsifying, inventing, or mistating 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 website or an Internet paper clearinghouse. Self plagiarism — submitting work to a course that was previously submitted to the same or a different course -- is also considered a form of plagiarism.

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

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

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

Transfer Credit
Webster University evaluates college-level coursework completed at regionally accredited colleges/universities or postsecondary institutions for acceptance as transfer credit. Credit from institutions that are not regionally accredited, but are nationally accredited by an accrediting body recognized by the U.S. Department of Education, may be accepted for limited credit hours. 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:
Academic Policies and Information

- 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:

- 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.
- Standardized tests conducted external to Webster. These include ACT-PEP; Excelsior College Examinations; CLEP; DANTES; GED College Level; and USAFI, as well as Advanced Placement and International Baccalaureates (as described below). 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.
- 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.
- 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. For students with multiple associates degrees, the University will use the first degree received from a regionally accredited institution as the basis for transfer credit evaluation.

General Education/Global Citizenship 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 from a regionally accredited institution will have satisfied Webster University's general education section and First Year Seminar requirement of the Global Citizenship Program. Please note that students will be required to complete Global Keystone Seminar at Webster University, as this course is an upper-division degree 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. Students already holding a baccalaureate degree and seeking a sequential degree are not required to complete the University's Global Citizenship Program 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 - students transfer in up to 98 credit hours 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 from a regionally accredited institution as the basis for transfer credit evaluation.

Associate of Arts in Teaching Degree (AAT)

The University provides full transfer credit for all college-level coursework completed as part of the associate of arts in teaching (AAT) degree. Students successfully completing the AAT degree from a community college in the State of Missouri, or from another regionally accredited institution, will receive full transfer credit of their AAT program towards completion of a bachelor's degree at Webster University in teacher education, and acceptance of their completion of an equivalent general education program. Students must complete the remaining degree requirements of the University, as well as the applicable teacher certification requirements for their chosen program(s).

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.

Transfer Credit for the RN to BSN Program

Webster University may accept up to 98 lower-division credit hours, including lower-division credit hours earned beyond the first associate's degree and for credit by examination, for registered nurse (RN) students seeking a bachelor of science in nursing. This may include credit hours advanced by the community college for licensed practical nurse (LPN) advanced placement. Please refer to the nursing department for more information.

Extra-Institutional Credit

Webster University maintains articulation agreements and policies for awarding undergraduate credit hours for selected categories of extra-institutional learning. The University Registrar manages transfer credit evaluations and policies, which include:
• U.S. military training or credits based on the recommendations of the American Council on Education (ACE). Students are encouraged to use the Joint Services Transcript (JST), Sailor-Marine ACE Registry Transcript, or Army/ACE Registry Transcript System (AARTS) for documentation. Official documentation of training is required.

• In-service training programs as recommended by the American Council on Education (ACE). Official documentation of successful completion must be submitted when requesting credit hours. Credit hours for in-service programs can be applied only once in the pursuit of degrees offered by Webster University and cannot duplicate credit hours previously earned.

• Registered nurses who do not wish to enter the BSN program, and who have completed an accredited nursing program, may receive up to 30 transfer credit hours for each year of their diploma program. These students must petition for acceptance as a major in a major other than nursing or design an individualized area of concentration (IAOC).

Advanced Placement Credit
Enrolled freshmen who have taken advanced placement, accelerated, or honors courses may qualify for college-level credit from the University up to a maximum of 32 credit hours. Students who wish such work to be considered for first year (freshman) 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 the advanced placement tests (AP exams) from the College Board. Exams are available in the following subject areas: art, biology, calculus, chemistry, Chinese, computer science, economics, English literature and composition, French, German, geography, government and politics, history, Italian, Japanese, Latin, mathematics, music, physics, psychology and Spanish. Required minimum scores vary by academic department and exam. Most require a minimum score of 3 or 4. Contact the Office of Admission for a full listing.

*Note: A score of 4 is required by the School of Education if an AP exam is being used to meet certification requirements for composition or mathematics.

International Baccalaureate
Webster University recognizes the international baccalaureate (IB) as a preparation for university studies. The University awards first year (freshman) lower-division transfer credit to enrolled students upon receipt of an official transcript of results obtained.

Webster University will award up to 32 credits for international baccalaureate (IB) diploma and certificate. Credit is awarded as follows:

Higher Level Subjects: 8 credit hours for each subject completed with a grade of 4 or higher.

Standard Level Subjects: 4 credit hours for each subject completed with a grade of 4 or higher.

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 a senior college (a four-year school) or more than 98 credit hours from any combination of post-secondary schools, the first courses accepted toward a 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. Minimum grade requirements are determined by each individual department.

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.
• F: unsatisfactory 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.
• WV: course waived, no credit granted.
• WF: Unofficial Withdrawal. A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal

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

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.
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, WF, or ZF is earned. The student’s enrollment history will document both enrollments and grades, but only the most recent grade (repeated course) will be used for GPA calculation. Students may repeat an elective course in which an F, WF, 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 non-academic reasons may discuss the grade with the site director or regional academic director on extended campuses, or in St. Louis with the appropriate 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.

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:

- A = 4.0 pts.
- B+ = 3.33 pts.
- B = 3.0 pts.
- B- = 2.67 pts.
- C+ = 2.33 pts.
- C = 2.0 pts.
- C- = 1.67 pts.
- D+ = 1.33 pts.
- D = 1.0 pt.
- F = 0.0 pts.
- ZF = 0.0 pts.
- WF = 0.0 pts.

Grades of Pass (P), Incomplete (I), Withdrawn (W) or Waived (WV) 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.

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.

I. All students whose transcripts include the following will be awarded honors:
   (Note: In the following, ‘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.)
   1. A minimum of 45 graded credit hours at Webster University
   2. A minimum of 90 graded credit hours accumulated in the entire college career
   3. A minimum cumulative grade point average of 3.7

The type of honor awarded will be determined on the basis of the following GPAs:

- Those with a minimum cumulative GPA between 3.70-3.79 will be awarded their bachelor's degrees with the distinction of cum laude.
- 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.
- Those with a minimum GPA between 3.90 and higher will be awarded their bachelor's degrees with the distinction of summa cum laude.

II. Department chairs, academic directors and/or site directors (as appropriate) may nominate exceptional students whose course of study puts them outside the parameters of the average student’s curriculum vitae, in that theirs do not include a minimum of 45 graded credit hours at Webster University, or 90 graded credit hours accumulated in the entire college career. The Honors Board will consider these students for honors based on a demonstration of excellent academic work in the ungraded credit hours, both in the field of study and in other disciplines. Nominated students must have a cumulative GPA in alignment with the requirements detailed in Section I (above). The chair/director nominating the student should provide a narrative presenting the student's exceptional academic work in the ungraded credit hours. The Honors Board will communicate with chairs/directors concerning the process for these nominations.

III. Students who have been found guilty of academic dishonesty by the Academic Honesty Board are not eligible to receive honors.
Academic Policies and Information

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 Office of Academic Affairs. 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 Current Students page of the University's website and is noted on the students' enrollment history.

Academic Progress (Good Academic Standing, Academic Probation, Dismissal, Reinstatement, Readmission)

Good Academic Standing
Webster University students are in good academic standing when their Webster University cumulative grade point average (GPA) is at or above a 2.0.

Academic Probation
Degree seeking students whose Webster University cumulative grade point average (GPA) falls below a 2.0 will be placed on academic probation. Students will be notified of their probationary status in writing. Students will be continued on probation when their semester GPA is above a 2.0, but cumulative GPA is below a 2.0. Students are removed from probationary status when their cumulative GPA is at or above a 2.0.

Academic Dismissal
Students will be dismissed from Webster University if they are:

- Degree seeking students on probation whose semester GPA falls below a 2.0.
- Conditionally admitted students whose first semester Webster University GPA falls below a 2.0.
- Non-degree seeking students whose semester GPA falls below a 2.0.

Degree seeking students are eligible to appeal for reinstatement or readmission. Non-degree seeking students are not eligible to appeal for reinstatement or readmission.

Students will be notified in writing of their academic dismissal.

Dismissal Appeal Process and Reinstatement
Dismissed degree seeking students are notified in writing and may appeal their dismissal and request reinstatement.

St. Louis area and online students should send their appeal to the Academic Progress Committee care of the Academic Advising Center.

Extended and international campus students should send their appeal to their campus.

Appeals should be in writing, should address the specific circumstances that led to the poor grades, and should provide a clear plan to address those issues to be academically successful.

The Academic Progress Committee is made up of representatives of offices that can assess students' appeals in a holistic way, taking into account academic, personal and financial considerations.

Reinstated students are expected to maintain a semester GPA of 2.0 until their Webster University cumulative GPA is at or above a 2.0, or they will face a subsequent dismissal.

Readmission
Dismissed degree seeking students who either were denied reinstatement or who did not appeal for reinstatement are eligible to apply for readmission to Webster University after one year if they can demonstrate readiness to do college-level work. Demonstration of college-level work involves transferring in 12 credit hours of coursework successfully completed at another post-secondary institution.

St. Louis area and online students should apply for readmission through the Academic Advising Center. Students should present copies of their transcripts showing the 12 credit hours of coursework successfully completed at another post-secondary institution.

Extended and international campus students should apply for readmission through their campus.

If readmitted, students returned to Webster University on probation.

Withdrawal from the University
A student who terminates study at the University before the end of a term may forfeit credit for work done in that term. Students who wish to withdraw from Webster for any reason must complete an exit interview with the Academic Advising Center and initiate official withdrawal procedures through the Academic Advising Center.

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

Transcripts and Diplomas
Undergraduate diplomas are issued by the Office of the Registrar to students upon receipt of the approved Petition to Graduate and completion of all graduation requirements has been verified, provided that the student's account is paid in full. The diploma reflects 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). Diplomas are sent approximately 10-12 weeks after the degree conferral appears on the student's record.

An unofficial copy of the transcript is sent to the student with his/her diploma after completion of degree requirements. The
Academic Policies and Information

University issues the unofficial transcript only if the student's account is paid in full.

A student may request an official transcript online or by mail. Full directions for requesting transcripts can be found on the Registrar's website (www.webster.edu/academics/transcripts.html). There is a $10 fee. The University will issue the official transcript only if the student's account is paid in full.
Tuition, Fees and Refunds

All costs are subject to change. Beginning with the Summer 2018 term, the general fees of Webster University for 2018-2019 are as follows:

Undergraduate Tuition

The tuition rates listed are subject to change.

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time undergraduate tuition (Except for Conservatory students)</td>
<td>$27,700</td>
</tr>
<tr>
<td>Conservatory full-time undergraduate tuition</td>
<td>$32,100</td>
</tr>
<tr>
<td>Cost for students who enroll in more than 18 hours in one semester</td>
<td>$710/credit hour</td>
</tr>
<tr>
<td>Part-time RN to BSN undergraduate tuition</td>
<td>$350/credit hour</td>
</tr>
<tr>
<td>Part-time undergraduate tuition (Gateway, Westport, WingHaven and St. Louis home campus only)</td>
<td>$710/credit hour</td>
</tr>
<tr>
<td>Part-time undergraduate tuition (Metropolitan campuses, excluding California)</td>
<td>$490/credit hour</td>
</tr>
<tr>
<td>Part-time undergraduate tuition (California metropolitan campuses only)</td>
<td>$555/credit hour</td>
</tr>
<tr>
<td>English as a Second Language (ESL) classes</td>
<td>$580/credit hour</td>
</tr>
<tr>
<td>Online courses</td>
<td>$710/credit hour</td>
</tr>
</tbody>
</table>

Credit by Exam

The service charges for all internal credit by examination will be computed per examination according to the following schedule:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Service Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11 credit hours</td>
<td>$300 per credit hour</td>
</tr>
<tr>
<td>12-16 credit hours</td>
<td>$3,515 total</td>
</tr>
<tr>
<td>17-32 credit hours</td>
<td>$3,855 total</td>
</tr>
<tr>
<td>33-48 credit hours</td>
<td>$4,035 total</td>
</tr>
<tr>
<td>49-64 credit hours</td>
<td>$4,220 total</td>
</tr>
</tbody>
</table>

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 guardians, providing that this home is within a commutable distance (approximately 35 miles). After the completion of the second year of studies at the Webster Groves campus, they may choose to move off-campus.

New International Students

All new undergraduate international students enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their first year. New freshmen have a two-year on campus living requirement. After the completion of the...
Tuition, Fees and Refunds

first year of studies at the Webster Groves campus, students other than new freshmen may choose to move off campus. An exception to the live-on requirement can be requested for international graduate students.

World Traveler Students

All World Traveler participants, both undergraduate and graduate, enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their study abroad experience. If they choose to permanently transfer to the Webster Groves campus, they may choose to move off campus after the completion of their first year of studies at the Webster Groves campus.

Residence Halls

Student housing includes traditional suite-style residence halls and apartments. Housing options for first-time freshmen include West Hall and Maria Hall.

Transfer students, as well as returning sophomores, juniors, seniors, and graduate students may apply for housing in the Webster Village Apartments, one of our Off Campus Apartment Options, or East Hall.

All housing and meal contracts are for the full academic year, or if the student assumes residence during the year, for the remainder of the academic year. A deposit of $175 must accompany the housing request for space. This amount includes a $150 security deposit and a nonrefundable $25 application fee.

Residence hall charges are based on the 16-week undergraduate class schedule. The Office of Housing and Residential Life may approve additional weeks at a per-week rate. Residence halls open with new student orientation and close the Friday of Finals Week. 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.

Room and Board Rates 2018-2019

All Residence Halls and Apartments come equipped with a local phone line, internet capabilities and furniture.

Rates listed below are for the semester. These rates include all utilities, including electricity. Housing charges will be placed on your Webster University student account.

<table>
<thead>
<tr>
<th>Building</th>
<th>Room Type</th>
<th>Cost per semester per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hall</td>
<td>Single</td>
<td>$3,565</td>
</tr>
<tr>
<td>East Hall</td>
<td>Double</td>
<td>$3,160</td>
</tr>
<tr>
<td>East Hall</td>
<td>Triple</td>
<td>$2,330</td>
</tr>
<tr>
<td>Maria Hall</td>
<td>Double</td>
<td>$3,025</td>
</tr>
<tr>
<td>West Hall</td>
<td>Double</td>
<td>$3,025</td>
</tr>
<tr>
<td>Webster Village Apartments</td>
<td>2 Bedroom</td>
<td>$4,570</td>
</tr>
<tr>
<td>Webster Village Apartments</td>
<td>4 Bedroom</td>
<td>$3,840</td>
</tr>
<tr>
<td>Webster Village Apartments</td>
<td>Efficiency-Double Occupancy</td>
<td>$3,840</td>
</tr>
<tr>
<td>Off Campus Rates</td>
<td>Varies</td>
<td>Varies</td>
</tr>
</tbody>
</table>

Meal Plan Rates 2018-2019

Blue and Gold Meal Plan

For 2018–19, only one meal plan is offered.

Cost = $2500 per semester. Students get $1700 in points to spend at any Dining Services location on campus. ($800 goes to University overhead).

This meal plan operates on an "all points" or "declining balance" basis. This offers students the ultimate in flexibility and spending options at our Campus Dining Services locations. This plan allows students to get whatever they want at any time when Dining Services is open. This is an à la carte plan, and any past restrictions such as meal exchanges or meal combos, have been eliminated.

Students can dine at Marletto’s, the Crossroads food court in the University Center, the Library Café featuring Kaldi’s, or the Simply-to-Go unit in the East Academic Building. There will no longer be an "all-you-care-to-eat" dining option at Marletto’s. Everything will be priced à la carte and you will only pay for what you get.

Points not used during the fall semester carry over to the spring semester. Points not used by the end of the academic year are forfeited.

Points on this meal plan cannot be used at off-campus restaurants.

Buy-Up Option – After a full meal plan is purchased, there is a 2-for-1 buy-up option available for students who would like to add more points to their meal plan. For every $100 in additional points purchased, students will get 200 points. This buy-up option can be purchased at the Campus Dining Services offices in Maria Hall.

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

Activity Fee

Each resident is charged a $60 residential activity fee for each semester which supports educational, cultural, and social programming efforts.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$35</td>
</tr>
<tr>
<td>Matriculation fee (St. Louis campus, full-time students)</td>
<td>$125</td>
</tr>
<tr>
<td>Deferred payment fee Per semester</td>
<td>$35</td>
</tr>
<tr>
<td>Student Activity Fee (St. Louis campus, full-time flat fee students only)</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$75</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>$10</td>
</tr>
<tr>
<td>Re-admission fee</td>
<td>$35</td>
</tr>
</tbody>
</table>
Tuition, Fees and Refunds

Tuition Refunds

Undergraduate tuition refunds depend on the drop or withdrawal date. It is the undergraduate student's responsibility to file the drop or withdrawal form(s) with the Registrar's Office by the deadline. Refunds are for tuition only; all fees in connection with these courses (e.g., lab fees, music fees, parking fees, matriculation fees) are non-refundable. Housing and meal charges are refundable on a pro rata basis. Tuition waivers for dropped courses are automatic; the charges are expunged from the student's account. Account adjustments shall be made within 30 days of the date that the institution has determined that a tuition refund is due to a student.

Tuition refunds for withdrawals are made automatically, based on the date of withdrawal, as authorized by the University official who signs the withdrawal form, according to the following schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>16 weeks</th>
<th>9 weeks</th>
<th>8 weeks</th>
<th>5 weeks</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100%</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>100%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Withdrawal

<table>
<thead>
<tr>
<th>Date</th>
<th>16 weeks</th>
<th>9 weeks</th>
<th>8 weeks</th>
<th>5 weeks</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>N/A</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>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 4</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 5</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 6</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 7</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 8</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 9</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

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

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

NOTE: Courses in various academic programs sometimes require expendable supplies or services, and in these cases the student may be billed a class fee for such costs.

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

Students in their first term of enrollment receiving Title IV student aid funds and all California students 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 international campuses may differ from the above. Please refer to the catalog of the international campus you are attending for details.

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.

Late Refund Request

In cases where the student does not qualify for a refund of tuition, the student may petition for the one-time exception to the Refund Schedule due to special circumstances (e.g., medical emergency, military orders, or work related issues). The student

<table>
<thead>
<tr>
<th>Class Length</th>
<th>Date</th>
<th>16 weeks</th>
<th>9 weeks</th>
<th>8 weeks</th>
<th>5 weeks</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>100%</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>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Tuition, Fees and Refunds

must file a tuition refund form with the Office of Student Affairs and attach a letter of explanation of special circumstances, and appropriate supporting documentation must be included e.g., a doctor's verification letter of medical treatment and diagnosis, military orders, or supervisor's letter on company letterhead stating withdrawal from course(s) is work related. Any requests for tuition refund that are granted will be considered as one-time exception. Students are limited to only one tuition refund during their career as an undergraduate.

Refund of Fees

Housing and food plan charges may be adjusted on a pro rata basis. Housing terminations are subject to contract termination fees. Class fees and other matriculation fees are non-refundable.
Financial Information

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

The U.S. Department of Education defines Gainful Employment
program criteria and data requirements. View Webster University's
Gainful Employment Disclosures at http://www.webster.edu/
consumers/gainful-employment.html to see important information
about the education debt, earnings and completion rates of
students who attended our programs.

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

How Financial Need is Determined
After the FAFSA is processed by the Federal Processor, it
produces an expected family contribution (EFC) amount.
The EFC is the amount of money that a family is expected to
contribute toward the price of the student's education from its
income and assets. There is a different need analysis formula for
each of three student groups: dependent students, independent
students with no dependents, and independent students with
dependents. The EFC takes into consideration both the parent
contribution and the student contribution. Generally, "family
contribution" refers to both of these combined. For independent
students, there is no parent contribution.

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

The U.S. Department of Education defines Gainful Employment
program criteria and data requirements. View Webster University's
Gainful Employment Disclosures at http://www.webster.edu/
consumers/gainful-employment.html to see important information
about the education debt, earnings and completion rates of
students who attended our programs.

Gift Aid
Gift aid includes scholarships (awards for academic achievement,
community service, demonstrated leadership, artistic talent, etc.)
and grants (funding to meet a student’s need as determined by
the federal formula used when filing a FAFSA). These programs
reduce school costs but do not require repayment and/or work as
a condition of receiving the funds.

Webster has a wide range of institutional scholarship programs
for both incoming freshmen and new transfer students that are
applied to tuition and other charges payable to Webster.

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

The University reserves the right to transfer funds from one gift
aid program to another. Awards are calculated based on the
information available at that time. If changes occur or additional
information is obtained, this can affect the source and amount
from which awards are ultimately provided.

Self-Help Aid
Student loans (repaid with interest after leaving the University)
may reduce both direct (tuition, fees, campus residence) and
indirect costs (living expenses, transportation, books, day care).
College work study or institutional campus employment directly
provides the student with money to help off-set the cost of
attendance.

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

Second undergraduate degrees may be funded through loan
programs only. For students working on a second undergraduate
degree, federal and private loan programs are the only available
aid programs. There are maximum allowable loan levels from the
Federal Stafford Direct Student Loan Programs for independent
or dependent undergraduate course work. Any money borrowed
for the original baccalaureate degree would be deducted from the
ceiling to determine loan funds still available. The actual dollar
amount is determined by filing a FAFSA for each academic year
of study. Students will receive notification of funding eligibility per
year and the criteria to receive and maintain that funding.

Refunds
Financial aid refunds are processed through the Bursar Office.
Financial Information

Satisfactory Academic Progress

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

Satisfactory Academic Progress is determined by:

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

Students must complete attempted hours according to the following:

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

Maximum Time-Frame

Degree requirements must be completed within a specific time frame. The maximum time frame for an Undergraduate Degree at Webster University is 192 credit hours (128 credit hours x 150%). Hours earned at Webster as well as hours transferred and accepted by Webster are considered in this time frame. Any student who has exceeded the maximum time frame and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid. Webster University understands students may change their educational goals and programs of study, and additional education is often needed to enhance career opportunities. These students may provide a written request for reevaluation of their status.

Satisfactory Academic Progress Monitoring

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

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

- The student's cumulative GPA is less than the stated requirement in the Qualitative Measurement section.
- The student has not successfully completed the minimum 67% of attempted hours including transferred hours.

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

Non-Satisfactory Progress Appeal

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

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

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

A student placed on a Financial Aid Academic Plan Probation:

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

Reinstatement

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

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

University Withdrawal

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

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

Veterans' Educational Benefits

Webster University courses of study are approved for veterans' educational benefits in compliance with prescribed regulations by special approval agencies in each state and for each foreign country where the University offers programs. Non-degree students are not eligible for VA educational benefits.

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

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

Scholarship Programs

Webster University funds the Webster University Scholarship Program through the University's annual operating budget. The following are application guidelines:

1. Applicants are seeking their first baccalaureate degree.
2. Applicants have a minimum cumulative grade average of B or better (as calculated by Webster University) on all prior work attempted in high school and/or college.
3. Applicants are accepted to the University as a degree-seeking student by April 1st (freshmen) or June 1st (transfers). The deadline for international students is March 1st. Some scholarships require a separate application and have deadlines as early as February 15th. Please consult the Scholarship page at www.webster.edu/financialaid/ scholarships.html for more information.
4. Applicants must enroll as full-time students and take 13 or more credit hours in each semester. (A limited number of scholarships for part-time students are offered.)

To be considered for Webster University scholarship funds, the following items must be submitted:

- Completed admission application.

Award Process

Scholarship decisions are based on the University's evaluation of an applicant's previous academic background.

Academic Scholarships - Freshmen

Freshman applicants will be considered for scholarship based upon the applicant's academic grades in high school, class rank in high school, and SAT or ACT composite scores. The applicant's essay, résumé of school/community activities, and letters of recommendation are also considered in the awarding of academic scholarships.

Academic Scholarships - Transfers

Transfer applicants who have successfully completed at least 30 college-level, graded, transferable credit hours will be considered for scholarship based on the cumulative post-secondary grade point average (GPA).

An applicant who has successfully completed fewer than 30 credit hours must also submit a high school transcript. Scholarship decisions for these students are normally based on the cumulative postsecondary GPA and the high school transcript.

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 as defined in the scholarship contract, maintains continuous enrollment in a minimum of 13 credit hours each semester at Webster, and has not exceeded 128 total credit hours. Student records are checked at the end of the spring semester to determine whether the recipient has achieved satisfactory academic progress for renewal.

Other Scholarships

Scholarship funds donated to Webster University for specific needs and purposes are awarded to eligible students by the University's Scholarship Committee. These funds carry special

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- Secondary or postsecondary transcripts.
- ACT or SAT composite scores (freshmen only).

Some scholarships require a separate application form, which may be obtained in the Office of Undergraduate Admissions or online at http://www.webster.edu/admissions. The University’s decision is communicated in writing, normally within two weeks of committee review. The selection process for scholarship candidates is competitive, and scholarship funds are awarded by the University without regard to financial need. Awards apply only to fall and spring semester tuition charges at Webster. Applicants who are accepted or submit required credentials after the scholarship application deadline are considered only if funds remain. Scholarship funds are only applied to tuition costs. Need-based financial assistance is also available to U.S. citizens and others who meet eligibility guidelines.

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eligibility requirements and conditions. (Unless otherwise specified, all scholarships are for study at the St. Louis campus.)
Student Affairs

New Student Orientation

New student orientation is held in August for all new students entering Fall 1 and in January for all new students entering Spring 1. All new freshman students are required to attend orientation to ensure a successful transition to Webster University. All new transfer students are strongly encouraged to attend. The first class sessions of the First Year Seminars are held during the August New Student Orientation. Information on the orientation programs will be sent to the student after registration. Call the Director of First-Year Experience at 314-246-7966 or visit www.webster.edu/orientation for additional information.

Extended Orientation Course for Freshmen

EDUC 1500 – Webster 101. Prerequisite: first time freshman status. Webster101 is designed as an introduction to college life and is intended for first year students. This course will help the first year student make the most of their career at Webster University. Using various assessments and exercises, each student will develop a deeper understanding of themselves and use that understanding to learn adaptation strategies, such as goal setting, values clarification, time management, money management, and stress management skills that will work for each student in and out of the classroom. Each student will also learn how to use the many resources Webster provides to support students in meeting both academic and social challenges. All freshmen are invited, but not required, to enroll.

Housing

University Housing

Student housing on-campus includes 870 beds in modern, fully furnished, air-conditioned, suite-style residence halls and apartments. Residents may apply for a particular type of hall or apartment; however, if a first choice is not available, staff will make the best arrangements based on resident requests and space availability.

Options for First-Time Freshmen

For the 2018-2019 academic year, housing options for first-time freshmen include West Hall and Maria Hall. Completely remodeled in 2008, Maria Hall houses 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 East Hall, the Webster Village Apartments (WVA), or one of the off-campus apartment options managed by Housing and Residential Life.

East Hall rooms are available in four-person or six-person suite configurations, with each suite containing two full bathrooms. Floors in East Hall also include a social lounge, kitchenette area and a study lounge. A full laundry room, 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-bedroom/bathroom, 4-bedroom/4-bathroom and efficiency/1-bathroom configurations. The WVA complex also includes a clubhouse area with a social lounge and laundry facilities as well as onsite parking (as available). Housing contracts may be extended for summer months, which will include a summer rate.

Housing and Residential Life also manages apartment complexes that are located off-campus proper within the city of Webster Groves. Students residing in these options are able to select from a variety of housing styles, experiencing life off-campus while still receiving the support of the Housing and Residential Life department.

Students who reside in apartments are not required to purchase the Blue & Gold meal plan, but may opt into the plan or purchase Gorlok Bucks.

Residency Requirements

New Freshmen

All new freshmen 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 36 miles). After the completion of the second year of studies at the Webster Groves campus, they may choose to move off-campus.

New International Students

All new undergraduate international students enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their first year. New freshmen have a two-year on-campus living requirement. After the completion of the first year of studies at the Webster Groves campus, students other than new freshmen may choose to move off campus. An exception to the live-on requirement is granted for international graduate students, unless they are coming as part of the World Traveler program, as described below.

World Traveler Students

All World Traveler participants, both undergraduate and graduate, enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their study abroad experience. If they choose to permanently transfer to the Webster Groves campus, they may choose to move off campus after the completion of their first year of studies at the Webster Groves campus.

Contracts and Leases

All housing contracts include utilities (local phone, electricity, cable TV / IPTV, internet). Laundry facilities (washers and dryers) are available for student use in each living area. All housing and meal plan contracts are for the full academic year, or if the student assumes residence during the year, for the remainder of the academic year. A deposit of $175 must accompany the housing request for space. This includes a $150 security deposit and a $25 nonrefundable application fee.

All housing charges are based on the 16-week undergraduate class schedule. The Department of Housing and Residential Life may approve additional weeks at a per-week rate. Residence halls open with new student orientation and close on the Friday of Finals Week. The residence halls are closed during the break between semesters, and meals are not served on campus during that time. The residence halls remain open during Fall Break and Spring Break. Note that apartment complexes remain open during all breaks. The housing charges for the residence halls do not reflect coverage for periods outside of the housing contract -- winter or summer breaks.
Health Insurance

All international students on F-1 or J-1 visa attending Webster University in the United States are required to enroll in the Webster University Student Health Insurance plan.

• Upon registration for classes, international students on F-1 and J-1 visas are enrolled in the Student Health Insurance plan with health insurance coverage dates that coincide with the dates of the academic term in which they are enrolled. The charge for the insurance is applied to the student account.

• Students are **required** to complete the health insurance registration process by submitting a health insurance enrollment form **for each academic term**.

• International students that are sponsored by their government or by a corporation are exempt from enrollment in the student health insurance plan. This exemption is determined by the International Services Director at Webster University. Students must contact the International Services department to obtain a waiver from the student health insurance requirement.

• Students that are exempt from enrollment in the student health insurance plan must submit to the Student Health Services Department a copy of their current health insurance card which includes a copy of both the front and back of the card.

Residential domestic students living on the Webster University main campus in St. Louis, Missouri and all Nurse Anesthesia students must submit to the Student Health Services Department proof of current health insurance. **This is an annual requirement.**

Residential domestic students are required to send to the Health Services Department a copy of the student’s current health insurance card by sending an email to stuhealthins@webster.edu.

Dining Services

The University’s largest dining facility, Marletto’s Marketplace, located in Maria Hall, offers food service for three meals a day, Monday through Friday, and two meals a day on weekends. Marletto’s was completely renovated in summer 2017. The meal plan for resident students is a declining balance, or all points, program. This plan offers students the ultimate in flexibility and spending options at our Campus Dining Services locations. This plan allows students to get whatever they want at any time when Dining Services is open. Points not used during the fall semester carry over to the spring semester. Points not used by the end of the academic year are forfeited. Points on this meal plan cannot be used at off-campus restaurants.

Buy-Up Option – After a full meal plan is purchased, there is a 2-for-1 buy-up option available for students who would like to add more points to their meal plan. For every $100 in additional points purchased, students will get 200 points. This buy-up option can be purchased at the Campus Dining Services offices in Maria Hall.

All residents of campus housing (with the exception of non-freshman apartment residents) are required to have this meal plan.

The University Center Crossroads food court, including a Wow Café and Wingery, Freshëns Crepes and Smoothies, and Far East Fusion, is open Monday through Friday and offers a variety of wings, tenders, quesadillas, wraps, fajitas, crepes, smoothies, rice and noodle bowls and sushi, burgers, tenders, chopped salads, shrimp, sides, and beverages.

All flat-fee undergraduates will automatically have a commuter meal plan, providing $100 to spend at the campus dining locations each semester. There is no additional fee for this commuter meal plan.

A Gorlok Bucks declining balance plan, offering cashless convenience, access to off-campus restaurants, and a 10% discount on campus, is also available to students.

The Library Café featuring Kaldi’s, offering upscale coffee, smoothies, sandwiches, and pastries, is open Monday through Friday in the Emerson Library. A Simply-To-Go Unit is open weekdays during lunch and evenings on the second floor of East Academic Hall.

Student Activities and Organizations

A current list of approximately 60 clubs and organizations sanctioned by the Student Government Association, as well as other activities, may be found at involved.webster.edu/organizations.

If a student’s particular interest is not represented, the staff in the Office of Student Engagement will help the student in forming a specific group.

Other Programs

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

• Career Planning and Development Center
• Dean of Students Office
• Student Health Services
• Information Center in the University Center
• Multicultural Center and International Student Affairs
• Student Government
• WebsterLEADS: Student Leadership Development Program
• University Center
• Office of Student Engagement
• Counseling and Life Development
• Alcohol/Drug Education and Prevention
• Campus Ministry
Pre-Professional Programs

Webster University offers a number of pre-professional programs within the undergraduate colleges and schools. Some of these special study options are dual degree programs offered in cooperation with specific professional schools; others are broad preparatory programs enabling students to pursue graduate study in institutions of their choice.

Students interested in pre-professional programs should consult with an academic advisor in the Academic Advising Center. Pre-professional programs offered:

- Pre-Dentistry, Pre-Medicine, Pre-Veterinary
- Pre-Engineering
- Pre-Law
- Pre-Occupational Therapy

Pre-Dentistry, Pre-Medicine, Pre-Veterinary

Webster University provides a variety of programs and courses designed to meet the needs of the pre-dental, pre-medical, and pre-veterinary student. Most dental and medical schools accept a BA or BS in any field of study but require specific courses in biology, chemistry, physics and mathematics.

Pre-Engineering

Webster University offers a dual degree program in engineering with Washington University and Missouri University of Science and Technology. This program leads to a BS in mathematics from Webster University and a BS in engineering from Washington University or Missouri University of Science and Technology. Students in the pre-engineering program combine a high-quality professional engineering education with a strong background in the humanities, mathematics and the natural and social sciences. The programs at Washington University and Missouri University of Science and Technology includes biomedical engineering, computer science, computer engineering, electrical engineering, systems science and engineering, chemical engineering and mechanical engineering. The professional degrees offered in each area are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

For more information on this dual degree program, please see the BS in mathematics (pre-engineering) degree requirements.

Pre-Law

The study of law continues to be an objective of many undergraduate students. Generally speaking, law schools look for broadly educated individuals who can think, speak, and write with precision and clarity. Webster encourages pre-law students to choose a major based on their own interests and abilities. Then, in consultation with an academic advisor, pre-law students will design a course of study that reflects the recommendations for pre-lega education developed by the Association of American Law Schools. The association’s policy statement recommends an undergraduate education that emphasizes:

- Verbal skills: comprehension, writing and speaking.
- Critical understanding of human institutions and values with which the law deals.
- Creative power in thinking.

Pre-Occupational Therapy

Webster University offers a cooperative 3-2 program with the Washington University School of Medicine in occupational therapy (OT). This dual degree program enables students to complete a BA in biology, BS in biological sciences, BS or a BA in psychology from Webster University and a master of science in occupational therapy (MSOT) from Washington University within a five-year period.

Occupational therapy is a client-centered health profession concerned with promoting health and well-being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.

To take advantage of this cooperative 3-2 program, students need to:

- Complete three years (96 credit hours) at Webster University and two years at Washington University.
- Complete the Webster University global citizenship program and the requirements for their undergraduate major at Webster (biology BA, biology BS, psychology BA or psychology BS) prior to entering the Washington University program.
- Apply to the Washington University School of Medicine Occupational Therapy Program. Most students apply in early fall of their junior year. A summary of the application requirements are listed below. Interested students should examine the materials on the Washington University site to make sure they have the most current set of admission requirements (http://www.ot.wustl.edu/education/3-2-program-143).
- 3.25 cumulative GPA is required for admission into the MSOT program.
- Complete [grade of B or better] a set of prerequisite courses (Life Science, Physiology, Developmental Psychology, Abnormal Psychology, Psychological Statistics, and a Social Science Elective) prior to admission to the occupational therapy program.
- Complete a minimum of thirty hours of OT-related experience or observation. It is strongly recommended, but not required, that a portion of the hours include observation with an OT.
- Complete the GRE within the last five years. Current scores are available on the Washington University admission site. However, GRE scores are one of many factors considered in the admissions process.
- Request three letters of recommendation - one from a faculty member or academic advisor, one from someone involved in your observation experience, and one from another person of your choice (not a family member or friend).
- Demonstrate an understanding of OT and exhibit excellent writing skills in the application essay.
- Participate and evidence leadership in extracurricular activities.
- International students: TOEFL and TWE taken no more than one year prior to application.
- Students should have completed four of the six MSOT prerequisite categories at the time of their application to the MSOT program at Washington University (typically in early fall of their junior year), and will complete the remaining two by the end of the fall semester of their junior year at Webster University.
- Your application and three letters of recommendation must be submitted to OTCAS (centralized application system) by December 15th of your junior year at Webster. Official GRE scores must also be received by Washington University by that date. See the Washington University site.
Pre-Professional Programs

for more information (http://www.ot.wustl.edu/education/3-2-program-143).

The MSOT prerequisite courses at Webster University are:

- BIOL 3010 Human Anatomy and Physiology I* (3 hours)
  and BIOL 3011 Human Anatomy and Physiology I: Lab* (1 hour) (*Life Science, Physiology)
- BIOL 3020 Human Anatomy and Physiology II (3 hours)
  and BIOL 3021 Human Anatomy and Physiology II: Lab (1 hour) (*Physiology)
- PSYC 2300 Lifespan Development* (3 hours)
  (*Developmental Psychology)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours) (*Psychological Statistics)
- PSYC 3125 Abnormal Psychology* (3 hours) (*Abnormal Psychology)
- Social Science Elective (ANTH, ECON, POLT, PSYC, SOCI) (3 hours) (*Social Science)

*Students must meet the required prerequisites for these courses at Webster.
Special Study Opportunities

Study Abroad at the International Campuses

Webster University undergraduates and some graduate students may spend a term or more studying abroad at one of Webster University’s international campuses, without interrupting their progress toward a degree at Webster.

All Webster University students enrolled at a United States campus must contact the Office of Study Abroad in St. Louis for study abroad advising, planning and information on how to apply. No Webster student may participate in a Webster University program that involves studying at an international location without approval from the Office of Study Abroad. Webster students enrolled at an international campus who want to study abroad should work with the study abroad coordinator at their campus.

Webster University students who wish to study abroad on an international partner or short term faculty-led Webster program are also required to apply through the Office of Study Abroad. No transfer credit from another institution or program will be accepted unless prior approval has been granted by Webster University. Applications to unaffiliated programs will only be approved in rare and exceptional circumstances.

Degree-seeking undergraduates at Webster University in the United States who wish to study abroad at an international campus should make sure that they have met the following approval criteria for study abroad.

Students should:

- Be enrolled at a Webster University campus in the United States.
- Have earned at least 15 undergraduate credit hours at Webster University.
- Have a minimum GPA of 2.0 at the time of international travel and must have completed at least one semester after release.
- Have good financial standing and be current in all accounts with the Business Office.
- Be compliant with Webster University’s student conduct policy.
- Be proficient in English; if an English as a Second Language (ESL) student, the student should be officially released from ESL at the time of international travel.
- Be in good standing (2.0 cumulative GPA at a Webster campus; partner institutions may require a higher GPA).
- Have good academic standing (2.0 cumulative GPA at a Webster campus; partner institutions may require a higher GPA).
- Be prepared to register for at least 6 credit hours per eight-week term (at least 12 credit hours per full semester term) at the international location, maintaining full-time status.
- Be in good academic standing (2.0 cumulative GPA at a Webster campus; partner institutions may require a higher GPA).

Through the Webster International Network of Schools (WINS) Program, students currently attending other colleges and universities in the United States may complete up to five terms of study (one full academic year) at Webster’s international campuses. On completion of their study experience, these students transfer credits earned at Webster back to their home institutions. Students transferring credits earned at Webster University to any college or university are responsible for ascertaining that institution’s transfer policies regarding these credits.

Refer to the International section of Locations Offering Undergraduate Programs for additional information on the international campuses and the academic programs that are offered at each location.

Non-Credit Bearing Programs

Students who wish to participate abroad in non-credit bearing programs, including work, internships and volunteering abroad enrolled at a United States Webster campus must contact the Office of Study Abroad in St. Louis. Webster students at campuses outside the U.S. wanting to participate in such programs must contact the study abroad or student affairs staff at their campus.

Students who wish to go abroad should contact the Office of Study Abroad.

Contact Information:

Toll Free: 800-984-6857
Phone: 314-968-6988
Fax: 314-963-6019
Email: worldview@webster.edu
Web: www.webster.edu/study-abroad
Address: 470 East Lockwood Ave.
Sverdrup 207
St. Louis, Missouri 63119-3194

Study Abroad Advising, Registration, and Tuition

Degree-seeking undergraduates at Webster University who wish to study abroad must meet with their study abroad advisor and with their academic advisor to register for study abroad coursework. Students from other colleges and universities who wish to participate in Webster’s WINS Program should contact Webster University’s Office of Study Abroad.

Degree-seeking undergraduates at Webster University who meet the approval criteria for study abroad will pay their home campus tuition rates to study on an international campuses program and some international partner programs: per credit tuition during the summer term and flat-fee tuition if attending fall and/or spring term(s). These tuition options are limited to study abroad for a maximum of five terms (one full academic year).

Students who plan to study abroad for more than five terms must notify the Director of Study Abroad to discuss the changes that will occur in their tuition charges and scholarship and financial aid eligibility beginning with their sixth term of study.

Tuition rates may vary for visiting undergraduates or graduate students, as well as for those who wish to begin their studies directly at an international campus as degree-seeking pupils. Tuition information is available from the student’s home campus.

All students enrolled in a United States campus who study abroad will pay the corresponding study abroad fee, which provides them with mandatory international health insurance for the duration of their time abroad; pre-departure materials; pre-departure and on-site orientations; and an International Student Identity Card.

Independent Studies with an International Component

Webster University students who choose to design independent study as part of their degree program with an international (study abroad) component should contact the Office of Study Abroad for approval. No Webster student may participate in an independent study that involves studying at an international location without prior approval from the Office of Study Abroad.

Withdrawal from Study Abroad Program

Students needing to withdraw from an international program are encouraged to contact the Office of Study Abroad in writing as soon as possible about program withdrawal and pertinent policies. The full policy for Study Abroad withdrawal can be found online at http://www.webster.edu/study-abroad/policies_and_procedures/program_withdrawal_and_extension.html.
Special Study Opportunities

If a student is considering leaving a program, the Office of Study Abroad would like to help the student weigh options and make sure that the student understands the academic and financial implications. The date of a decision to withdraw is determined by email, fax, or written notification from the student, or a responsible representative if the student is unable to communicate on their own behalf, to the Office of Study Abroad.

The study abroad security deposit for Webster-administered programs is nonrefundable. With notification of withdrawal prior to the withdrawal deadline of the program, tuition and related fees for all Webster-administered programs will be refunded 100 percent, minus the deposit. The student may also still be responsible for housing fees, Air travel, insurance, and visa application expenses are not covered by program refund policies. See the withdrawal policy for more details.

Medical Leave

Should a medical leave become necessary at any point in the semester/year, the Office of Study Abroad is ready to help in the coordination of arrangements with overseas program staff, colleagues in the United States, and with the student’s family.

ROTC

Webster University offers academic credit for Reserve Officer Training Corps (ROTC) programs through crosstown agreements with the Gateway Battalion (U.S. Army) at Washington University or through Detachment 207 (U.S. Air Force) at Saint Louis University. Approved ROTC courses are accepted as resident credit at Webster University, and a maximum of eighteen (18) semester credits may be applied to an undergraduate degree. ROTC credit may not be applied toward completion of a graduate degree. Regular tuition rates apply toward ROTC coursework.

A student needs to ascertain exactly what classes (course names and codes) and what semester/term the respective ROTC organizations want the student to register for at Webster University. Once that is understood, the student should personally contact Don Morris (University Registrar) in the Registrar’s office (Loretto Hall, Rm 63) or email him at morrisdo@webster.edu to be registered for those ROTC classes.

For information on ROTC programs, including information on both Air Force and Army ROTC programs, interested students should review the Office of Military Affairs (OMA) home page, visit the Office of Military Affairs (Loretto Hall, Rm, 110), or email oma@webster.edu.

Academic Resource Center (ARC)

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

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

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

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

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

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

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

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

Services for Students with Disabilities

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

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

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

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

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**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. The program’s goals are to assist students with developing skills such as communication, critical thinking, decision-making, group process and sensitivity to diverse perspectives.

WebsterLEADS provides a co-curricular leadership experience with multiple components, which culminates with earning the Leadership Certificate. Students complete certificate requirements with the guidance of leadership advisors in a cohort-based program. The WebsterLEADS program is in operation at Webster campuses in Webster Groves, Geneva, Leiden and Vienna.

The leadership certificate is awarded to students who complete all four phases of the LEADS curriculum.

Students can apply to the WebsterLEADS program by contacting the Director of the Office of Student Engagement.

**Contact Information:**
Email: lead@webster.edu
Web: www.webster.edu/websterleads

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**Combined Degrees Program**

In cooperation with the graduate school, the undergraduate schools/colleges offer certain combined, accelerated programs to those undergraduates with outstanding academic records. The combined degrees program is offered at the St. Louis area campuses and has limited availability at Webster’s European campuses.

For more information, see the Combined Degrees section of this catalog.

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**Forensics and Debate Program**

Webster University offers all students the opportunity to enhance their speaking, thinking, and reasoning abilities through participation in competitive speech and debate. Any student can be part of the forensic and debate program, regardless of previous experience. Students may enroll in SPCM 2000 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 forensics and debate program can also qualify students for membership in the national forensic honor society, Pi Kappa Delta. The program participates in a full range of speaking, performance, and debate events.

**Contact Information:**
Gina Jensen, Director of Forensics and Debate
Phone: 314-968-7164
Email: jensen@webster.edu
Web: http://www.webster.edu/communications/student-resources/forensics-debate-team.html

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**Special Study Opportunities**

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Individualized Learning Experiences

Individualized Learning Experiences
Through the Individualized Learning Experiences program, departments and programs at Webster can respond to a wide variety of student requests for individualized learning options. These opportunities include both prior learning assessment and new sponsored experiential learning.

Prior Learning Assessment
Prior Learning Assessment (PLA) is the identification, documentation, assessment and recognition of college-level knowledge and skills that an individual has learned outside of the classroom or from non-college instructional programs. The knowledge and skills may have been learned through work experience, military service or training, civic activities, volunteer service or self-study. PLA options are aimed at assisting nontraditional undergraduate students to document their college-level knowledge and skills, which is then assessed to determine what college-level credits may be awarded for the experience.

Webster University offers three ways to receive credit for prior learning:
1. Preparation of portfolios for assessment by Webster faculty, including the option of a three-credit-hour course.
2. LearningCounts.org, an online portfolio course offered by an endorsed organization.
3. Credit by examination, in which students may demonstrate knowledge and skills by successfully completing exams.

Webster University Portfolio Course
Students interested in taking the three-credit-hour course to guide them in preparing portfolios may take EDUC 1000 to learn the process while creating their first portfolios related to the review and acceptance of credit toward a specific course. As the course carries three credit hours, it may be used as an elective toward the students' degrees. Upon completion of the course, the students will have a better understanding of how to continue working independently if they wish to pursue further portfolio review opportunities. Fees ($350 each) do apply for additional portfolio reviews. Students should speak to their academic advisor for more information regarding this course. Permission is required to take this course.

EDUC 1000 Educational Program Analysis (3)
Many adult students have gained the equivalent of college-level learning through their work experiences, training on the job, volunteer activities, civic involvement, travel or other nonacademic settings. In this independent course, students learn to document their college-level learning into a portfolio that can then be assessed for college credit. Prerequisite: Permission from Academic Advising.

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

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

Credit by Examination
Webster University accepts certain standardized tests. See the Transfer Credit section for details. Information on specific tests can be found on the Admissions Credit by Exam webpage (external to catalog).

Sponsored Experiential Learning
Students may choose to design individualized learning experiences as part of their degree programs. These opportunities may include independent study, fieldwork (practicum), internship, and sabbatical experiences. A faculty member serves as mentor and assumes responsibility for awarding credit. An evaluator (a faculty mentor or outside expert) works closely with the student and submits a written evaluation of the student's work. Students register for an Individualized Learning Experience (INDZ) with their academic advisors.

See the Course Descriptions section of this catalog for details on the following courses:
- INDZ 2000 Practicum (Freshmen or Sophomores)
- INDZ 2500 Independent Study (Freshmen or Sophomores)
- INDZ 3000 Practicum (Juniors or Seniors)
- INDZ 3500 Independent Study (Juniors or Seniors)
- INDZ 4000 Sabbatical

International Experience
Students may choose to design international individualized learning experiences as part of their degree programs. Before undertaking any international study students must consult with the University's Office of Study Abroad. No INDZ course may be used for study abroad unless the student applies to and is admitted to a Webster University study abroad program.

Cooperative Education
The cooperative education program at Webster University allows students to integrate their major program of study with a systematically planned sequence of relevant work experience and courses. Qualified students may earn up to 32 credit hours for professional work experience. Employers offer students supervision and a progression of responsibilities over time. Because of the progression of responsibility, students and employers are asked to commit for an extended period of time.

Depending on the employer, the experience usually requires a two-year commitment. Employers pay students for the work performed. Freshmen and sophomores should apply for cooperative education as early as possible. Opportunities may require certain course prerequisites and/or other qualifications.

INDZ 3750 Cooperative Education I (1-16)
Placement in a planned and supervised work experience related to the student's academic coursework. Faculty advisors and work supervisors assist the student in developing goals and objectives to integrate academic studies with practical experiences in educational, vocational, or cultural learning situations outside of the classroom. A maximum of 32 credit hours in cooperative education may be applied as elective credit toward a baccalaureate degree. Pass/fail grades only. Prerequisite: Approval of the coordinator of experiential education, 3.0 GPA, and coursework related to work experience. May be repeated for credit up to 16 credit hours.

INDZ 4750 Cooperative Education II (1-16)
Continuation of INDZ 3750. Pass/fail grades only. **Prerequisites:** INDZ 3750, approval of the coordinator of experiential education, 3.0 GPA, and coursework related to work experience. May be repeated for credit up to 16 credit hours.
Combined Degrees

Program Description
The combined degrees program enables the student with an outstanding academic record to complete both a bachelor’s degree and a master’s degree through an accelerated program. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours.

Students who have accumulated between 64 and 98 credit hours and who have maintained a 3.3 GPA in previous college work are eligible to apply for admission to the program.

The combined degrees program is offered at the St. Louis area locations and has limited availability at Webster’s European campuses.

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.

Learning Outcomes for each combined degree follow the outcomes outlined for the corresponding graduate degree in the Graduate Studies Catalog.

BA/MA, BS/MA, BA/MS, BS/MS 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 Management and Leadership
- MA in Media Communications
- MA in Public Relations
- MS in Marketing
- Master of Business Administration

Specialized Combined Degree Options
- BA in Elementary Education/MA in Teaching English as a Second Language
- BA in Secondary English Education/MA in Teaching English as a Second Language
- BA in World Languages Education/MA in Teaching English as a Second Language
- BS in Accounting/MS in Finance
- BS in Accounting/MS in Forensic Accounting
- BS in Computer Science with Emphasis in Cybersecurity/MS in Cybersecurity

Graduate course descriptions are included in the Course Descriptions section of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate sections of the Undergraduate Studies Catalog.

MA in Advertising and Marketing Communications
Undergraduate Requisite Courses
- MEDC 1010 Introduction to Mass Communications
- MEDC 1050 Introduction to Media Writing
- ADVT 2350 Introduction to Visual Communication for Advertising and Public Relations
- ADVT 3500 Visual Communication for Advertising and Public Relations
- ADVT 2550 Creative Strategies for Advertising
- ADVT 2910 Writing for Advertising
- MNGT 3510 Advertising
- ADVT 4190 Advertising Research
- ADVT 4910 Advertising Campaign Production
- ADVT 4940 Introduction to Marketing Communications

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.
### Transition Courses
- MEDC 4100 The Law and the Media
- ADVT 4040 Advertising Production (Print, Television, Radio or Internet)
- MEDC 5000 Media Communications *(Requisite Course)*
- MRKT 5720 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.

### MA in Gerontology

#### Undergraduate Requisite Courses
- MULC 1100 Introduction to Multicultural Studies.
- MNGT 2100 Management Theory and Practices
- PHIL 2340 Bioethics
  or RELG 2450 Death and Dying
- PSYC 2300 Lifespan Development

#### Transition Courses
- PSYC 3575 Industrial/Organizational Psychology
  or MNGT 3400 Human Resource Management
- PSYC 3900 Introduction to Counseling
  or MNGT 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 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
- INTL 1500 The World System Since 1500
- POLT 2600 Research Methods and Approaches in Political Science
  or INTL 2700 Methods of Political Inquiry

#### Transition Courses
- INTL 4600 International Relations Seminar
  or INTL 4100 Advanced International Relations
- INTL 4280 International Economics
  or INTL 3100 International Political Economy
- INTL 5590 International Security
  or INTL 5550 War and Diplomacy
- One course from the Graduate Comparative Politics Cluster
  (see Graduate requirement in International Relations)

#### Graduate Courses
- INTL 5100 Research Methods and Perspectives
- One additional course from the Comparative Politics cluster
  (see Graduate requirement in International Relations)
- Two additional courses from International Politics cluster
  (see Graduate requirement in International Relations)
- Three elective courses
- INTL 6000 International Relations: Theory and Practice (or thesis option)

*This program is offered only in St. Louis.*

### MA in Legal Studies

#### Undergraduate Requisite Courses
- LEGL 2080 Topics in Law
  or LEGL 4800 Advanced Topics in Law
- LEGL 2400 Introduction to Law
  or POLT 2400 Introduction to Law
- LEGL 4490 Advanced Paralegal Procedures
- LEGL 4810 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
Combined Degrees

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

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 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 JOUR 1020 Introduction to Media Production for Journalism
- MEDC 1050 Introduction to Media Writing
- or JOUR 1030 Fundamentals of Reporting
- MEDC 2920 Writing for Public Relations
- or PBRL 4800 Media Relations
- MEDC 5000 Media Communications (Requisite Course)
- MEDC 5310 Media and Culture

Transition Courses
- MEDC 4100 The Law and the Media
- PBRL 4300 Crisis Communications Management
- or PBRL 4800 Media Relations
- MEDC 5000 Media Communications
- or MEDC 5600 Introduction to Interactive Communications
- MEDC 5460 Media Research
- or MEDC 5670 Managerial Leadership
- PBRL 5323 Organizational Communications
- PBRL 5342 Writing for Public Relations
- PBRL 5380 Strategic Communications Applications
- MEDC 6000 Seminar in Media Communications

Elective Course
Students are required to choose one elective course from the MA in public relations curriculum in addition to the courses listed. For more information about the MA in public relations curriculum, please refer to the School of Communications section of the Graduate Studies Catalog.

MS in Marketing

Undergraduate Requisite Courses
- ECON 2000 Survey of Economics
- MNGT 2100 Management Theory and Practices
- MNGT 3500 Marketing
- MNGT 3510 Advertising

Transition Courses
- MNGT 4330 International Marketing
- MNGT 4920 Marketing Strategies*
- MRKT 5720 Promotional Management
- MRKT 5890 Marketing Statistics
- or BUSN 5760 Business Statistics
- MRKT 5850 Marketing Research

*MRKT 4920 should be completed after MRKT 5850.

Graduate Courses
- MRKT 5610 Marketing Channel Management
Required Major Courses

- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3000 Practicum: Elementary (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13 hours)
- EDUC 4980 Apprentice Teaching: Elementary (Intermediate (Grades 4-6) (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3800 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4435 Inclusive Practices for General Educators (3 hours)
- EDUC 4575 Methods of Teaching Elementary Social Studies (3 hours)
- EDUC 4580 Methods of Teaching Elementary Science (3 hours)
- EDUC 4595 Differentiated Reading Assessment and Intervention (3 hours)
- MHT 4310 Methods and Materials for Teaching Elementary Math (3 hours)
- MHT 4320 Differentiated Mathematics Instruction (3 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- 8-18 credit hours of a Foreign Language (a minor is highly encouraged)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- COMM 5344 Introduction to Linguistics (3 hours)
- TESL 5139 English for Speakers of Other Languages (ESOL) Methods (3 hours)
- Additional required certification coursework and electives to total 128 credit hours at the undergraduate level

Graduate coursework to be completed after the BA

- TESL 5030 Language History, Planning and Policy (3 hours)*
- TESL 5040 Practicum in ESOL (3 hours)*
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)*
- TESL 5230 Second Language Acquisition*
- TESL 5311 Principles and Practices of Language Testing (3 hours)*
- TESL 5350 Language and Culture (3 hours)*
- COMM 5270 Visual Communications
Combined Degrees

- or COMM 5530 Technology and Teaching (3 hours)*
- 2 TESL Electives (6 hours)*

*Courses to be taken after completion of Initial Elementary Certification.

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

- A grade of B or better in EDUC 2800 Foundations of Education
- A grade of B or better in EDUC 2000 Beginning Practicum in Education
- A grade of B- or better and Proficiency in Key Assessment in EDUC 2140 Writing for Teachers
- A completed Candidate Responsibility Form
- A departmental GPA of 3.0, based on all EDUC courses taken

General Information
1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the Education major and Teacher certification are available on the School of Education Website.

Teacher Certification
Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification
Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching
A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Candidates must meet with the Coordinator of Field Placement prior to applying to practicum.

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

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

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

Application for Certification
All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

BA in Secondary English Education/MA in Teaching English as a Second Language
This program leads to teacher certification in secondary English education at the end of the BA program. In this combined degrees program, 6 hours of the MA in TESL are completed during the BA (COMM 5344 and TESL 5139) and the remaining 27 hours are completed during the MA program. Upon completion of the MA in TESL, the teacher candidate is eligible for certification in ESOL.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 33 required major credit hours
- 33 Applicable University Global Citizenship Program hours
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

27 required major hours of TESL coursework completes the MA degree.

Required Major Courses
- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.

2. 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.

3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.

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

NOTE: Policies and procedures governing the Education major and Teacher certification are available on the School of Education Website.

Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education Website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education Website.

Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All
Certification

Additional Education and Content Courses for Required Major Courses

27 required major hours of TESL coursework completes the MA certification competencies. Citizenship Program (GCP) coded courses that meet required criteria have been met:

- A departmental GPA of 3.0, based on all EDUC courses taken.
- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A grade of B- or better and Proficiency in Key Assessment in EDUC 2140 Writing for Teachers.
- A completed Candidate Responsibility Form.
- A completed Candidate Responsibility Form.

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 must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

BA in World Languages Education/MA in Teaching English as a Second Language

This program leads to teacher certification in K-12 world languages at the end of the BA program. In this combined degrees program, 6 hours of the MA in TESL are completed during the BA (COMM 5344 and TESL 5139) and the remaining 27 hours are completed during the MA program. Upon completion of the MA in TESL, the teacher candidate is eligible for certification in ESOL.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 33 required major credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 128 credit hours

Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

27 required major hours of TESL coursework completes the MA degree.

Required Major Courses

- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3012/EDUC 3013/EDUC 3014 Intermediate Practicum (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4985/EDUC 4986/EDUC 4987 Apprentice Teaching (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3500 Methods of Secondary School Teaching (3 hours)
- EDUC 3350 Language and Culture (3 hours)*
- TESL 5311 Principles and Practices of Language Testing (3 hours)*
- TESL 5350 Language and Culture (3 hours)*
- COMM 5270 Visual Communications or COMM 5530 Technology and Teaching (3 hours)*
- 2 TESL Electives (6 hours)*

*Courses to be taken after completion of initial certification.

Graduate Coursework to be Completed After the BA

- TESL 5030 Language History, Planning and Policy (3 hours)*
- TESL 5040 Practicum in ESOL (3 hours)*
- TESL 5220 Curriculum Development in Second Language Classrooms (3 hours)*
- TESL 5230 Second Language Acquisition (3 hours)*
- TESL 5311 Principles and Practices of Language Testing (3 hours)*
- TESL 5350 Language and Culture (3 hours)*
- COMM 5270 Visual Communications or COMM 5530 Technology and Teaching (3 hours)*
- 2 TESL Electives (6 hours)*

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A grade of B- or better and Proficiency in Key Assessment in EDUC 2140 Writing for Teachers.
- A completed Candidate Responsibility Form.

General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the Education major and Teacher certification are available on the School of Education Website.

Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary
Admission to Teacher Certification

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by the end of the second semester following transfer to Webster University.
- Completion of all general education requirements.
- Completion of the Missouri Educator Profile (MEP).
- Completion of 64 credit hours of college-level coursework from post-secondary institutions attended.
- A minimum cumulative GPA of 2.75 in college-level coursework.
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.resinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

BS in Accounting/MS in Finance

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
Combined Degrees

BS in Accounting/MS in Forensic Accounting

Program Description
The bachelor of science (BS) in accounting/master of science (MS) in forensic accounting is an accelerated degree combination designed for students in accounting who plan a career in forensic accounting.

Admission
Students seeking this combined degree program must submit an application to the Office of Academic Advising and must provide two letters of recommendation from Webster University faculty with the application.

General Requirements
The BS in accounting/MS in forensic accounting degree combination requires a total of 158 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 96 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in accounting/MS in forensic accounting when they have accumulated between 64 and 98 credit hours and have successfully completed 15 credit hours of required upper-division ACCT courses including Intermediate Accounting. Students who have maintained an overall grade point average of a 3.3 on a 4.0 scale in all previous college work will be eligible for the BS in accounting/MS in forensic accounting degree combination.

Combination BS in Accounting/MS in Forensic Accounting Requirements
The BS in accounting/MS in forensic accounting degree combination requires that all university-wide undergraduate degree requirements for general education and also the accounting major must be met. Students may receive the BS in accounting degree after completing all the undergraduate requirements for the degree and before completing the graduate requirements for the MS in forensic accounting degree. For the BS in accounting, they should have a total of 128 credit hours, completed general education requirements, completed all of the required undergraduate courses for the major in accounting, and completed the two transition courses in the set of core requirements. Students may then continue completing the requirements for the MS in forensic accounting degree.

Undergraduate Requisite Courses
- All courses required for the BS in accounting major.

Transition Courses
- ACCT 5000 Introduction to Forensic Accounting
- ACCT 5010 Legal Procedure, Substantive Law and Professional Ethics in Forensic Accounting

Graduate Courses
- ACCT 5100 Investigation of Financial Fraud
- ACCT 5150 Introduction to Cyber Forensics
- ACCT 5200 Business Valuation
- ACCT 5250 Special Topics in Litigation Accounting
- ACCT 5350 Analytics for Forensic Accountants
- ACCT 5400 Internal Auditing
- ACCT 5500 Case Studies in Forensic Accounting
- ACCT 5800 Forensic Accounting Practicum
- ACCT 5990 Forensic Accounting Capstone

Elective Courses
This combined degree requires three elective graduate courses in addition to the courses listed.

BS in Computer Science with Emphasis in Cybersecurity/MS in Cybersecurity

Program Description
The MS in cybersecurity program builds on the strong technical foundation in the BS in computer science with emphasis in cybersecurity program. The combined program allows students to enhance and further develop their technical skills in the profession.

Admission
Students seeking combined degrees in cybersecurity must submit an application to the Academic Advising Center in St. Louis.

General Requirements
Students must have an overall lifetime 3.3 GPA. They should have between 64 and 98 credit hours and have successfully completed at least 27 credit hours of COSC coursework before applying for the combined degree program. Students must be accepted into the program before enrolling in the 4000-level core courses or in any graduate-level courses. Students must take all of the undergraduate courses before taking any of the graduate courses.

Students may receive the BS degree after completing all of the requirements for the degree and before completing the requirements for the MS degree. For the BS degree, they should have a total of 128 credit hours, completed all Global Citizenship Requirements (GCP), completed all 54 credit hours of the required undergraduate COSC/CSSS courses, and completed the four CSSS courses in the set of transition courses. Students may then continue completing the requirement for the MS degree.

Undergraduate Requisite Courses
- COSC 1550 Computer Programming I
- COSC 1560 Computer Programming II
- COSC 1570 Mathematics for Computer Science
- COSC 2610 Operating Systems
- COSC 2670 Network Principles
- COSC 2710 Social Engineering and Society
- COSC 2810 Systems Analysis and Design
- COSC 3050 Data Structures I
- COSC 3100 Data Structures II
- COSC 3230 Human-Computer Interaction
- COSC 3510 Computer Architecture
- COSC 4110 Database Concepts
- COSC 4120 Database Applications
- MATH 3010 Discrete Mathematics
- CSSS 2410 Cybersecurity and Internet Architecture
- CSSS 4510 Cybersecurity Capstone Project
- CSSS 5110 Cybersecurity Communications
- CSSS 5120 Cybersecurity Infrastructures

Graduate Courses
- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence
- CSSS 5140 Cybersecurity Strategic Operations
- CSSS 5160 Cryptography and Techniques
- CSSS 6001 Practical Research in Cybersecurity
Three electives from the following:

- CSSS 5210 Cybersecurity Law and Policy
- CSSS 5220 Cybersecurity Threat Detection
- CSSS 5230 Cybersecurity Forensics
- CSSS 5240 Pre-emptive Deterrence
- CSSS 5250 Use and Protection of Space Assets
- CSSS 5270 Cybersecurity in Cloud Computing
- CSSS 5990 Advanced Topics in Cybersecurity
- CSSS 6500 Cybersecurity Internship

The student must also select two (2) additional electives from CSSS or other Webster elective credit courses that may be offered at the location where the student is completing their MS requirements.
Faculty of Arts and Sciences

Anton Waller, dean

Departmental Faculty

- B. Remy J. Cross, associate professor, chairperson, BA, University of California, Irvine, 2000; MA, University of California, Irvine, 2002; PhD, University of California, Irvine, 2011
- Don Conway-Long, professor emeritus, BA, University of Pennsylvania, 1974; AM, Washington University, 1976; MA, Southern Illinois University Edwardsville, 1989; PhD, Washington University, 2000
- Elsa L. Fan, assistant professor, BA, University of California, Berkeley, 1998; MSc, London School of Economics and Political Science, 2000; PhD, University of California, Irvine, 2012
- Dongling Zhang, assistant professor, MS, Arizona State University, 2011; PhD, Arizona State University, 2015

Adjunct Faculty

- Ian J. Aebel, BA, Blackburn College, 1997; MA, Southern Illinois University Edwardsville, 2005; MA, University of New Hampshire, 2011; MST, University of New Hampshire, 2011; PhD, University of New Hampshire, 2011
- Eddie L. Becton, Jr., BA, University of Dayton, 1985; MS, University of Dayton, 1990; MA, Temple University, 1993
- Charles W. Burk, BSAJ, University of Missouri-Saint Louis, 1991; MA, University of Missouri-Saint Louis, 1996; MSED, Missouri Baptist University, 2010
- Christiana B. Chekoudjian, BA, Webster University, 2006; MA, University of North Florida, 2009
- Daniel J. Coli, BA, Webster University, 1997; MA, Webster University, 2007
- Colette M. Cummings, AB, University of West Georgia, 1988; MEd, University of Illinois at Urbana-Champaign, 1992
- Kelle D. Daniels, BS, Missouri State University, 1990; MS, Mississippi State University, 1993
- Daniel R. Dixon, BS, Drury University, 2011; MS, University of Central Missouri, 2013
- Colby S. Dolly, BS, Southern Illinois University Edwardsville, 1999; MPA, Southern Illinois University Edwardsville, 2003; MBA, Lindenwood University, 2006
- Ryan M. Ellsworth, BA, Southeast Missouri State University, 2005; MA, University of Missouri-Columbia, 2009
- John D. Felluo, BS, University of Missouri-Saint Louis, 1998; MS, Lindenwood University, 2000
- Darline Gardetto, BA, University of California, Davis, 1974; MA, University of California, Davis, 1978; PhD, University of California, Davis, 1992
- Rick H. Gerger, BS, Southern Illinois University Carbondale, 1989; MA, Webster University, 2015
- Milo A. Gitchos, BA, Webster University, 2006; JD, Saint Louis University, 2013
- Clifton Glore, BSED, Southeast Missouri State University, 1984; BSBA, Southeast Missouri State University, 1992; MBA, Webster University, 2000; MSW, Saint Louis University, 2004
- Richard N. Groeneman, BS, University of Missouri-Saint Louis, 1999; JD, Saint Louis University, 2004; MSEL, Vermont Law School, 2005
- Jamie L. Gunn, BA, Lewis University, 2012; MA, University of Missouri-Saint Louis, 2015
- Michael P. Jostedt, Jr., BA, Webster University, 2004; MA, University of Missouri-Saint Louis, 2006; PhD, Southern Illinois University Carbondale, 2015
- Kelsey A. Klotz, BA, Truman State University, 2010; PhD, Washington University, 2016
- Benjamin E. Lind, BA, University of Florida, 2003; MA, University of California, Irvine, 2007; PhD, University of California, Irvine, 2011
- Timothy J. Loney, BA, Minnesota State University, 2014
- Michelle Loyet, MA, Webster University, 2002; PhD, University of Missouri at Urbana-Champaign, 2003
- Renata M. MacDougal, BA, University of California, Los Angeles, 1977; MA, University of California, Los Angeles, 1978
- Patt J. McGuire, BA, University of Missouri-Saint Louis, 2007; MDiv, Eden Theological Seminary, 2011; PhD, Capella University, 2015
- Andrea D. Miller, BA, Truman State University, 1995; MA, American University, 2003; PhD, American University, 2006
- Brett E. Mitchell, BS, Lindenwood University, 2013; MA, Lincoln University, 2015; MS, Webster University, 2016
- Robin Moore-Chambers, BSW, Saint Louis University, 1989; MSW, Saint Louis University, 2000; PhD, University of Missouri-Saint Louis, 2010
- Paul V. Moriarty, BA, University of Virginia, 1987; PhD, University of Colorado Boulder, 1997
- M. Clara Nunez-Reguero, BA, Webster University, 2003; MA, Saint Louis University 2006
- Matthew R. O'Neill, BA, University of Missouri-Saint Louis, 1997; MS, Webster University, 2017
- Terri F. Reilly, BA, University of Missouri-Saint Louis, 1984
- Rachael J. Russell, BA, University of South Carolina, 2006; MA, University of South Carolina, 2008; MA, University of California, Irvine, 2010; PhD, University of California, Irvine, 2015
- Briana L. Shawver, BA, University of Missouri-Saint Louis, 2008; MA, Webster University, 2010
- Judith L. Singleton, BA, University of Wisconsin-Madison, 1987; MA, Yale University, 2000; PhD, Northwestern University, 2008
- Gladys Smith, BS, Southern Illinois University Edwardsville, 1994; MHS, Washington University, 1997; MEd, University of Missouri-Saint Louis, 2000; PhD, University of Southern California, 2015
- Annie E. Stevens, BA, Eastern Nazarene College, 1975; MA, University of Rochester, 1978; PhD, University of Rochester, 1984
Biological Sciences

Departmental Faculty

- Alexander van der Haven, MA, Utrecht University, 1997; MA, Hebrew University of Jerusalem, 2000; PhD, University of Chicago, 2009
- Joshua M. Weber, BS, Southeast Missouri State University, 2003; MA, Webster University, 2009
- Donna M. White, BA, University of Missouri-Saint Louis, 2002; MA, University of Illinois at Urbana-Champaign, 2005

Adjunct Faculty

- Teresa A. Alvarez, BS, Southern Illinois University Edwardsville, 2000; MS, Southern Illinois University Edwardsville, 2002
- Martha B. Bailey, AB, Ohio University, 1983; MA, University of Maryland, Baltimore, 1988; PhD, University of Maryland, Baltimore, 1992
- Andrew J. Belsky, BA, Webster University, 2004; MBA, Webster University, 2006
- William C. Bunch, BS, Lincoln Memorial University, 1988; MEd, Lincoln Memorial University, 2001
- Michael T. Dawson, BS, University of Toledo, 2000; MEd, University of Missouri-Saint Louis, 2007
- William R. Elliott, BSEd, Southeast Missouri State University, 1966; MAT, Webster University, 1975
- Sarah E. Fike, BS, University of Missouri-Columbia, 2004; MS, University of Missouri-Saint Louis, 2009
- Jamie L.M. Gotto, BS, Logan University, 1998; MAT, Webster University, 2017; DC, Logan University, 2000
- Merry Graf, BA, Millikin University, 1986; MEd, Southern Illinois University Edwardsville, 2003
- Lisa D. Grantham, BS, Truman State University, 2006; MS, Iowa State University, 2013
- Alix W. Henry, AB, Washington University, 1994; MArch, University of Washington, 2004
- Wayne K. Jones, BS, Ohio University, 1982; MS, Iowa State University, 1985
- Gilbert N. Jones III, BS, University of Tennessee, 1972; MS, Cardiff University, 2008; MD, University of Tennessee, 1975
- John W. Kerckhoff, BS, Purdue University, 1972; JD, Suffolk University, 1977
- Jessica A.F. Kerckhoff, BS, Saint Louis University, 1998; MA, University of Tennessee, 2000; AuD, University of Florida, 2004
- Kim J. Kleinman, BA, University of Missouri-Kansas City, 1978; MA, University of Chicago, 1979; PhD, Union Institute and University, 1997
- Alania I. Koch, BIS, University of Missouri-Saint Louis, 2009; MEd, University of Missouri-Saint Louis, 2011; EdD, Maryville University of Saint Louis, 2016
- William Kurich, Jr., BA, Wartburg College, 1999; MAT, Concordia University Chicago, 2002
- Lisa A. McDade, BA, Canisius College, 1996; BS, Syracuse University, 1998
- Patricia B. McEwen, BS, University of Tennessee, 1970; MAT, Washington University, 1982
- Julie A. Mehringer, BA, St. Olaf College, 1982; PhD, Washington University, 1990
- Teresa A. Morris, BSHE, University of Missouri-Columbia, 1986; MA, Fontbonne University, 1992; MFA, Fontbonne University, 1993; MS, Southern Illinois University Edwardsville, 2002
- Glenn M. Murray, BSE, University of Michigan, 1977; MSE, University of Michigan, 1978
- Rama K. Nemani, BS, Sri Venkateswars University; MS, University of Poona, Pune; PhD, University of Poona, Pune
- Brett D. Olson, BS, University of Missouri-Columbia, 2010
- Jordan Olufson, BA, Ashford University, 2006; MS, University of Central Missouri, 2009
- Jennifer S. Popken, BA, Coe College; MS, Delta State University 2012
- Matthew T. Saltz, BS, Missouri State University, 2007; MA, Webster University, 2014
- Liza L. Schultheis, BA, Webster University, 2018
- Michael T. Siener, BA, Webster University, 2001; MA, Webster University, 2007
- Edward M. Spevak, BS, University of Illinois at Urbana-Champaign
- Laurita L. Stellyes, BS, Newman University, 1977; ND, National University of Natural Medicine, 1979
- Peter A. Takes, BS, Clarkson University, 1979; PhD, Indiana State University, 1985
- David A. Wilson, BA, Yale University, 1967; MA, Washington University, 1972

English

Departmental Faculty

- Sheila Hwang, associate professor, chairperson, BA, University of California, Los Angeles, 1993; MA, University of California, Santa Barbara, 1997; PhD, University of California, Santa Barbara, 2003
- Karla Armbruster, professor, BA, Miami University of Ohio, 1983; MA, Ohio State University, 1989; PhD, Ohio State University, 1996
- David W. Clewell, professor, BA, University of Wisconsin, 1977; MFA, Washington University, 1982
- Michael G. Erickson, professor emeritus, BA, Western Washington University, 1973; MFA, University of California, San Diego, 1989
- Murray F. Farish, associate professor, BA, Webster University, 1997; MFA, University of Houston, 2003
- Steven Lattimore, associate professor, BA, California State University, 1991; MFA, University of Iowa, 1995
Faculty

- Anne Mclhaney, professor, BA, Wheaton College, 1987; MA, University of Virginia, 1993; PhD, University of Virginia, 1998
- Margot Sempreora, professor emeritus, BA, Connecticut College, 1969; MA, Middlebury College, 1972; MLitt, Middlebury College at Oxford University, 1987; PhD, Tufts University, 1997

Adjunct Faculty

- Kirsten R. Abotsi, BA, Union University, 1989; MA, Kansas State University, 1996; MA, University of Missouri-Columbia, 2004
- Jeanne M. Allison, BBA, Baylor University, 1987; MA, University of Missouri-Saint Louis, 1996
- Mary E. Baker, BA, Webster University, 1990; MFA, University of Arkansas, 1996; MA, University of Missouri-Saint Louis, 2014
- Katherine M. Bloomquist, BA, University of Notre Dame, 2005; AM, Washington University, 2006; PhD, Washington University, 2012
- Jeremy K. Dennis, BA, Dillard University, 1996; MA, Southern Illinois University at Carbondale, 1999
- Elizabeth A. Edel, BA, Webster University, 2004; MFA, California College of the Arts, 2007
- Megan A. Gregory, BA, University of Wisconsin-Green Bay, 2008; MS, Illinois State University, 2011; PhD, Illinois State University, 2017
- Kenneth E. Harrison, Jr., BA, Burlington College, 2003; MFA, University of Missouri-Saint Louis, 2007
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History, Politics and International Relations

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- Lindsay N. Kingston, associate professor, director of human rights, BS, Boston University, 2002; MA, American University, 2006; MA, Syracuse University, 2009; PhD, Syracuse University, 2010
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- Amy E. Randles, BA, University of Kansas, 1989; MA, University of Missouri-Columbia, 2007; JD, University of Michigan, 1992
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Legal Studies

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- Rodney H. Holmes, BA, Saint Louis University, 1994; JD, Saint Louis University, 1997
- Henry F. Luecke III, BA, University of Notre Dame, 1987; JD, Saint Louis University, 1991
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• Eamrolyn C. Smith, BA, Loyola University New Orleans, 1993; MILS, University of Michigan, 1994; JD, Saint Louis University, 1997
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Nurse Anesthesia

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Nursing

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• Jennifer K. Schwartz, BSN, University of Missouri-Saint Louis, 2007; MSN, Webster University, 2014
• Mary Ann Signaigo, BSN, Maryville University of Saint Louis, 2013; MSN, Webster University, 2016
• Lisa M. Steurer, BSN, Saint Louis University, 1990; MSN, University of Missouri-Saint Louis, 1997; PhD, University of Missouri-Kansas City, 2017
• Stephanie A. Vollmer, BSN, Goldfarb School of Nursing at Barnes-Jewish College, 2010; MSN, Webster University, 2015
• Andrea R. Weber, BSN, Webster University, 1994; MSN, University of Missouri-Saint Louis, 2007; DNP, Rush University, 2014
• Lisa D. Weber, BSN, Barnes-Jewish College of Nursing, 2000; MSN, Webster University, 2016
• Suzanne N. Wells, BSN, Webster University, 2008; MSN, Webster University, 2012
• Kathleen M. Williams, BSN, Southeast Missouri State University, 1979; MSN, Webster University, 2007
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Philosophy

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• Katherine E. Parsons, professor, BA, University of Nevada, Reno, 1994; AM, Washington University, 1997; PhD, Washington University, 2000
• Britt-Marie Schiller, professor emeritus, BA, University of Maine, 1976; MA, Washington University, 1980; PhD, Washington University, 1985
• David C. Wilson, professor, dean emeritus, BA, University of Georgia, 1973; MA, University of Illinois at Chicago, 1978; MA, University of California, Los Angeles, 1983; PhD, University of California, Los Angeles, 1986

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• Michelle R. Eggers, BA, Webster University, 2012; MA, Southern Illinois University Carbondale, 2016
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• Paul V. Moriarty, BA, University of Virginia, 1987; PhD, University of Colorado Boulder, 1997

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Professional Counseling

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Psychology

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Religious Studies

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• James J. McCullough, BA, The College of New Jersey, 1987; MDiv, Princeton Theological Seminary, 2000; PhD, University of St. Andrews, 2013

• Paul V. Moriarty, BA, University of Virginia, 1987; PhD, University of Colorado Boulder, 1997

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Departmental Faculty

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• Mark E. Collins, AM, Washington University, 2009; BS, Washington University, 2009; MBA, Saint Louis University, 2016

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• Joseph D. Hough, BS, University of Missouri-Saint Louis, 2011; MA, University of Missouri-Saint Louis, 2013
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• Jacquelyn L. James, BA, Saint Leo University, 1997; MBA, Keller Graduate School of Management, 2010; MA, Keller Graduate School of Management, 2012
• Kurt P. Johnson, BS, Northwestern University, 1960; PhD, Northwestern University, 1964
• James C. Kennedy, BS, Washington University, 1989; AM, Washington University, 1993
• John M. Killoran III, BS, University of Missouri-Saint Louis, 2000; MS, University of Missouri-Saint Louis, 2002
• David A. Koonce, BS, University of Missouri-Columbia, 2006; BS, University of Missouri-Columbia, 2007; MA, University of Missouri-Columbia, 2007; JD, Boston College, 2010
• Nicole M. Koonce, BSBA, Southeast Missouri State University, 2008; MBA, University of Missouri-Saint Louis, 2015
• John A. Machnic, BA, Niagara University, 1974; MA, Ball State University, 1976; PhD, Virginia Polytectnic Institute and State University, 1983
• Russell A. Marchant, BA, Notre Dame College, 1975; BS, Maryville University of Saint Louis, 1981; MA, Webster University, 1984; MAT, Webster University, 2005
• Douglas A. Menendez, BS, Saint Louis University, 1980; MBA, Saint Louis University, 1985
• Brian R. Merritt, BS, Southeast Missouri State University, 1992; MA, Webster University, 1990
• Joseph P. Monteleone, BSBA, Saint Louis University, 1989; MBA, Saint Louis University, 1992
• James C. Moore II, BS, Missouri University of Science and Technology, 1983; MBA, Washington University, 1991
• Steven A. Moro, BSBA, University of Missouri-Saint Louis, 1985; BS, Washington University, 2000; MS, Fontbonne University, 1994; MBA, Webster University, 2008
• David B. Myers, BS, University of Southern California, 1979; MBA, Rockhurst University, 1985
• Rosalind R. Norman, BA, Webster University, 1997; MA, Webster University, 2005; DMgt, Webster University, 2009
• Janet P. O’Halloran, AB, University of Missouri-Columbia, 1982; JD, University of Missouri-Columbia, 1985
• Donald E. Ohmes, BSBA, University of Missouri-Saint Louis, 1975; MBA, University of Missouri-Saint Louis, 1980
• Marilyn Ossei, BA, Webster University, 2015
• Jonathan Philhebaum, BS, Ball State University, 1984; MBA, Georgia College and State University, 1995; PhD, Northcentral University, 2015
• Meredith A. Rakey, BS, Saint Louis University, 2001; MACct, Saint Louis University, 2002
• Daniel E. Ramacciotti, BSBA, University of Missouri-Saint Louis, 1973; MBA, Lindenwood University, 1984
• Karl O. Reif, BBS, Saint Louis University, 1975; MBA, Saint Louis University, 1978
• Cathy M. Roper, BBA, Wichita State University, 1987; MBA, Wichita State University, 1992
• Stephen F. Ruzicka, BS, Saint Louis University, 1991; MIM, Washington University, 2011
• Curtis C. Sawyer, BSBA, University of Missouri-Columbia, 1988; MBA, Loyola University New Orleans, 1998
• Stephen T. Scheid, BS, Ohio State University, 2004; AM, Washington University, 2006
• Roger F. Scott, BS, University of South Carolina, 1986; MBA, LeHigh University, 1993
• David W. Shores, BSBA, Saint Louis University, 1989; MBA, Saint Louis University, 1992
• Cory J. Sinek, BA, Lindenwood University, 1990; MBA, Saint Louis University, 1999
• James M. Speck, BSBA, University of Missouri-Saint Louis, 1977; MBA, Lindenwood University, 1977
• John C. Spytke, BS, Southern Illinois University Carbondale, 1993; MFin, Saint Louis University, 1998
• Laura Torres Castro, BBA, University of Costa Rica, 1995; MBA, Radford University, 2011
• Laura A. Wainz, BA, Webster University, 2012; MA, Webster University, 2014
• Rebecca L. Whitworth, BS, Saint Louis University, 2008
• Matthew P. Wilson, BS, University of Missouri-Columbia, 1979; MBA, Saint Louis University, 1998
• Randall H. Wilson, BBA, University of Wisconsin-Whitewater, 1983; MA, Illinois State University, 1985
• Stacy L. Woodard, BS, Maryville University of Saint Louis, 1995; PhD, University of Missouri-Columbia, 1999
• Michael C. Wylie, BS, University of Missouri-Columbia, 1994; MBA, Washington University, 2008
• Kathleen G. Young, BS, Washington University, 1991; MBA, Fontbonne University, 1992
• Hamideh Zakeri, BA, University of Missouri-Columbia, 1990; MBA, Washington University, 2001; AM, Washington University, 2011

Management

Faculty

Departmental Faculty

• Eric F. Rhiney, associate professor, chairperson, BS, University of Central Missouri, 1995; MBA, Webster University, 2002
• Barrett J. Baebeier, associate professor, BSBA, University of Missouri-Columbia, 1976; MA, Webster University, 1993; DMgt, Webster University, 2006
• James M. Brasfield, professor emeritus, BA, Cardinal Glennon College, 1964; MA, Saint Louis University, 1967; PhD, Case Western Reserve University, 1973
• David Brennan, professor emeritus, BE, Royal Military College, 1970; MAS, University of Toronto, 1972; MBA, University of Ottawa, 1984; PhD, Saint Louis University, 1992
• James W. Evans, professor emeritus, BA, College of Wooster, 1966; PhD, Yale University, 1970
• Jeffrey T. Haldeman, professor, BA, Elizabethtown College, 1968; MS, George Williams College, 1976; PhD, Case Western Reserve University, 1983
• Albert J. Marcella, Jr., professor, BS, Bryant College, 1977; MBA, University of New Haven, 1982; PhD, Walden University, 1995
• Daniel K. Mueller, visiting assistant professor, BA, Benedictine College; MPA, University of Missouri-Columbia; MA, California State University, Dominguez Hills, 1972; PhD, University of Missouri-Columbia
Faculty

- Douglas P. O'Bannon, professor, BA, Arizona State University, 1983; MBA, Arizona State University, 1984; PhD, University of Maryland, 1997
- John P. Orr, associate professor, AB, University of Missouri-Columbia, 1975; BJ, University of Missouri-Columbia, 1979; MBA, Midwestern State University, 1989; PhD, University of North Texas, 1998
- Julie A. Palmer, associate professor, BS, Colorado State University, 1990; MFA, University of Nebraska-Lincoln, 1999; PhD, University of Missouri-Columbia, 2008
- Thomas J. Quirk, professor, BS, John Carroll University, 1961; MA, Stanford University, 1962; MBA, University of Missouri-Saint Louis, 1978; PhD, Stanford University, 1967
- Gary L. Renz, professor, BS, University of Minnesota-Twin Cities, 1978; JD, University of California, Berkeley, 1983; PhD, University of Minnesota-Twin Cities, 1995
- Joseph S. Roberts, associate professor, MA, DePaul University, PhD, University of Chicago
- John H. Robinson, associate professor emeritus, BS, University of Arkansas at Pine Bluff, 1972; MA, Webster University, 1985; DMin, Webster University, 1992
- Dustin B. Smith, assistant professor, BS, University of Idaho, 2009; PhD, Washington State University, 2013
- Ece Tuncel, associate professor, BS, Middle East Technical University, 1998; MS, Middle East Technical University, 2000; PhD, University of Illinois at Urbana-Champaign, 2008

Adjunct Faculty

- Danica K. Babb, BA, Webster University, 2014; MA, Webster University, 2015
- Paul A. Beutemuller, AB, Cornell University, 1978; MA, Saint Louis University, 1987
- Tadd Biggs, BA, Missouri University of Science and Technology, 1987; MA, University of Missouri-Columbia, 1993
- Victoria C. Bohrer, BS, Tarkio College, 1982; MBA, Webster University, 2003; DMin, Webster University, 2007
- Donna O. Bradley, BA, Brown University, 1978; BRec, Union Theological Seminary, 2011; MS, Columbia College, 2011; JD, Howard University, 1981; PhD, Capella University, 2016
- Anne Browning, BA, Saint Louis University, 2001; MA, University of York
- Mary E. Burke, BA, Webster University, 1999; MA, Webster University, 2007
- Donna L. Cartwright, AB, Connecticut College, 1974; MS, Carnegie Mellon University, 1976; PhD, Saint Louis University, 1993
- Nisha Chaudhuri, BBA, Stamford International University, 2005; DBA, Grenoble Graduate School of Business, 2015
- Cynthia M. Cluff, BA, Missouri State University, 1979; MA, University of Houston - Downtown, 1976
- Colette M. Cummings, AB, University of West Georgia, 1986; MEd, University of Illinois at Urbana-Champaign, 1992
- Mary E. Davidson, BA, Saint Louis University, 1975; JD, Saint Louis University, 1982
- K. Wayne Davis, BA, Webster University, 1993; MA, Webster University, 2017; JD, Saint Louis University, 1996
- Yara S. DeAndrade, BBA, Centro Universitario das Faculdades Metropolitanas Unidas, 1980; MA, Webster University, 2000; DMin, Webster University, 2009
- David F. Dunlap, BS, Appalachian State University, 1969; MA, Appalachian State University, 1976; EdD, University of Alabama, 1980
- Rebecca A. Ellis, BS, University of Evansville, 1997; MSEd, Indiana University Bloomington, 2002
- Lisa M. Filkins, BA, Saint Louis University, 1990; MA, Webster University, 1994
- Mary C. Fontana, BA, Saint Louis University, 1976; MBA, Saint Louis University, 1982; JD, Saint Louis University, 1988
- Sharilyn D. Franklin, MBA, Fontbonne University, 1995; PhD, Walden University, 2010
- Alan O. Freeman, BS, Missouri State University, 1982; MBA, Webster University, 1993
- Lawrence A. Furrer, AB, Dartmouth College, 1956; MS, Dartmouth College, 1957
- Steven A. Gaffen, BA, Northeastern Illinois University, 1972; MBA, National University, 1988
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- Richard C. Goldberg, BA, University of Wisconsin-Superior, 1968; MSW, Washington University, 1970; MBA, Lindenwood University, 1984
- Lloyd B. Guibin, AB, University of Missouri-Columbia, 1974; MBA, Saint Louis University, 1976; JD, St. Mary's University of Minnesota, 1980
- David W. Hallmon, BS, University of North Texas, 2007; MSEd, Southern Illinois University Edwardsville, 2009
- Francesca D. Henderson, BS, Southeast Missouri State University, 2006; MA, Webster University, 2010
- Michela D. Henke-Clenti, BA, University of Greenwich, 1998; MBA, Leeds Beckett University, 2002; DMin, Webster University, 2015
- Craig K. Higgins, BJ, University of Missouri-Columbia, 1988; MBA, Drake University, 1991; JD, Drake University, 1991
- Alexis A. Hooley, BA, Brigham Young University, 2005; JD, Brigham Young University, 2008
- David C. Hughes, BSBA, University of Missouri-Columbia, 1980; MBA, Saint Louis University, 1985
- Carolyn F. Johaneck, BSBA, Saint Louis University, 1978; MBA, Saint Louis University, 1986
- Paul G. Justis, Jr., BS, Missouri University of Science and Technology, 1985; MBA, Webster University, 1991
- Gary P. Kistner, BS, Southern Illinois University Edwardsville, 1978; MBA, Lindenwood University, 1998; MS, Missouri University of Science and Technology, 2007; DMin, Webster University, 2013
- Constance M. Knox, BA, Lindenwood University, 1999; MA, Lindenwood University, 2002
- Darryl M. Lee, BS, Boston University, 1976; MMgt, Northwestern University, 1978
- Scott D. Levine, BS, University of Iowa; JD, Saint Louis University
- William J. Liccione, BA, University of Rio Grande, 1968; MA, Northern Illinois University, 1973; MBA, Southern Illinois University Edwardsville, 1994; PhD, University of Missouri-Columbia, 1977
- Nicholas S. Lockwood, BS, University of Illinois at Urbana-Champaign, 2004; MBA, Southern Illinois University Edwardsville, 2006; MB, Indiana University Bloomington, 2009; PhD, Indiana University Bloomington, 2011
- Edward G. Lott, Jr., BS, Saint Louis University, 1990; MA, Webster University, 2006
- Thomas G. Malon, BS, Saint Louis University, 1972; MBA, Southern Illinois University Edwardsville, 1977
- William G. Marchant, BA, Notre Dame College, 1975; BS, Maryville University of Saint Louis, 1981; MA, Webster University, 1984; MAT, Webster University, 2005
- James D. Marchbank, BS, Southwest Missouri State University, 1964; MBA, Columbia University, 1975
- Alvin J. Marcus, BS, Saint Louis University, 1970; MS, Saint Louis University, 1972; MBA, Southern Illinois University Edwardsville, 1977
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Faculty

Math and Computer Science

Departmental Faculty

- Martha Smith, professor, chairperson, BA, Webster University, 1991; MS, Webster University, 2000; PhD, Saint Louis University, 2012
- John J. Aleshunas, professor, BS, Carnegie Mellon University, 1975; MS, Missouri University of Science and Technology, 1994; PhD, University of Missouri-Saint Louis, 2013
- Brenda K. Boyce, associate professor, BS, Quincy College, 1980; BS, Quincy College, 1980; MS, University of Missouri-Saint Louis, 1989
- Albert E. Caws, professor emeritus, AB, Drury University, 1958; BS, Missouri University of Science and Technology, 1959; MEA, Washington University, 1965; MS, Missouri University of Science and Technology, 1984
- James M. Curtis, assistant professor, BSOE, Southwest Texas State University, 1981; MPA, University of Oklahoma, 1988; MA, Webster University, 1998; PhD, Saint Louis University, 2006
- Paul S. Frazier, lecturer, BSEE, Texas Tech University, 1983; MS, University of Southern California, 1991
- Lasanthi N. Gamage, assistant professor
- Larry M. Granda, associate professor, BA, Webster University, 2001; BS, Webster University, 2001; MA, Saint Louis University, 2004; PhD, Saint Louis University, 2012
- Peter E. Maher, professor, interim associate vice president for academic affairs, international campuses and initiatives, BS, University of Wales, 1982; MS, University of Wales, 1983; PhD, University of Wales, 1986
- Ali Ovila, professor, BS, University of Oklahoma, 1985; MS, University of Oklahoma, 1989; PhD, Webster University, 2000
- Edward T. Sakurai, professor emeritus, BS, Reed College, 1958; MA, Washington University, 1964; PhD, Washington University, 1971
- Carol A. Schwab, associate professor emeritus, BS, Southeast Missouri State College, 1963; MAT, Webster University, 1981; MS, Nova Southeastern University, 1993
- K. Quinn Shao, professor, BA, Shangdong Normal University, China, 1981; MEd, Simon Fraser University, 1990; MS, University of Wyoming, 2001
- Xiaoyuan Suo, associate professor, BS, Georgia State University, 2003; MS, Georgia State University, 2006; PhD, Georgia State University, 2009
- Jiaping Wang, professor, BE, Chongqing University, 1982; MS, University of Leeds, 1994; PhD, Missouri University of Science and Technology, 1998

Adjunct Faculty

- Brijitta O. Antony, PhD, Missouri University of Science and Technology, 2017
- Angela M. Astuto, BA, Maryville University of Saint Louis, 1997; MAT, Webster University, 2003
Faculty

- Wayne R. Bell, BS, Missouri University of Science and Technology, 1973; MS, Missouri University of Science and Technology, 1979; MS, Missouri University of Science and Technology, 1982
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- Harold R. Blackorby III, BS, Webster University, 2000; MS, Webster University, 2007
- Jennek E. Broomfield, BS, Truman State University, 2002; MAEd, Truman State University, 2003; MA, St. Louis University, 2006
- Sharon A. Bopp, BSEd, Southeast Missouri State University, 1967; MAT, Webster University, 1977
- Mary Y. Boutros, BS, American University in Cairo; MS, John Carroll University, 2000; MS, Case Western Reserve University, 2003
- Pamela L. Bryan Williams, BS, McKendree University, 1994; MSED, Southern Illinois University Carbondale, 1999
- Scott A. Caldwell, BA, Central Methodist University, 1996; MED, University of Missouri-Saint Louis, 2010; MA, University of Missouri-Saint Louis, 2014
- Terry P. Citrowske, BA, Saint Louis University, 1995; MA, Webster University, 2008
- Teddy R. Dawson, BS, Park University, 1998; MA, Webster University, 2000
- Jason A. Dill, BS, Webster University, 1999; MBA, Webster University, 2011
- Todd J. Dill, BSB, University of Missouri-Saint Louis, 1995; MA, Webster University, 2001
- Balaji Govindhan, BS, University of Madras, 1987; MS, Loyola College, 1990; MSc, University of Madras, 1990; MBA, Webster University, 2009
- David W. Hallmon, BS, University of North Texas, 2007; MSED, Southern Illinois University Edwardsville, 2009
- Yi Jiang, BS, Sichuan University, 2011; MS, Michigan Technological University, 2013
- Kiana Johnson, BS, Webster University, 2008; MA, Webster University, 2013
- Sumudu S. Kalubowila, BS, University of Colombo, 2008; MS, University of North Florida, 2011; Ph.D., University of Missouri-Saint Louis, 2017
- Joan E. Lutio, BS, Colorado State University, 1979; MS, University of Missouri-Saint Louis, 2007
- Stanley J. McCaslin, BA, Macalester College, 1969; MS, California Institute of Technology, 1971; MS, University of Nebraska-Lincoln, 1985
- Laurie K. McManus, BA, Culver-Stockton College, 1977; MA, Pittsburg State University, 1980; PhD, University of Missouri-Saint Louis, 2007
- Jacob M. Mohler, BS, Hillsdale College, 2000; MA, Saint Louis University, 2007
- Loralee J. Mondl, BS, University of Missouri-Saint Louis, 1993; BSEd, University of Missouri-Saint Louis, 1996; MA, Lindenwood University, 2004
- Amelia Pasagic, BS, Webster University, 2006; MS, Webster University, 2009
- LaTonya S. Rivers, BA, Webster University, 2009; BS, Webster University, 2009; MBA, Webster University, 2013
- Cecil L. Robertson, BS, Truman State University, 1969; MS, University of Southern California, 1976
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- Radha Shrinivas, BS, Bangalore University, 1969; MS, Bangalore University, 1970
- Soowan Sohn, BS, Seoul National University, 1995; MS, Seoul National University, 1998; PhD, University of Wisconsin-Madison, 2007
- Eric J. Sturman, BS, Truman State University, 1994; MS, Webster University, 2008; MBA, Webster University, 2015
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- Stacy L. Woodard, BS, Maryville University of Saint Louis, 1995; PhD, University of Missouri-Columbia, 1999
- Hamideh Zakeri, BA, University of Missouri-Columbia, 1990; MBA, Washington University, 2001; AM, Washington University, 2011
- Ozra Zakeri, BS, University of Tehran, 1977; MS, University of Missouri-Columbia, 1991; MS, University of Missouri-Columbia, 1995
- Yimin Zhu, BS, Beijing University, 1985; MS, Washington University, 1989; DSC, Washington University, 1993

Adjunct Faculty

Charleston Metropolitan Campus
(Includes all disciplines)

- Dianne Berger Hill, BS, Old Dominion University, 2011; MA, Old Dominion University, 2013
- Joseph C. Bonacci II, BA, Slippery Rock University, 1990; MA, Slippery Rock University, 1993; MHRM, Saint Francis University, 2002
- George E. Counts, BA, University of South Carolina, 1983; JD, University of South Carolina, 1986
- James H. Davis, BS, Regents College of the University of the State of New York, 1990; MBA, Charleston Southern University, 1995
- Stewart Denslow, BS, Brown University, 1969; MS, Vanderbilt University, 1977; PhD, Medical University of South Carolina, 1992
- Sheryl C. Fancher, BA, University of North Texas, 1972; MA, University of North Texas, 1977; MA, Webster University, 1994
- Kenneth A. Fox, BBA, University of Cincinnati, 1969; MBA, Pepperdine University, 1986
- Douglas M. Fraser, BS, University of Illinois Urbana-Champaign, 2003; JD, Charleston School of Law, 2009
- Avies G. Gennaro, BA, Vanguard University of Southern California, 1989; MA, Webster University, 2004
- W. Brent Hepburn, BA, Duke University, 1977; PhD, Open University, 2011
- Sarah D. Hull, core faculty, BA, Coastal Carolina University; MS, Walden University, 2009
- Laura K. McMaster, core faculty, BA, University of Pittsburgh, 2004; MA, University of Georgia Athens, 2006; PhD, Clemson University, 2016
- Noelle M. Parris, BS, Illinois Wesleyan University, 2006; MA, Monterey Institute of International Studies, 1984
- Rebecca Pascarell, BA, University of South Florida, 1996; JD, Duquesne University, 1999

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Adjunct Faculty

Columbia Metropolitan Campus (Includes all disciplines)

- David L. Allen, Jr., BA, University of South Carolina, 1976; MMgt, University of South Carolina, 1978; JD, University of South Carolina, 1992
- Alicia M. Anderson-Brown, BS, Empire State College, 2005; MS, University of Wisconsin-Madison, 2006; MS, Capella University, 2009; PhD, Capella University, 2016
- Gwendolyn Babb, BS, Presbyterian College, 1985; JD, University of South Carolina, 1988
- Mark S. Barnes, BA, University of South Carolina, 1982; MBA, University of South Carolina, 1990
- Anthony L. Brockington, BS, Saint Augustine’s College, 1996; MBA, Webster University, 2004; EdS, South Carolina State University, 2013
- Alvoy L. Bryan, Jr., BM, Indiana University Bloomington, 2002; MM, University of North Carolina at Greensboro, 2004
- Delores B. Cauthen, core faculty, BS, University of South Carolina, 1975; MEd, University of South Carolina, 1976; PhD, Walden University, 1993
- Kayrin R. Darby, BS, University of South Carolina, 2001; JD, Texas Southern University, 2003
- Christopher K. Davis, BS, University of South Carolina, 2003; MBA, University of South Carolina, 2008
- Robin R. Davis, BS, South Carolina State University, 1986; MBA, Alabama Agricultural and Mechanical University, 1989; PhD, Capella University, 2006
- Benjamin I. Duncan II, BS, Benedict College, 1984; MPA, University of South Carolina, 1998
- Pinkney B. Epps, BS, South Carolina State University, 1995; MPH, University of South Carolina, 2004; EdD, Argosy University, 2014
- Robert S. Gates, BA, Saint Leo University, 2006; MBA, Saint Leo University, 2009; MA, Webster University, 2013; MA, Webster University, 2014
- Jessica S. Gawler, BS, University of South Carolina, 2009; MAcc, University of South Carolina, 2010
- Rebecca A. George, instructor, BS, Benedict College, 1998; MA, South Carolina State University, 2000; PhD, University of South Carolina, 2007
- Tawanda L. Gilliard, BA, Allen University, 2002; MBA, Webster University, 2004; MA, Webster University, 2005
- Eric Graves, BA, Wofford College, 1996; MBA, Webster University, 2000

- Harpal S. Grewal, BS, Punjab Agricultural University, 1973; MS Punjab Agricultural University, 1975; PhD, Ohio State University, 1983
- Brandy L. James, BS, College of Charleston, 1999; MS, College of Charleston, 2000
- Alice A. Jones, BS, South Carolina State University, 1986; MBA, Webster University, 1998; MA, Webster University, 2002
- Timothy A. Laskis, BA, Rutgers, The State University of New Jersey, 1995; MA, California School of Professional Psychology, 2000; PhD, Alliant International University, 2003
- Melvin T. Miller, BSBA, University of South Carolina, 1988; MBA, Webster University, 1999
- Antoinette P. Milton, BA, University of South Carolina, 1992; MBA, Strayer University, 2008; DBA, Argosy University, 2015
- Jimmy J. Montgomery, BS, Allen University, 1973; MDiv, Interdenominational Theological Center, 1976; DMin, Emory University, 1987
- April S. Morgan, BS, South Carolina State University, 2000; MA, Webster University, 2002
- Joseph C. Onyeocha, BS, Wilberforce University, 1979; MBA, Wright State University, 1982
- William N. Pruitt, Jr., BS, University of Arkansas at Pine Bluff, 1963; MA, Eastern Michigan University, 1970; PhD, University of Michigan, 1974
- Valerie L. Reese, AB, The University of Georgia, 2000; MS, Troy University, 2007; EdS, Georgia Southern University, 2012
- Michelle J. Richardson, BS, University of Maryland University College, 2009; MBA, Webster University, 2011
- Tasha B. Thompson, BA, University of Southern Mississippi, 2003; JD, Mississippi College, 2006
- Pansy A. Woodard, BSW, Winthrop University, 1995; MA, Webster University, 2005
- Barbara A. Woods, BS, Emory University, 1970; MA, Cornell University, 1974; PhD, Emory University, 1978
- Connie L. Woods, BS, Excelsior College, 2001; MA, Webster University, 2005
- Leroy York, BA, University of South Carolina, 1999; MEd, Troy University, 2004; EdS, Liberty University, 2013; MA, Liberty University, 2016

Adjunct Faculty

Greenville Metropolitan Campus (Includes all disciplines)

- James P. Anderson, core faculty, BA, Erskine College, 1973; MPH, University of South Carolina, 1976
- Gregory Breeden, BA, Emory University, 1989; MPH, University of Washington, 1998; PhD, Johns Hopkins University, 2004
- Zachery Brewster, BA, College of Charleston, 2000; MA, Columbia International University, 2012
- Tonia Buie, BS, Shaw University; MS, Capella University
- William R. Cann, BA, Clemson University, 1970; MAcc, University of South Carolina, 1974
- Michael G. Catalana, BA, University of Tennessee, Knoxville, 2005; MS, University of Tennessee, Knoxville, 2006; PhD, University of Tennessee, Knoxville, 2013
- Belinda Churchill, BS, University of Phoenix, 2006; MS, University of Phoenix, 2008
- Chandra E. Dillard, BS, Winthrop University, 1987; MPA, Walden University, 2008
- M. Sean Dolan, BA, Thomas A. Edison State University, 2005; MS, Walden University, 2006; PhD, Walden University, 2010
- Tavia C.M. Gaddy, BA, Grambling State University, 1994; MMC, University of South Carolina, 1999
Faculty

- **Douglas J. Goodwin**, BBA, Campbell University, 1976; MBA, University of North Texas, 1978; PhD, University of North Texas, 1981
- **Perry M. Gwinn**, BSBA, University of South Carolina; MBA, University of Georgia, 1981
- **Rolf Hemmerling**, BA, Northwestern University, 1964; MA, Roosevelt University, 1973
- **Donald G. Karns**, BA, Southern Wesleyan University, 1979; MA, Southern Wesleyan University, 1994
- **Julia D. Merriweather**, BS, Clayton State University, 2010; MMgt, American Public University, 2014
- **Cory B. Patterson**, BA, North Carolina Central University, 2006; JD, North Carolina Central University, 2009
- **Christopher M. Satterfield**, BS, Lander University, 1997; ME, Western Carolina University, 2009
- **Timothy D. Terrell**, BS, Clemson University, 1994; MA, Clemson University, 1995; PhD, Auburn University, 1998
- **Jason C. Ulmer**, BS, Lander University, 1993; MS, Southern Wesleyan University, 2004
- **Malitha S. White**, BAJ, University of South Carolina, 1998; MAEd, University of Phoenix, 2002; DMgt, University of Phoenix, 2016

Adjunct Faculty

Irvine Metropolitan Campus
(Includes all disciplines)

- **John A. Bonosoro**, BA, Pepperdine University, 1979; MBA, National University, 1984
- **Thomas E. Butkiwicz**, BA, Concordia University, 2005; MA, University of Redlands, 2007
- **Jermaine I. Carson**, BA, National University, 2001; MBA, University of Phoenix, 2009; EdD, Argosy University, 2013
- **Brian K. Dozer**, BA, Indiana University Bloomington, 1989; MBA, Pepperdine University, 2001; DMgt, Webster University, 2013
- **Marilyn Hawthorne**, BA, Stevens Institute of Business and Arts 1972; JD, Western State University College of Law, 1997
- **Christine M. Kunkle**, BA, Colgate University, 1986; BS, Ohio State University, 1987; MBA, University of Southern California, 1992
- **Ronald E. Monard**, BA, University of California, Irvine, 1990; JD, Western State University College of Law, 1993
- **Paul J. Musselman**, BA, University of Toronto, 1985; MBA, National University, 1988
- **Aaron M. Shaffer**, BA, University of California, Irvine, 1991; MA, California State University, Long Beach; PayD, Alliant International University, 2002
- **James E. Tellier**, BA, University of California, Irvine, 1982; MBA, University of California, 1985
- **Claudia J. Thair**, DÆEd, California University of Pennsylvania, 1973; MA, Chapman University, 2004

Adjunct Faculty

Kansas City Metropolitan Campus
(Includes all disciplines)

- **John P. Chladek**, BSBA, University of Nebraska-Lincoln, 2002; MBA, Rockhurst University, 2006
- **Robert B. Curry**, BS, Kansas State University, 1981; BSBA, Kansas State University, 1984; MBA, University of Missouri-Kansas City, 1990
- **Cynthia L. Freeman**, BSBA, Rockhurst University, 1993; MBA, University of Phoenix, 2004
- **Shoula R. Horing**, BA, Tel Aviv University, 1983; MBA, University of Missouri-Kansas City, 1986; JD, University of Missouri-Kansas City, 1993
- **Daphne M. Means**, BS, Missouri State University, 1995; MA, Webster University, 1998
- **George D. Porter**, AB, William Jewell College, 1987; JD, University of Notre Dame, 1990
- **Keith D. Smith**, BSEd, University of Kansas, 1996; JD, University of Texas at San Antonio, 2005
- **Robert J. Spaniol**, BA, University of Kansas, 1976; BSN, University of Kansas, 1979; MBA, University of St. Thomas, 1986; PhD, University of Kansas, 2002
- **Vincent V. Vandeilhaar**, BA, Central College, 1978; MBA, University of Northern Iowa, 1988
- **Timothy D. Vonderbrink**, BBA, Wichita State University, 1989; MBA, Webster University, 2000
- **William T. Yeager**, BSEd, Northwest Missouri State University, 1967; MS, University of Central Missouri, 1975

Adjunct Faculty

Los Angeles Air Force Base
(Includes all disciplines)

- **Courtney B. Adolph**, BA, George Washington University, 2000; JD, Loyola Marymount University, 2003
- **James R. Chatterton**, BA, Loyola Marymount University, 1982; MBA, Pepperdine University, 1990; MS, Pepperdine University, 1994
- **Allen B. Coe**, BS, Washington and Lee University, 1984; LLM, New York University, 1991; JD, University of Oklahoma, 1988
- **Christine M. Danelski**, BA, Swarthmore College, 1977; MFA, Columbia University, 1985; PhD, Claremont Graduate University, 2003
- **Heidi Doan**, BA, Chapman University, 2000; MA, Chapman University, 2002
- **Mark D. Gorwitz**, BS, Western Michigan University; MSMA, California State University, Northridge, 2004
- **Marc E. Jefferson**, BS, Mississippi Valley State University, 1989; MA, Webster University, 1999; MA, Webster University, 2016
- **Ronald J. Lischka**, BA, University of La Verne, 1981; MS, University of La Verne, 1992
- **Moses McCutcheon, Jr.**, BIS, Virginia State University, 1987; MS, Pepperdine University, 1992; EdD, Pepperdine University, 2004
- **Markus C. Memmert**, BA, University of California, Los Angeles, 1992; MBA, University of Pennsylvania, 1996
- **Joseph A. Muhl**, BS, Loyola Marymount University, 1993; MS, California State University-Long Beach, 1999; MBA, California State University-Longo Beach, 2001
- **Blaine D. Pope**, BA, University of California, Berkeley, 1983; MA, Columbia University, 1987; MPA, Columbia University, 1987; MA, Fielding Graduate University, 2006; PhD, Fielding Graduate University, 2007
- **Norma Proctor**, BBA, University of Hawaii at Manoa, 1997; MBA, University of Phoenix, 2002
- **Anisa H. Rashad**, BS, Fayetteville State University, 1993; MBA, Johns Hopkins University, 2001
- **Norman T. Riggins**, BA, University of Puget Sound, 1975; MBA, California State University, Dominguez Hills, 1979
- **David Sanchez**, BA, California State University, Fullerton, 2000; MA, California State University, Fullerton, 2001
- **Petros Sebhatu**, BA, Union Institute and University, 1987; MBA, National University, 1989; PhD, Alliant International University, 1994
Adjunct Faculty

Orlando Metropolitan Campus
(Includes all disciplines)

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

Leigh Gerdine College of Fine Arts

Peter E. Sargent, dean

Art, Design, and Art History

Departmental Faculty

• Thomas K. Lang, professor, chairperson, BS, Ohio State University, 1967; MA, Ohio State University, 1969; MFA, Ohio State University, 1970
• Robin H. Assner-Alvey, associate professor, BFA, University of Connecticut, 2000; MFA, Ohio State University, 2002
• Jerene Au, associate professor, AB, Saint Louis University, 1969
• Rayme L. Cornell, associate professor, BS, Central Academy of Drama, Ukraine
• Gary S. Passanise, professor, BFA, Webster University, 1977; MFA, Southern Illinois University Edwardsville, 1980
• Noriko Yuasa, professor, BA, Southeast Missouri State University, 1995; BFA, School of the Art Institute of Chicago, 1998; MFA, Minneapolis College of Art and Design, 2000
• Brian W. Zimmerman, assistant professor, BFA, Kansas City Art Institute, 2006; MFA, University of California, San Diego, 2012

Adjunct Faculty

• Natalie D. Baldeon, MFA, Washington University, 2012
• Megan M. Barron, BA, Webster University, 2010; MA, Southern Illinois University Edwardsville, 2015
• Jenna S. Bauer, BFA, Webster University, 2000; MA, Hunter College, 2014
• Ahzad H. Bogosian, BFA, Fontbonne University, 1974; MFA, Fontbonne University, 1988
• Shawn P. Burppard, BA, Webster University, 2015
• Juan W. Chavez, BFA, Kansas City Art Institute, 2000; MFA, Art Institute of Chicago, 2004
• John S. Cournoyer, BFA, California College of Arts and Crafts, 1979
• Adrian Cox, BFA, University of Georgia, 2010; MFA, Washington University, 2012
• Thomas M. Daly, BFA, Webster University, 1989; MFA, Southern Illinois University Edwardsville, 1992
• Mary Lamboley, BFA, University of Kansas, 1997; MFA, John F. Kennedy University, 2004
• Gary M. Lang, BFA, Webster University, 1975; MFA, Washington University, 1977; MA, University of Illinois at Urbana-Champaign, 2009
• Martin E. Lang, BFA, Webster University, 2013; MFA, University of Tennessee, Knoxville, 2016
• Daniel J. McGrath, BA, University of California, Los Angeles, 2000; MA, University of London, 2005
• Yvonne Osei, BA, Webster University, 2013; BFA, Webster University, 2013; MFA, Washington University, 2016
• Michael J. Powell
• Barbara J. Rutledge, BFA, Webster University, 2001
• Jane W. Seelig, BA, Webster University, 1983; MA, Southern Illinois University Edwardsville, 1990
• Tyler M. Stallings, BFA, School of the Art Institute of Chicago, 1992; MA, Webster University, 2016
• Andrew K. Thelning, BS, University of Minnesota-Twin Cities, 2002
• Russell E. Vanek, BFA, Webster University, 1977; MFA, Pennsylvania State University, 1980
• Gretchen L. Wagner, BS, University of Wisconsin-Madison, 1998; MA, Williams College, 2002
• Michael R. Wartgow, BFA, Western Illinois University, 2007; MFA, Southern Illinois University Edwardsville, 2011
• Matthew J. Weber, BFA, University of Missouri-Saint Louis, 2011; MA, University of Iowa, 2013; MFA, University of Iowa, 2014
• Brian M. Woolbright, BFA, Webster University, 2001

Conservatory of Theatre Arts

Departmental Faculty

• Dorothy L.M. English, professor, chairperson, BA, Tufts University, 1974; MFA, Carnegie Mellon University, 1977
• Jeffrey J. Awada, associate professor, BFA, Emerson College, 1993; MFA, University of Pittsburgh, 2006
• Joanna K. Battles, associate professor, BFA, New York University, 1999; MFA, Brown University, 2005
• Rayme L. Cornell, associate professor, BFA, University of Nevada, Las Vegas, 1993; MFA, University of Missouri-Kansas City, 1996
• Dunsai Dai, professor, BS, Central Academy of Drama, Beijing, 1982; MA, Stanford University, 1989; MFA, University of Illinois at Urbana-Champaign, 1992
• Douglas Finlayson, professor, BA, Ballwin-Wallace College, 1979; MFA, Purdue University, 1982
• Gary P. Glasgow, professor, BA, Vanderbilt University, 1978; BFA, Webster University, 1982; MFA, University of Wisconsin, 1992
• Gad Guterman, associate professor, BA, Cornell University, 1996; MA, New York University, 2000; PhD, City University of New York, 2011
• Seth T. Jackson, assistant professor, BFA, Webster University, 1993
• Bruce Longworth, professor, BA, College of Wooster, 1978; MFA, Indiana University Bloomington, 1981
• William J. Lynch, professor, BA, University of Maryland, Baltimore, 1984; MFA, Florida State University, 1992
• Peter E. Sargent, dean, BFA, Carnegie Mellon University, 1959; MFA, Yale University, 1963; ;
• Kathleen Singleton, professor emeritus, BFA, University of Texas at Austin, 1976; MFA, University of Oklahoma, 1983
• Lara Teeter, professor, BA, Oklahoma City University, 1978
• Carole A. Tucker, professor, BS, Fontbonne University, 1985; BA, Fontbonne University, 1985; MFA, University of Missouri-Kansas City, 1988

Adjunct Faculty

• Christina M. Beck, BA, Saint Louis University, 1997
• Michelle A. Bossy, BA, Webster University, 2002
Faculty

- Sara E. Brandt, AB, Washington University, 2001
- Lee B. Buckalew, BFA, Webster University, 1992
- Diane E. Carr, BFA, Webster University, 1983
- Edward Coffield
- Marsha J. Coplon, BS, Appalachian State University, 1976; MAT, Webster University, 2008
- Robert S. Denton, BFA, Webster University, 2006
- Max C. DeVolder, BA, Eastern Michigan University, 1966; MGA, University of Wisconsin, 1969
- Megan L. Dominick, BA, Florida State University, 1999
- Sabrina Doris, BFA, University of Illinois at Urbana-Champaign, 2000
- Garth D. Dunbar, BFA, Webster University, 2003
- Hans L. Frederickson, BFA, Webster University, 2008
- Emily S. Frei
- Becky L. Hanson, BFA, Webster University, 1995; MFA, San Diego State University, 2008
- Julie A. Jordan, AB, Washington University, 1991; MA, Brown University, 1992; PhD, City University of New York, 2001
- Kelly M. Kreutsberg, BFA, Webster University, 2001
- William F. Leach
- Lorraine A. LiCavoli, BFA, Webster University, 2004; MFA, Webster University, 2016
- Scott B. Loebi, BA, Washington University, 1984
- Arthur L. Lueking, BA, Washington University, 1963; MFA, Yale University, 1966
- Ronald L. McGowan, BA, Pomona College, 1986
- Kaytlin J. McIntyre, BA, Webster University, 2011
- John A. Metzner, BFA, Webster University, 2004
- Timothy D. Moore, BFA, Webster University, 2009; MAT, Webster University, 2011
- Robert M. Morgan, BFA, Webster University, 1993; MFA, San Diego State University, 1999
- Timothy J. Ocel
- Larry D. Pry, BA, Southern Illinois University Edwardsville, 1995
- Sean M. Savoie, BFA, University of Southern Mississippi, 2000; MFA, University of Cincinnati, 2005
- Michele F. Siler, BFA, Webster University, 1986; MFA, University of Missouri-Kansas City, 1991
- Andrew M. Sloey, BFA, Webster University, 2002
- Margery E. Spack, BFA, Webster University, 2006
- Aloys P. Spack IV, BFA, Webster University, 2006
- Elizabeth A. Townsend
- Tracy N. Utzman, BLS, Southern Illinois University Edwardsville, 2003
- Gary M. Wandall II, AB, Lafayette College, 2004; MFA, University of Missouri-Kansas City, 2008
- Sean P. Wilhite, BA, Webster University, 1999
- Ralph A. Wilke, Jr., BFA, Washington University, 1973; MFA, Washington University, 1975
- James F. Wolk, BA, Saint Louis University, 1975; MFA, Southern Methodist University, 1982
- Steven Woolf, BA, University of Wisconsin-Madison, 1968; MFA, University of Wisconsin-Madison, 1970
- John G. Wylie, BA, Augustana College, 1983; MFA, University of Missouri-Kansas City, 1986

Dance

Departmental Faculty

- Beckah A. Reed, professor, BK, Colorado Women’s College, 1976; MA, University of Colorado Boulder, 1981

Adjunct Faculty

- Elizabeth A. Brandt, BA, Kenyon College, 2003; MFA, University of Illinois at Urbana-Champaign, 2012
- Monica N. Bremer, MAEd, Lindenwood University, 2003
- Jan Feager Cosby, BA, Webster University, 1976
- Margaret D. Dueker, BA, Webster University, 2000; BFA, Webster University, 2000
- Hans L. Fredrickson, BFA, Webster University, 2008
- Melissa S. Gerth, BA, University of Akron, 1998; MA, Fontbonne University, 2013
- Lorianne W. Hagan, BFA, Webster University, 2001
- Lindsay T. Hawkins, BFA, Southern Methodist University; MFA, University of Arizona, 2015
- Ellen M. Isom, BA, Webster University, 1986
- Dawn C. Karlovsky, BA, Northern Illinois University, 1989; MFA, University of Utah, 1994
- Mariko C. Kumanomido, BFA, University of Missouri-Kansas City, 2001
- Alicia Mack, BA, Columbia University, 2003; AM, Washington University, 2010
- Joshua D. Murphy, BFA, Webster University, 2017
- Donna R. Patzius-Hill
- Nina Brown Reed, BFA, Webster University, 1989
- James W. Robey, BFA, University of Akron, 1993; MFA, University of Wisconsin-Milwaukee, 2010
- Alan G. Schilling, BM, Saint Louis Conservatory of Music, 1981
- Beth M. Steinbrenner, BA, Webster University, 1997; MA, University of Missouri-Saint Louis, 2001
- Linda M. Tackes, BS, Maryville University of Saint Louis, 1986
- Michael Uthoff

Music

Departmental Faculty

- Jeffrey R. Carter, professor, chairperson, BA, Southwest Baptist University, 1983; MA, University of Central Missouri, 1996; DMA, University of Kansas, 2000
- Glen A. Bauer, professor, BM, University of Missouri-Columbia, 1977; PhD, Washington University, 1986
- Kathryn Smith Bowers, professor emeritus, BMEd, Northwestern University, 1970; MA, University of Oregon, 1972; DMA, University of Illinois at Urbana-Champaign, 1988
- Carla R. Colletti, associate professor, BM, Millikin University, 1999; MA, Western Illinois University, 2001; PhD, University of Iowa, 2008
- Paul G. Davis, associate professor, BA, Rocky Mountain College, 1999; MEd, Towson University; DMA, University of Texas at Austin, 2006
- Paul W. DeMarinis, professor, BM, Webster University, 1982; MM, Webster University, 1987
- A. Carole Gaspar, professor emeritus, BM, Baylor University, 1961; MM, Washington University, 1969
- Martha Hart, associate professor, BA, Olivet College, 1978; MM, Michigan State University, 1983
- Stuart Chapman Hill, assistant professor, BM, Vanderbilt University, 2008; MEd, Vanderbilt University, 2009; PhD, Michigan State University, 2016
- Allen Carl Larson, professor emeritus, BA, Park University, 1959; MME, Indiana University Bloomington, 1961; DM, Indiana University Bloomington, 1971
- Jacob G. Lasseter, associate professor, BM, Louisiana State University, 2001; MM, University of North Texas, 2003; DMA, University of Cincinnati, 2008
- Trent Patterson, associate professor, director of choral studies and music education, BM, Florida State University, 1999; MA, San Jose State University, 2004; DMA, Michigan State University

- AB, Washington University, 2001
Adjunct Faculty

- Talhia K. Allen, BM, Belmont University
- Melissa R. Bishop, BM, Webster University, 1993; MM, Kansas State University, 1995
- David A. Black, BM, Webster University, 1989
- Duane Bregen, director of new music ensemble, BM, Webster University, 2003; MM, Webster University, 2006
- Thomas J. Byrne, BM, Webster University, 1994; MM, Webster University, 2003
- Rosemary Cereghino, AB, Washington University, 1970; MAEd, Washington University, 1976; MM, Webster University, 1995
- Joseph D. Clegg, BM, George Washington University, 1995; AM, Washington University, 1999; MDiv, Eden Theological Seminary, 2016; JD, Washington University, 1999
- Cassandra L. Collins, ME, Ball State University, 1968; MA, Maryville University of Saint Louis, 2004
- Eric L. Dalbey, BA, Lindenwood University, 2007; MA, Covenant Theological University, 2011
- Patricia S. Eastman, BM, North Carolina School of the Arts, 1982; MM, Webster University, 1990
- Erin Elstner, BM, New School University, 1999
- Kevin Gianino
- Heidi Harris, BM, New England Conservatory of Music, 1991
- Thomas J. Hart, BA, Olivet College, 1978; MM, Michigan State University, 1983; DMA, Michigan State University, 1989
- Mieko Hironaka
- Caroline L. Hixson, BM, Webster University, 2004; MM, University of Idaho, 2008
- Karen J. Kanakis, BM, Missouri State University, 1996; MM, Stephen F. Austin State University, 1998; DMA, University of North Texas, 2005
- Paula J. Kasica, BM, Saint Louis Conservatory of Music, 1977
- Merry E. Keller, BM, West Chester University of Pennsylvania, 1976; MDiv, Eden Theological Seminary, 1992; MSA, Lindenwood University, 1998
- Kenneth C. Kulosa, BM, University of Houston, 1985; MM, New England Conservatory of Music, 1988
- Darren A. LaCour, HBA, Xavier University, 2010; PhD, Washington University, 2016
- Deborah A. Lennon, director of jazz singers
- Paula J. Martin, BS, University of Missouri-Columbia, 1980; MME, University of Missouri-Saint Louis, 2001; MA, Southern Illinois University Edwardsville, 2002
- James A. Martin, director of jazz collective and wind ensemble, BA, Saint Louis University, 1981; MM, Eastman School of Music, 1984
- Susan M. Martin, BA, Saint Louis University, 1981; MM, University of Illinois at Urbana-Champaign, 1983
- Nancy Mayo, BA, Bob Jones University, 1976; MA, Bob Jones University, 1978
- Joseph E. Neske, BA, University of Southern California, 1998
- Brian M. Owens, BM, University of Missouri-Saint Louis, 2008
- Matthew T. Pace, BA, Knox College, 1999; AM, Washington University, 2001; PhD, Washington University, 2011
- William S. Partridge, Jr., BM, University of Cincinnati, 1960; MM, College of Church Musicians, 1964
- Heathet M. Patterson, BA, Furman University, 2004; MM, Michigan State University, 2009
- Christopher J. Poetz, BM, Webster University, 2016; MM, University of Southern California, 2017
- Ruth E. Price, BM, University of Louisville, 1985; MM, Indiana University Bloomington, 1988; DMA, SUNY at Stony Brook, 1993
- Mary N. Prince, BM, Fontbonne University, 1980; MM, Webster University, 1998
- Eric L. Ring, BA, University of Iowa, 1993; BM, University of Iowa, 1995; MA, Western Illinois University, 2001; DMA, University of Iowa, 2008
- Erin L. Rodway, BA, Webster University, 2003
- Nicholas A. Schlueter, BM, Webster University, 2004
- Carol A. Schmidt, BM, Webster University, 1977; MM, Webster University, 2002
- Scott M. Schoonover
- Howard A. Shalowitz, BA, University of Pennsylvania, 1983; JD, Washington University, 1987
- Daniel J. Smith, BM, University of Missouri-Saint Louis
- Amanda C. Taylor, BS, Indiana University Bloomington, 1987; MM, Webster University, 1991
- E. John Thomas, BA, University of Missouri-Saint Louis, 1991; MM, University of Missouri-Columbia, 1998
- Carolbeth True
- Donna B. Vince, BM, Webster University, 1976; MM, Webster University, 1978
- Andrew A. Vogel, BM, Webster University, 2012; MA, Rutgers, The State University of New Jersey, 2016
- Willem F.N. von Hombracht
- Michael R. Walk, BM, San Diego State University, 1989; MM, Eastman School of Music, 1994
- Benjamin A. Wheeler, BM, Webster University, 2003; MM, Southern Illinois University Edwardsville, 2006
- Jeanine York-Garesche, clarinetist, Saint Louis Symphony Orchestra; BMEd, University of Nebraska-Lincoln, 1979; MM, Saint Louis Conservatory of Music, 1981

School of Communications

Eric W. Rothenbuhler, dean
Faculty

Audio Aesthetics and Technology

Departmental Faculty

- Timothy J. Ryan, associate professor, chairperson, BS, Cornell University, 2001; MFA, University of Cincinnati, 2004; PhD, McGill University, 2011
- Barry Hufker, professor emeritus, BA, University of Missouri-Saint Louis, 1976; MA, Webster University, 1993
- Casey E. Hunter, visiting assistant professor, BM, Webster University, 1993
- Victoria L. Meyer, associate professor, BA, Webster University, 1992; MFA, California Institute of the Arts, 1998

Adjunct Faculty

- Lee B. Buckalew, BFA, Webster University, 1992
- Mark E. Casey, BA, Webster University, 1999
- Justin L. Fisher, BA, Webster University, 2003
- Adam C. Frick, BS, DePaul University, 1999
- Charles E. Hatcher, BA, Evergreen State College, 1973; MFA, University of Montana, 1987
- Paul A. Hennerich IV, BFA, Webster University, 1993
- Benjamin J. Lublin, BA, Webster University, 2013
- Joseph T. Mathiesen, BA, Benedictine College, 2010; BA, Webster University, 2015; MA, Webster University, 2017
- Daniel J. Ruder, BA, Webster University, 2006
- Robert L. Schlette, BS, Quincy University, 1998; MA, The New School, 2008
- William E. Schulenburg
- Paul J. Stamler, BA, Webster University, 1979; MA, Webster University, 2013
- Katelynn L. Tary, BA, Webster University, 2015
- Michael J. Tyrey, BA, Webster University, 1980; MA, Lindenwood University, 2010

Communications and Journalism

Departmental Faculty

- Gary E. Ford, associate professor, chairperson, BJ, University of Missouri-Columbia, 1974; MA, Webster University, 1988
- Lawrence J. Baden, associate professor, BJ, University of Missouri-Columbia, 1984; MED, University of Nevada, Las Vegas, 1996
- Debra Carpenter, professor emeritus, dean emeritus, BS, University of Kansas, 1975; MA, Saint Louis University, 1982
- Don H. Corrigan, professor, BA, Knox College, 1973; MA, University of Missouri-Columbia, 1975
- Mary K. Cox, associate professor emeritus, BA, Lindenwood University, 1975; MS, Iowa State University, 1983
- S. Celine Hong, assistant professor, BA, Hanyang University, 2007; MA, Michigan State University, 2009; PhD, University of Missouri-Columbia, 2014
- Katherine S. Jenkins, professor emeritus, BA, University of Missouri-Columbia, 1973; MA, Webster University, 1982
- Scott L. Jensen, professor, BA, College of the Ozarks, 1985; MA, University of Central Missouri, 1987
- Eric W. Rothenbuhler, dean, BA, Ohio State University, 1980; MA, Ohio State University, 1982; PhD, University of Southern California, 1985
- Arthur M. Silverblatt, professor emeritus, BA, Michigan State University, 1972; MA, Michigan State University, 1974; PhD, Michigan State University, 1980
- Julie M. Smith, instructor, BA, University of Tulsa, 1990; MS, Southern Illinois University Edwardsville, 1996
- Eileen R. Solomon, professor emeritus, BA, Washington University, 1973; MS, Boston University, 1977; PhD, Saint Louis University, 2004
- Terrence D. Sullivan, assistant professor, BA, Maryville University of Saint Louis; MS, Saint Louis University, 2006

Adjunct Faculty

- Edie M. Barnard, BA, Lindenwood University, 1983; MS, Southern Illinois University Edwardsville, 1983
- David C. Baugher, BA, University of Missouri-Saint Louis, 2011
- Sanela Bejdic, BA, Webster University, 2004; MA, Webster University, 2005
- Jessica A. Bellomo, BA, Saint Louis University, 2006; MA, Webster University, 2011
- Melissa J. Benton, BA, Webster University, 2007; MA, Webster University, 2009
- Mindy Berkowitz, BA, Webster University, 1981; MS, Southern Illinois University Edwardsville, 1983
- Tanner L. Boyd, BJ, University of Missouri-Columbia, 2010
- Jessica Z. Brown-Billhymer, BA, Northeastern University, 1973; MA, Webster University, 1999
- Mary E. Buie, BA, Quincy University, 1983; AM, Washington University, 1995
- Karen J. Burch, BS, Western Oregon State College, 1988; MA, Webster University, 2000
- Amy M. Carroll, BS, Missouri State University, 2001; MA, Missouri State University, 2003
- M. Con Chrisleson, BA, St. Ambrose University, 1978; MA, Webster University, 1994
- Julie E. Clark, BA, Webster University, 2001; MA, Webster University, 2016
- Silvia S. Dadian-Smith, BA, Washington University, 2006; MFA, Southern Illinois University Carbondale, 2013; MFA, Lindenwood University, 2016
- Thao Dang-Williams, dean, extended education, BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EdD, Saint Louis University, 2008
- Peggy E. Dersch, BSED, Southeast Missouri State University, 1981; MA, Southern Illinois University Edwardsville, 1987
- Nathan D. DeWitt, BA, University of Virginia, 2002; MFA, University of Southern California, 2007
- Geri Drelling, BA, Wichita State University, 1989; JD, Washington University, 1992
- Robert P. Fanter, BFA, Washington University, 1962
- Debra K. Finkel, BJ, University of Missouri-Columbia, 1973; MA, Webster University, 2007
- Samantha Fisher, BA, Webster University, 2002
- Mary P. Gallagher, BA, Webster University, 2004; MA, Webster University, 2009
- Trese M. Gloriod, BFA, University of Missouri-Saint Louis, 2001
- Donald K. Golaszewski
- Ryan M. Govreau, BA, Webster University, 2008; BA, Webster University, 2012; MET, Webster University, 2013
- Kimberly S. Groneck, BS, University of Central Missouri, 1987; MA, Webster University, 1994
- David Gutting, AB, Washington University, 1971; MA, University of Pennsylvania, 1978
- Peter J. Hanrahan, AB, Washington University, 2002; MFA, Rutgers, The State University of New Jersey, 2005
- Sanela Bejdic, BA, Webster University, 2004; MA, Webster University, 2010
- Bernard J. Hayes, BA, University of Illinois at Urbana-Champaign, 1956
Faculty

Adjunct Faculty

• Bryce R. Bagwill, BS, Ball State University, 1991
• Thomas D. Barkman, BA, University of Denver, 1976
• Deborah J. Baryliski, BS, Southern Illinois University Edwardsville; MA, Illinois State University
• David R. Berliner, BS, Southern Illinois University Edwardsville, 1990; MA, Webster University, 2016
• Cole L. Biesemeyer
• Stephen J. Boyer-Edwards, BFA, Washington University, 1987
• Dennis S. Brown, BFA, Illinois Wesleyan University, 1967; AM, Indiana University Bloomington, 1970
• Claudia R. Burris, AB, University of Missouri-Columbia, 1981; MAT, Webster University, 1999
• Zlatko Cosic, BA, Webster University, 2008; MFA, Washington University, 2011
• John J.N. Coveyou, AB, Washington University, 2010; MEng, Washington University, 2011
• Daniel L. Dreyfus, BA, Webster University, 1975; MA, Webster University, 1977
• Kyle W. Dufendach, BFA, Taylor University, 2003
• Marie E. Enger, BA, Webster University, 2011
• C. Wayne Froehlich, BA, Saint Louis University, 1978; MA, University of Missouri-Columbia, 1982
• Krista R. Frohling, BA, Webster University, 2008; MFA, Southern Illinois University Carbondale, 2014
• Christine Giancola-Youngberg, BA, Webster University, 1998; MA, Webster University, 1998
• Ralph S. Granneman, AB, Washington University, 1989; AM, Washington University, 2005

Electronic and Photographic Media

Departmental Faculty

• Aaron A. AuBuchon, associate professor, chairperson, BA, Webster University, 2002; MA, Webster University, 2005
• Christopher J. Aaron, assistant professor, BA, Louisiana State University, 2003; MFA, Syracuse University, 2007
• William J. Barrett, professor, BA, St. Meinrad College, 1974; MA, New School University, 1991
• Jarul Bohus, associate professor, BA, Academy of Music and Dramatic Arts, 1995; MA, Southern Illinois University Carbondale, 1997; MFA, Southern Illinois University Carbondale, 2002
• Michael T. Breault, assistant professor
• Kathy B. Corley, professor, BA, Webster University, 1974; MA, Washington University, 1976
• Julia Griffey, associate professor, BS, University of California, Berkeley, 1994; MA, Cornell University, 1998; MFA, Massachusetts College of Art, 2005
• Charles Van Dorn McElwee, professor, BFA, Memphis Academy of Arts, 1974; MFA, Washington University, 1978
• June Kyu Park, assistant professor, BA, Yong In University, 2010; MFA, Syracuse University, 2015
• David S. Rocco II, assistant professor; BA, Webster University, 2008; MA, Fontbonne University, 2013; MFA, Fontbonne University, 2014
• Christopher S. Sagovac, associate professor, BA, Webster University, 1996; MA, Webster University, 2005
• Kevin W. Taylor, assistant professor, BA, University of Huddersfield, 2006; MA, University of Huddersfield, 2012
• Joshua R. Yates, assistant professor, BS, Drury University, 2006

Adjunct Faculty

• Janet M. Hayes, RSM, BS, Saint Louis University, 1974; MA, Saint Louis University, 1975; MA, Webster University, 1997
• Sally J. Howald, BS, Washington University, 1974; MA, Webster University, 1998
• DeEtte L. Howell, BA, Millikin University, 1987; MA, Webster University, 1996
• Cheryl Jarvis, AB, Duke University, 1969; MPW, University of Southern California, 2005
• Walter S. Jaschek, BA, University of Missouri-Saint Louis, 1978
• Gina L. Jensen, BA, McNeese State University, 1996; MA, Webster University, 2001
• Paul E. Jost, BFA, University of Missouri-Saint Louis, 2002
• David A. Lange, BA, Southern Illinois University Edwardsville, 1976; MA, Webster University, 1991
• Allison R. Levin, MA, Southern Illinois University Edwardsville; JD, Washington University
• Leonard K. Martin, BJ, University of Missouri-Columbia, 1976
• Amanda N. Miller, BFA, Truman State University, 1997; MA, Webster University, 2013
• Anthony L. Neal, BA, Morehouse College, 1983; MAT, Webster University, 1998
• Danielle L. Oser, BA, University of Utah, 1997; MA, Lindenwood University, 2010
• Jill M. Pace, BS, Missouri State University, 1995; MA, Missouri State University, 1997
• Mary R. Pastor, BA, Webster University, 1992; MFA, University of Missouri-Saint Louis, 2007
• Rhonda L. Phillips, BJ, University of Missouri-Columbia, 1983; MA, Washington University
• Patrick J. Powers, BA, Saint Louis University, 2000; MA, University of Illinois at Springfield, 2002; MBA, Webster University, 2010
• Robert R. Rains, BSJ, University of Kansas, 1978
• Mark A. Saxon, BA, University of California, Santa Cruz, 1992; MA, University of California, Berkeley, 1994
• James R. Schnurbusch, BA, University of Missouri-Saint Louis, 1982; MA, Washington University
• Danna E. Schwerdt, BA, Webster University, 2011
• Thomas D. Serfass, AB, Washington University, 1984; AB, Washington University, 1984; MA, University of Missouri, 1990
• William W. Sharpe, BA, Webster University, 1976; AM, University of Michigan, 1988; MFA, Lindenwood University, 2014
• Leon A. Sharpe, Jr., BS, Washington University, 2008; AM, Washington University, 2008
• Brent S. Shulman, BS, Indiana University Bloomington, 2006
• Leslie K. Stallone-LeVitan, BA, Creighton University, 2002; MBA, California State University, Los Angeles, 2011
• Alan J. Stamborski, BA, University of Wisconsin-Oshkosh, 1974
• Eric E. Tatham, BA, Webster University, 2006
• Anene M. Tressler-Hauschultz, BA, Saint Louis University, 1976; BSN, Saint Louis University, 1977; MA, Washington University, 1981; MA, University of Missouri-Saint Louis, 1996
• Mark S. Trochtenberg, BA, University of Missouri-Columbia, 1986
• Travis J. Ulmer, BJ, University of Missouri-Saint Louis, 2003
• Janis Valdes, BA, University of Iowa, 1981; MA, Webster University, 1999
• Kristen White Schwab, BSBA, University of Arizona, 1990; BS, University of Southern California, 1991; MA, Arizona State University, 1993
• Michael A. Whitmer, Jr., BA, Webster University, 2001
• Reginald L. Williams, BA, Drury University, 1980; MMgt, Fontbonne University, 2006
• Kim E. Wylie, AB, Augusta College, 1988; MAT, Webster University, 1992
• Rachael L. Yarkoni, BA, University of Illinois at Urbana-Champaign, 1998; MFA, University of Southern California, 2002
Faculty

- David R. Hanlon, BS, Lindenwood University, 1985; MFA, University of Kentucky Lexington, 1989
- James C. Harris, BFA, Webster University, 1993
- Nicola P. Hensley, BBA, University of Illinois at Springfield, 2003; MS, University of Illinois at Springfield, 2003
- Carrie Houk
- Elias H. Huch, BA, Webster University, 2007
- John W. Huston, BA, University of Iowa, 1967
- Trevor E. Jung, BA, Webster University, 2014; MA, Webster University, 2016
- Brian J. Jun, BA, Webster University, 2001
- Clark L. Kincaid, BS, Western Kentucky University; BS, Rochester Institute of Technology; MA, Rochester Institute of Technology
- Hatsephi Kushma, BS, Lindenwood University; MA, Washington University
- Mark C. Lammert, BS, Webster University, 1998; BA, Webster University, 1998
- Gregory A. Landrum, BA, Southern Illinois University Carbondale, 1995
- Hillary Levin, BJ, University of Missouri-Columbia, 1984
- Michael D. Long, BA, University of Missouri-Saint Louis, 1992; MA, Webster University, 2013
- James R. Long, Jr., BA, National Labor College, 2014; MBA, Webster University, 2016
- Michael F. McCubbins, BGS, University of Missouri-Columbia, 2015
- Holly E. Meinert
- Eric P. Mink, BA, George Washington University, 1969
- Amy S. Mitchell, BFA, Academy of Art University, 2004
- David A. Moore, BA, Webster University, 1976
- Adam M. Neal, BA, Webster University, 2002
- Caroline R. Philippone, BA, Webster University, 2009; MA, Fontbonne University, 2013; MET, Webster University, 2015
- Christy L. Pogorelec, BA, Webster University, 2003; MBA, Webster University, 2010
- Adam G. Reisz, BA, Pennsylvania State University, 1986; MA, Webster University, 2017;
- Jennifer M. Rieger, BS, Northwestern University, 1994; MS, Vanderbilt University, 1997
- Christopher C. Roder, BFA, Iowa State University, 2009
- Richard B. Rosenfeld, BA, University of Oregon, 1972; PhD, University of Oregon, 1984
- Chris S. Rubin de la Borbolla, BA, Northwestern University, 1994
- Robert M. Santos, Jr., BS, Southern Illinois University Edwardsville, 2011
- Benjamin L. Sawyer
- John J. Schmitt, BA, Webster University, 1986
- Jennifer Silverberg, AB, Washington University 1993
- Karl N. Timmermann, BA, Webster University, 2003; MA, University of Kent, 2004
- Dominique Tronche–Macaire, Licence en Anglo–American Studies, Université de Paris X–Nanterre, 1991
- Orestes C. Valdes, BFA, Washington University, 1984
- Anthony C. Valterra, BA, Carleton College, 1986; MA, John F. Kennedy University, 1997
- Craig M. Wagner, BA, Webster University, 1996
- Aaron C. Wiesen, BA, Webster University, 2010

School of Education

Thomas Cornell, interim dean

Graduate Department of Education

Departmental Faculty

- Ralph H. Olliges, Jr., professor, chairperson, BA, Saint Louis University, 1981; MA, Saint Louis University, 1983; MBA, Saint Louis University, 1991; PhD, Saint Louis University, 1988
- Virginia E. Altrogge, associate professor, BS, Southeast Missouri State University, 1970; MA, Southeast Missouri State University, 1978; EdS, Southeast Missouri State University, 1996; EdD, Saint Louis University, 1996
- Mary W. Bevel, associate professor, BA, Webster University, 1980; MAT, Webster University, 1982; Med, University of Missouri-Saint Louis, 1994; EdD, University of Missouri-Saint Louis, 1997
- Marlene Birkman, professor, BS, Concordia University, 1966; MA, Purdue University, 1969; PhD, Purdue University, 1973
- Cheryl Breig-Allen, associate professor, BSEd, University of Missouri-Saint Louis, 1971; MED, University of Missouri-Saint Louis, 1973; EdD, University of Missouri-Saint Louis, 2001
- Donna M. Campbell, professor emeritus, BA, University of Toronto, 1968; MA, University of Toronto, 1969; PhD, Carleton University, 1976
- Thomas G. Cornell, interim dean, associate professor, BS, Northern Michigan University, 1976; MA, Michigan State University, 1978; EdD, Saint Louis University
- Brenda S. Fyte, professor emeritus, BS, Quincy University, 1971; MED, University of Illinois at Urbana-Champaign, 1972; EdD, Southern Illinois University Edwardsville, 1982
- DJ Kaiser, associate professor, BA, University of Illinois at Urbana-Champaign, 1996; BA, University of Illinois at Urbana-Champaign, 1996; MA, University of Illinois at Urbana-Champaign, 2000; AM, Washington University, 2007; PhD, Washington University, 2013
- Yin Lam Lee-Johnson, associate professor, BA, University of Hong Kong, 2002; MA, Chinese University, 2006; PhD, Ohio State University, 2012
- Andrea Rothbart, professor, BA, Wayne State University, 1961; MA, Washington University, 1963; PhD, University of Illinois at Urbana-Champaign, 1971
- Deborah A. Stiles, professor, BA, Sarah Lawrence College, 1971; MAT, Rhode Island School of Design, 1972; PhD, Boston College, 1980
- Roy T. Tamashiro, professor emeritus, BA, University of Hawaii, 1969; MED, University of Hawaii, 1971; EdD, University of Massachusetts, 1976
- Paula M. Witkowski, associate professor, BA, Webster University, 1976; MS, Fontbonne University, 1984; PhD, University of Missouri-Saint Louis, 2004

Teacher Education

Departmental Faculty

- Basiyr D.W. Rodney, associate professor, chairperson, BA, University of the West Indies, 1996; MS, University of the West Indies, 1998; MED, Florida Atlantic University, 2001; EdD, Florida Atlantic University, 2006
- Theodore D. Green, professor, BA, Beloit College, 1982; MA, Saint Louis University, 1986; PhD, Saint Louis University, 2000
- Stephanie L. Mahfood, associate professor, BA, Calvin College, 1993; MAT, Webster University, 1999; PhD, University of Illinois at Urbana-Champaign, 2008
- Victoria B. McMullen, professor, BA, Fontbonne University, 1981; MA, Lindenwood University, 1986; PhD, University of Missouri-Columbia, 2000
- Joseph M. Sencibaugh, associate professor, BA, Saint Louis University, 1986; MAT, Saint Louis University, 1988; PhD, Saint Louis University, 1996
- Paula M. Witkowski, associate professor, BA, Webster University, 1976; MS, Fontbonne University, 1984; PhD, University of Missouri-Saint Louis, 2004
Adjunct Faculty

- Carol R. Williams, associate professor, AB, William Jewell College, 1985; MAT, Webster University, 1990; PhD, Southern Illinois University Edwardsville, 1998

Faculty

- Sheila A. Anglin Jordan, BA, Webster University, 2009; MA, Webster University, 2013
- J. Justin Barton, BS, Southeast Missouri State University, 2002; MS, Lindenwood University, 2008
- Jennifer L. Bond, BA, Truman State University, 2010; MAEd, Truman State University, 2011
- Carolyn I. Brown, BGS, University of Missouri-Saint Louis, 1993; MA, University of Missouri-Saint Louis, 1995; PhD, University of Missouri-Saint Louis, 2012
- John H. Buck, Jr., interim associate vice president for student affairs and dean of students, BA, Colorado State University, 1991; MA, Webster University, 2005; DMgt, Webster University, 2009
- Susan M. Campbell, BA, Southeast Missouri State University, 1984; MA, University of Missouri-Saint Louis, 1994
- Cassandra L. Collins, ME, Ball State University, 1968; MA, Maryville University of Saint Louis, 2004
- Karen S. Collins, BA, St. Mary's Dominican College, 1976; MAEd, University of New Orleans, 1982; MAEd, University of New Orleans, 1988; EdD, University of Southern Mississippi, 2008
- Diane Cooper, BA, St. Joseph College, 1968; MEd, University of North Texas, 1980; EdD, University of San Francisco, 1993
- Laurie A. DeJohn, BA, Truman State University, 1998; MAEd, Truman State University, 1999
- Amber K. Del Gaiso, BA, University of Missouri-Columbia, 2003; MS, Florida State University, 2007; EdD, Florida State University, 2007
- Anna N. Dickherber, BS, University of Central Missouri, 2012; MSed, Indiana University Bloomington, 2014
- Lori H. Diefenbacher, BA, Evergreen State College, 1976; MAT, Webster University, 1985; EdS, Webster University, 2009
- Erica J. Ellard, BA, Webster University, 2001; MAT, Webster University, 2003
- Stacey L. Elster, BA, Webster University, 2008; MAT, Webster University, 2011
- Shara A. Erdel, BS, University of Missouri-Columbia, 1973; MEd, University of Missouri-Columbia, 1977
- Tobin R. Fales, BS, University of Missouri-Columbia, 1998; MAEd, Lindenwood University, 2004
- Hillary Flanders, BS, Millsaps College, 1970; MA, Adelphi University, 1972
- JoAnn Ford, BSEd, Southeast Missouri State University, 1969; MEd, University of Missouri-Saint Louis, 1997
- Kathleen A. Foy, BA, Principia College, 1970
- Justin Frederick, BS, Pittsburgh State University, 2002; MS, University of Central Missouri, 2004
- Ellen E. Furnari, BA, Bennington College, 1977; MSW, Adelphi University, 1983
- Kevin M. Grawer, BA, University of Tulsa, 1995; MAT, Webster University, 1996; EdD, Maryville University of Saint Louis, 2015
- Nancy S. Haparinwi, BA, Webster University, 2006; MA, Webster University, 2011
- Susan G. Heigel, BSEd, University of Missouri-Saint Louis, 1986; MEd, University of Missouri-Saint Louis, 1991
- Lisa M. Hilpert, BA, Maryville University of Saint Louis, 1992; MA, Maryville University of Saint Louis, 1997; MAEd, Maryville University of Saint Louis, 2008
- Philip S. Holley, AB, Washington University, 1973; EdD, Saint Louis University, 2002
- Holly Hubenschmidt, AB, Washington University, 1987; MA, University of Missouri-Columbia, 1982
- Christopher A. Jones, BS, Central Connecticut State University, 2005; MS, Central Connecticut State University, 2007
- Victoria L. Jones, BSEd, Northwest Missouri State University, 1990; MSEd, Northwest Missouri State University, 1992; PhD, Saint Louis University, 1996
- Joseph L. Jones III, BSEd, Southeast Missouri State University, 1976; MAEd, Southeast Missouri State University, 1978; PhD, Saint Louis University, 1984
- Carolyn A. Jordan, BSEd, Missouri State University, 1996; MAEd, Maryville University of Saint Louis, 2002
- Michael P. Jostedt, Jr., BA, Webster University, 2004; MA, University of Missouri-Saint Louis, 2006; PhD, Southern Illinois University Carbondale, 2015
- Bethany R. Keller, BA, Webster University, 2000; MA, Webster University, 2002
- Kim J. Kleinman, BA, University of Missouri-Kansas City, 1978; MA, University of Chicago, 1979; PhD, Union Institute and University, 1997
- Luci R. Klostermann, BA, Webster University, 1968; MA, United States International University, 1972; PhD, Saint Louis University, 1980
- Martha S. Kneib, BA, University of Tulsa, 1988; MA, Kent State University, 1990
- Kelly D. Krusel, BS, Fontbonne University, 2003; MA, Lindenwood University, 2005; EdD, Maryville University of Saint Louis, 1999
- Liem Q. Le, BA, Webster University, 2017; BS, Webster University, 2017
- Elizabeth W. Lock, BA, University of Kansas, 1990; EdS, University of Kansas, 1992
- Susan L. Lundry, BA, University of Missouri-Saint Louis, 2000; MEd, University of Missouri-Saint Louis, 2005; MA, University of Missouri-Saint Louis, 2013; EdS, University of Missouri-Columbia, 2015; PhD, University of Missouri-Saint Louis, 2015
- Sebastian P. Mahfood, BA, University of Texas at Arlington, 1992; MA, University of Texas at Arlington, 1994; MET, Webster University, 2012
- Larissa A. Malone, BA, Case Western Reserve University, 1996; MA, Walsh University, 2007; PhD, Kent State University, 2015
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- Lindsay A. McCracken, BA, Webster University, 2002; MAT, Webster University, 2006
- Robert McMullen, BA, Saint Mary's University of Minnesota, 1978; BS, Fontbonne University, 1981; MEd, University of Missouri-Saint Louis, 1990
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- Kimberly A. Morse, BA, Kent State University, 1994; MA, Kent State University, 1996; PhD, Saint Louis University, 2016
- Samantha M. Muehlenbeck, BA, Webster University, 1993; MAT, Webster University, 2003
- Joan W. Musbach, BA, University of Kansas; MAT, Northwestern University, 1965
- M. Kathleen Northcott, BS, Southwest Missouri State University, 1981; MSEd, Old Dominion University, 1991
- Amy B. O’Brien, BA, Washington University, 2007; MS, University of Alabama, 2010; MBA, Webster University, 2015
Faculty

- Lori C. Orlando, BSEd, University of St. Francis, 1991; MEd, University of Missouri-Saint Louis, 2000
- Erik B. Palmore, BA, Webster University, 2004; MA, George Washington University, 2007
- Julie E. Paur, BA, Webster University, 2001; MAT, Webster University, 2006
- Denise M. Purcell, BS, Southern Illinois University Edwardsville, 1975; MAT, Webster University, 2002
- William J. Ratz, BA, Webster University, 2002; MA, Webster University, 2006
- Olivia A. Rea, BS, Webster University, 2003; BA, Webster University, 2003; MAT, Webster University, 2005
- Linda M. Reed, BSEd, University of Missouri-Columbia, 1974; MEd, University of Missouri-Columbia, 1975
- Barbara A. Reinerman, BSEd, University of Missouri-Saint Louis, 1999; MAT, Webster University, 2002; MA, Webster University, 2016
- Marla S. Robbins, BSEd, University of Cincinnati, 1976; MAT, Webster University, 2005
- Jennifer L. Roberts, BS, Southern Illinois University Carbondale, 2006; MEd, University of Missouri-Columbia, 2008; PhD, Saint Louis University, 2012
- Barbara L. Roussin, BSEd, University of Missouri-Saint Louis, 1991; MS, Southwest Baptist University, 2014
- Sarah B. Rush, BES, University of Missouri-Columbia, 1981; MEd, University of Missouri-Columbia, 1983
- Heather Sadi, BA, Truman State University, 2007; MA, Maryville University of Saint Louis, 2012
- Emily B. Scharf, BA, University of Wisconsin-Madison, 2005; MA, University of Wisconsin-Madison, 2008
- Terri L. Schnitzer, BS, University of Missouri-Saint Louis, 1976; MSEd, University of Kansas, 1979
- James M. Schulz, BA, University of Dayton, 1978; MEd, Maryville University of Saint Louis, 1988
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- Virginia L. Schweigert, BSEd, University of Missouri-Columbia, 1975; MA, Lindenwood University, 1995
- Tasha L. Scola, BA, Webster University, 2006; MEd, University of Missouri-Saint Louis, 2013
- Craig M. Skinner, BA, DePaul University, 2004; MA, DePaul University, 2005; MSEd, Southern Illinois University Edwardsville, 2016
- Jennifer D. Snider, BS, University of Missouri-Saint Louis, 1975; MAEd, Washington University, 1982
- Patrick C. Stack, BA, Suffolk University, 1974; MDiv, St. John's Theological College, 1978; MEd, University of Missouri-Saint Louis, 1986; DMin, Eden Theological Seminary, 1992
- M. Mercedes Stephenson, BA, Universidad del Salvador, 1969; MA, University of Southern California, 1971; PhD, Saint Louis University, 1982
- Annie E. Stevens, BA, Eastern Nazarene College, 1975; MA, University of Rochester, 1978; PhD, University of Rochester, 1984
- Barbara W. Stewart, BA, Webster University, 1984; MA, Webster University, 1993
- Jennifer R.V. Stewart, BA, Webster University, 2001; MA, Webster University, 2003
- Philip D. Storm, BA, Eastern University, 2007; MS, Southern Illinois University Carbondale, 2011
- Nicholas H. Tamarkin, AB, Washington University, 1996; MFA, University of Wisconsin-Madison, 2002; PhD, Washington University, 2015
- Sarah A. Tetley, BS, Missouri State University, 2001; MA, Saint Louis University, 2004
- Russell E. Vanecek, BFA, Webster University, 1977; MFA, Pennsylvania State University, 1980
- James R. Voelker, BA, University of Akron, 1979; MLS, Kent State University, 1985; JD, University of Akron, 1982
- Katherine A. Vondera, BA, St. Mary's University, 2002; MA, Saint Louis University, 2007; MA, Saint Louis University, 2008; MA, Webster University, 2017
- Nancy L. Walters, BA, Webster University, 1991; MA, Webster University, 2013
- Teresa M. Weiersmueller, BSEd, University of Missouri-Saint Louis, 1971; MEd, National-Louis University, 1995
- Susan B. Weitzel, BSEd, University of Missouri-Columbia, 1976; MA, Lindenwood University, 1998
- Michael J. Williams, BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EdD, Saint Louis University, 2006
- David A. Wilson, BA, Yale University, 1967; MA, Washington University, 1969
- Carol A. Zimmer, BSEd, Southeast Missouri State University, 1969; MAT, Webster University, 1981
- Thomas J. Zinselmeyer, Jr., BA, University of Missouri-Columbia, 2002; BA, University of Missouri-Columbia, 2002; MAT, Webster University, 2008

International

Austria

Vienna

Adjunct Faculty (Includes all disciplines)

- Florin Abazi, BA, Webster University, 1999; MA, Webster University, 2002
- Judith Albrecht, MA, Albert-Ludwigs-Universität, Freiburg, 2003; Doctorate, Institut für Ethnologie der Freie Universität, 2011
- Franco E. Aligieri, BA, Webster University, 1992; MA, Eberhard-Karls-Universität Tübingen; Doctorate, Eberhard-Karls-Universität Tübingen, Germany
- Nikolaos Antonakakis, BSc, Athens University of Economics and Business, 2005; MSc, University of Strathclyde, 2006; PhD, University of Strathclyde, 2010
- Caroline Batka, BA, Virginia Polytechnic Institute and State University, 2008; MPA, University of Washington, 2011
- Jozef Batora, BS, Comenius University, Bratislava, 1997; PMH, University of Bergen, 1999; PhD, University of Oslo, 2006
- Dezsoe Birkas, Doctorate, University of Medicine, Budapest, 1998
- Federico Bordonaro, BA, University of Rome, La Sapienza, 1997; DEA, University of Paris-IV, La Sorbonne, 2000; PhD, University of Paris-IV, La Sorbonne, 2005
- Maxime Brami, BA, University of Bristol, 2008; MA, University College London, 2009; PhD, University of Liverpool, 2014
- Katharina Brazda, Magister, University of Vienna, 2007
- Eilina Brutschin, Magister, Konstanz University, Germany, 2010
- Christine Butterfield-Meissel, MD, University of Vienna, 1978; PhD, University of Vienna, 1979
- Alessandro Caffi, BA, Università Cattolica del Sacro Cuore, Brescia, 2010; MIM, Università Cattolica del Sacro Cuore, Milan-Brescia, 2013
- Franz A. Cede, MA, Paul H. Nite School of Advanced International Studies; JD, University of Innsbruck
- Ioannis Chatziantoniou, BSc, Panteion University of Social & Political Sciences of Athens, Greece, 2000; MSc, University of Piraeus, Greece, 2009; MBA, University of Piraeus, Greece, 2003; PhD, University of Portsmouth, United Kingdom, 2013
Faculty

- Ryan D. Crawford, BA, Trinity College; MA, SUNY at Buffalo, 2010; PhD, SUNY at Buffalo, 2012
- Claus Ebster, Magister, University of Vienna, 1989; MBA, Fordham University, 1991; MS, Northwestern University, 1992; Doctorate, University of Vienna, 2000
- Pernille Eskerod, BSc, Aarhus School of Business, Denmark, 1989; MSc, Aarhus School of Business, Denmark, 1992; PhD, Southern Denmark Business School, 1996
- Paul Fagan, BA, University College Dublin, Ireland, 2003; MA, University of Vienna, 2010; PhD, University of Vienna, 2017
- Massimiliano Falcinelli, MS, University of Perugia
- Fabian Faltin, BSc, London School of Economics, 2002; MA, Fondation des Sciences Politiques, Paris, 2005
- Marcel Fink, Magister, University of Vienna, 1996; Doctorate, University of Vienna, 2002
- Ian Foster, BA, University of Hull, 1993; MBA, Modul University, Vienna, 2015
- Michael Freund, BA, University of Heidelberg, 1972; MA, Columbia University, 1975; PhD, Columbia University, 1977; PhD, Columbia University, 1978
- Eric Frey, BA, Princeton University, 1985; MPA, Princeton University, 1986; Doctorate, University of Vienna, 2001
- David Gabauer, BA, Johannes Kepler University Linz, 2015; MSc, Johannes Kepler University Linz, 2016
- Gerald Garber, Magister, Vienna University of Economics and Business, 2012
- Salvatore Giacomuzzi, Magister, University of Innsbruck, 2000; PhD, University of Innsbruck, 2002
- Thomas R. Grischany, Magister, University of Vienna, 1994; Magister, University of Vienna, 1994; Diploma, Diplomatic Academy of Vienna, 1997; MA, University of Vienna, 2002; PhD, University of Chicago, 2007
- Khaled Hakami, Magister, University of Vienna, 2002
- Joachim Honeck, BA, Pontificia Universitat Santa Croce, Rome, 2003; MA, Webster University, 2014
- Daria Horvat, MSc, Graz University of Technology, 2001; MBA, Webster University, 2006
- Danielle R. Huppmann, MSc, Vienna University of Technology, 2010; PhD, Berlin University of Technology, 2014
- Michael Kapfer, MBA, University of Applied Sciences Technikum Wien, 2009
- Andrea Keplinger, MA, Karl-Franzens Universität, 2010
- Paul Khalil
- Elisabeth Z. Knass, BA, Webster University, 1992; MA, Danube University, 2004
- Christian Kreuzer, Magister, University of Vienna, 1988; Doctorate, University of Vienna, 1995
- Katrin Kristjansdottir, BA, University of Iceland, 2004; MAP, Murdoch University, Australia, 2009
- Charles LaFond, BA, St. John's University, 1978; MBA, Thunderbird Global School International Management, 1980
- Holger Lang, MA, Donau University, 2004
- Sandra Lehmann, BA, Freie Universität Berlin, 1996; MA, University of Vienna, 1999; PhD, University of Vienna, 2002
- Anthony Löewstedt, Magister, University of Vienna, 1986; Doctorate, University of Vienna, 1994
- Vincent Louis, BA, City College of New York, 1996; MA, Temple University, 2000; PhD, Temple University, 2007
- Maria Marchenko, Magister, University of Vienna, 1998; Doctorate, University of Vienna, 2002; Habilitation, University of Vienna, 2009
- Maria Marchenko, BSc, National Research University, Moscow, 2009; MSc, National Research University, Moscow, 2011; MSc, Humboldt University, Berlin, 2011; PhD, Yale University, 2016; PhD, University of Mannheim, Germany, 2016
- Marc Mehu, Licence, University of Liège, Belgium, 2001; PhD, University of Liverpool, United Kingdom, 2007
- Monika Mokre, Magister, University of Vienna, 1991; Privatdozentin, University of Innsbruck, 2010
- Philip Moran, PhD, University of Wales, 1999
- Rafal G. Morusiewicz, MA, Warsaw University
- Christoph Mueller, LLM, University of Innsbruck, 1993; JD, University of Vienna, 2011
- Wolfgang Mueller, MA, University of Vienna, 1998; PhD, University of Vienna, 2005
- Christof Muigg, BA, University of Vienna, 2013; MA, University of Vienna, 2016
- Marijan Mumdziev, MCE, University of Split, Croatia, 2007; MBA, University of Minnesota, 2011
- Nada Mumdziev, MSc, University of Split, 2005; Doctorate, University of Vienna, 2013
- Christian Newman, BS, Portland State University, 1994; MS, Portland State University, 1996
- Antonija Pacek, BA, Webster University, 1996; PhM, University of Cambridge, 1998
- David Pamphlett, BA, University of Wales, 1968; MA, Webster University, 1991; FCA, Fellow of the Institute of Chartered Accountants in England and Wales
- Karoline Parth, BA, University of Vienna, 2012; BA, University of Vienna, 2012; MSc, University College London, 2013
- Svetla Pehlinanova-Porenta, MA, Sofia University, Bulgaria, 1992; MA, Sofia University, Bulgaria, 1992; EMBA, Arizona State University, 1994; MBA, Donau-Universitaet Krems, Austria, 2000;
- Justinas Pelenis, BA, Colby College, 2005; MA, Princeton University, 2007; PhD, Princeton University, May 2011
- Brooke Penaloza Patzak, BFA, Alfred University, 2006
- Hanno Poeschi, Diploma, Vienna University of Economics and Business, 2000; MBA, Open University Business School, United Kingdom, 2001; Doctorate, University Trier Business School, Germany, 2006
- Johannes Pollak, Magister, University of Vienna, 1991; MSc, London School of Economics and Political Science, 1997; Doctorate, University of Vienna, 1996
- Maria Punzi, BA, University of Tor Vergata, 2001; MA, University of Tor Vergata, 2002; MA, Boston College, 2004; PhD, Boston College, 2007
- Rudolf Rößel, BS, City University Seattle, Bratislava, 1999; MBA, City University of Seattle, 2002
- Barbara Rothmueller, BA, University of Vienna; MA, University of Vienna, 2010; Doctorate, University of Luxembourg
- Krista Rothschild, BA, Southern Oregon University, 1993; Magister, Vienna University, 2000; Certificate, Ministry of Health, Austria, 2002
- Julia Ruck, BA, University of Vienna, 2009; MA, University of Vienna, 2013; MA, University of Vienna, 2012
- Marlene Rutzendorfer, MSc, Vienna University of Technology, 2011
- David Sastre, BSc, University of Madrid, 2014; MSc, Trinity College of Dublin, 2016
- Edward Saunders, BA, University College London, 2008; PhM, University of Cambridge, 2009; PhD, University of Cambridge, 2013
- Ralph G. Schoelhammer, Magister, University of Vienna, 2006; MA, University of Kentucky, 2013
- Walter V. Schoenthaler, Magister, Vienna University of Economics and Business, 1999
- Samuel Schubert, BA, George Washington University, 1988; MA, Webster University, 2008; Doctorate, University of Vienna, 2010
- A. Nicholas Simon, BA, Haverford College, 1977; JD, Boston University, 1980; Doctorate, University of Vienna, 1985
- Claudia Sliar, Diploma, Vienna University of Economics and Business Administration, 1995; Magister, University of
Faculty

Vienna, 2009; MA, California Institute of the Arts, 2010; MFA, California Institute of the Arts, 2011

- Christian Steinwender, MSc, Vienna University of Technology, 2002; PhD, Vienna University of Technology, 2005
- Miguel Suarez Vasquez, MSc, Pontificia Universidad Católica, Lima/Madrid, 1981; MBA, London Business School, 1991
- Owaat Sunanta, BEng, University of Pittsburgh, 1994; MS, University of Pittsburgh, 1996; PhD, University of Pittsburgh, 2002
- Peter Sunley, DiplKfm, University of Vienna, 1968
- Harald Trautsch, MSc, Privatuniversitaet fur Management, Vienna, 2004; MBA, University of Minnesota, 2012
- Emil T. Tsenov, BA, American University in Bulgaria, 1995; MA, Sofia University, Bulgaria, 1996; MBA, INSEAD, Fontainebleau, France, 1999
- Jean Pascal Vachon, BA, Universite Laval, Quebec, 1988; BM, University of Montreal, 1990; MA, University of Montreal, 1994
- Gordon van der Veen, BCom, Bangalore University, 1974; Diploma, St. Joseph's College of Business Administration, 1977; MA, Webster University, 1985
- Sandra I. Velasquez, Magister, University of Vienna, 1992
- Peter Walla, Magister, University of Vienna, 1993; Doctorate, University of Vienna, 1998; Habilitation, Medical University, 2003; Habilitation, University of Vienna, 2007
- Seth M. Weiner, BFA, Michigan, 2005; MArch, Southern California Institute of Architecture, 2010
- Norbert Wetzeli, DiplKfm, University of Vienna, 1962; MBA, Columbia University, 1964
- Irmgard Wetzstein, PhD, University of Vienna, 2004; MA, ARGE Bildungsmanagement Vienna, 2009; PhD, University of Vienna, 2006; PhD, University of Vienna, 2010
- Bradley E. Wiggins, BA, University of Pittsburgh, 1999; MA, University of Pittsburgh, 2002; PhD, Indiana University of Pennsylvania, 2011
- Michael Zinganel, Diplom-Ingenieur, Graz University of Technology, 1991; PhD, University of Vienna, 2003

Ghana

Accra

Adjunct Faculty
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- Clemence Alomenu, MBA, University of Ghana
- George K. Amoako, PhD, London Metropolitan University
- Vladimir Antwi-Danso, PhD, Saint Petersburg State University
- Esther Armah, LLB, Birkbeck, University of London, 2000
- Bossman E. Ase, PhD, University of Ghana, 2007
- Patrick O. Asuming, BA, University of Ghana, 2004; PhM, Cambridge University, 2006; PhD, Columbia University, 2013
- Michael A. Aveh, PhD, University of Trondheim
- D. Kofi Baku, PhD, University of Sussex, 1987
- Michael Boake-Yiadom, PhD, Ohio University, 2012
- Richard G. Bunch, BS, University of Texas State University, 1974; MA, Wichita State University, 1979; MBA, Maryville University of St. Louis, 1990
- Livingston D. Caesar, PhD, University of Tasmania, 2015
- John Collins, BA, University of Ghana, 1972; PhD, SUNY at Buffalo, 1994
- Mijba Freihwot, PhD, Howard University
- Khoo Ee Hong, PhD, University of Manchester, 2009
- Yvonne N. E. Idun, PhD, University of Cape Town, 2005
- Suweon Kim, BA, Sogang University, 2001; MSSC, University of Cape Town, 2009; PhD, University of the Western Cape, 2014
- Timothy J. Malloy, BS, University of Missouri; MBA, Cornell University
- Nat K. Markin, FUE, University of Cape Coast, 1991; MSSC, University of Tampere, 1997; PhD, West Virginia University, 2012
- Eric F. Rhiney, assistant professor, BS, University of Central Missouri, 1995; MBA, Webster University, 2002
- Mensah Samtuo, BS, University of Ghana, 2001; MBA, Wisconsin International University College, Ghana
- Samuel N. Y. Simpson, PhD, University of Birmingham, 2013
- Marquita Smith, EdD, University of Arkansas, 2014
- Rose Wallis, JD, Saint Louis University, 1983
- Michael W. Williams, PhD, University of Notre Dame, 1981

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Adjunct Faculty
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- Sam Drimakis, BA, University of Toronto, 1981; CGA, Ontario Canada, 1987; ICIA, Ontarion Canada, 1988; MBA, University of Indianapolis, 2011
- John F. Dumont, BS, University of Missouri, 1980; MA, University of Missouri, 1986; PhD, Cornell University, 1990; MS, Brunel University, 2001
- Vivian E. Gales, BA, Tuskegee University, 1967; MPA, California State University, 2004
- George Karatasas, BA, Purdue University, 1987; MA, Ball State University, 1998
- Spyros Mandraenakos, PADI Master Soubra Diver, 2009; IDC Digital Underwater Photography, 2010
- Peggy Manouka, BA, Aristotle University Greece, 1991; MA, University of La Verne, 1994; PhD, Indiana University of Pennsylvania, 2004
- Stamos-Thomas Mazarakis, BS, University of Maryland, 1979; MS, Troy State University, 1981
- N.N. Rajiva Menon, BS, Kerala University, 1980; MBA, Cochin University of Science & Technology, 1984; PhD, Bharathiar University, 2000
- Susie Michailidis, BA, State University of Georgia, 1970; MA, State University of Georgia, 1971; PhD, Academy of Sciences Russia, 1988
- Ioannis M Nomikos, BA, North Eastern Louisiana University, 1987; MA, University of Hull, 1991; PhD, Washington International University, 2001
- Despina Paizi, BA, National Kapodistrian University of Athens, 1998; MA, University of Edinburgh, 2005; PhD, University of Rome, 2009
- Robert Pefanis, BA, The American College of Greece, 1995; MA, Leicester University, 2000
- Stanley Stekas, BA, University of Maryland, 1964; MA, New York University, 1979; PhD, New York University, 1979
- Dina Skias, BA, Indiana University of Pennsylvania, 1988; MA, Fairleigh Dickenson University, 1988
- Niki Stavrou, BA, University of Indianapolis, 2004; MA, University of Indianapolis, 2006
- Panos A. Thomaidis, BA, American Film Institute, 1990; MFA, College of Design, 1993; MBA, ALBA Graduate Business School, Greece, 2003
- Giannoula I Vasiliou, BA, University of South Florida, 1987; MA, University of South Florida, 1989
The Netherlands

Leiden

Adjunct Faculty
(Includes all disciplines)

- Basil Venitis, BS, National University of Athens, 1968; MS, Ohio University, 1971; PhD, Ohio University, 1973

- Joshua K. Malyo, MSc, University of Amsterdam, 2006; PhD, University of Leiden, 2008

- Maja Micevskova-Scharf, MA, Claremont Graduate University, 1999; MSc, University of Skopje; PhD, Claremont Graduate University, 2002

- Mehran Mohebbi, MS, West Virginia University, 2012

- Elbert Niezen, BA, Amsterdam University of Applied Sciences, 2010

- Marcus J. Noom, PhD, Utrecht University, 1999

- Erika O'Donnell, MSc, University of Leiden, 2007

- Antony O. Ong'ayo, MSc, Utrecht University

- Maria S. Pieter, MA, University of the Philippines, 1994

- Islam Qasem, PhD, University of Leiden, 2010

- Andreas Rambow, MBA, Marymount University, 1993

- Golam Robbani, PhD, University of Antwerp, 2013

- Victor F. Rodriguez, PhD, Catholic University of Leuven, 2008

- Carlos M. Roos Munoz, MA, University of Leiden, 2010

- Rossitza Rousseva, PhD, Bulgarian Academy of Sciences, 2005; PhD, University of Sussex, 2010

- Nives Rumenjak, PhD, University of Zagreb, 2004

- Daniel J. Russell, BA, Holy Cross College, 1983; LLM, University of Leiden, 1995

- Humberto Sanchez, PhD, Centro de Biología Molecular Severo Ochoa CSIC-UM, Madrid, 2001

- Sheetal H. Shah, PhD, SNDT Women’s University, India, 2006

- Yoram Stein, MA, University of Amsterdam, 1999; MA, University of Amsterdam, 2006

- Sandrine M. Suman, BA, University of Hull, 1993; MA, Webster University, 2014


- Travellia Tjokro, PhD, University of California, Riverside, 2010

- Daria Tuminas, MA, Leiden University, 2011

- Matthijs Uivel, MA, Royal Academy of Fine Arts Antwerp, 2013

- Gerard van der Ree, MA, Utrecht University, 1991; PhD, University of Leiden, 2007

- Madeleine van der Steeger, MA, University of Johannesburg, 1990

- Marjon van Opinen, MSc, Radboud University Nijmegen, 1996; MA, Utrecht University, 2009

- Saskia van Veen, MA, University of Leiden, 2012

- Danielle M. Walsh, MA, University of Technology Sydney, 2005

- Mitzi M. Waltz, PhD, University of Sunderland, 2006


- Paul J. Williams, PhD, University of Wales, 1986

Switzerland

Geneva

Adjunct Faculty
(Includes all disciplines)

- Houshang Ameri, BA, University of Nebraska, 1961; MLitt, Oxford University, 1978; PhD, University of Bonn, 1970

- Francesco Arose Visconti, Diploma, University of Florence, 1998; MA, University of Florence, 2000

- Clive W.G. Armstrong, BA, University of Cambridge, 1965; MA, University of Cambridge, 1969

- Ronald Banks, BS, Southwest Missouri State University, 1974; MBA, City University of New York, 1994

- Julianna M. Bark-Sandholm, Licence ès Lettres, University of Geneva, 2001; Diploma, Smith College, 2000; MA, New York University, 2003; PhD, New York University, 2003
Faculty

- Nicholas Bates, BA, Sheffield University, 1973; MS, University of Wales, 1974
- Kalliopi Benetos, BA, Concordia University, 1990; Diploma, Rosemount Technology Centre, 1995; MSc, University of Geneva, 2006
- Alain Berger, BBA, University of Lausanne, 1991; MBA, Hult International Business School, 1997; MA, University of Lausanne, 1996
- Gary Bird, BA, San Francisco State University, 1991; MA, Hunter College, 1996
- Raymond Bonnan, BS, University of Manchester, 1967; MS, University of Leeds, 1969; PhD, University of Leeds, 1974
- Edward C.J. Boon, BS, Alkmaar College, Netherlands, 1996; MBA, Rotterdam, Netherlands, 2001
- Pierre-Etienne Bourneut, BA, University of Trieste, Italy, 2004; MA, Haute Etude Internationale, Geneva, 2007; PhD, Graduate Institute, Geneva, 2013
- Amanda Callendrier, BA, Tulane University, 1998; MA, Case Western Reserve University, 2000
- Gaëtan Cantalie, MA, University of Geneva, 1981; PhD, University of Geneva, 1985
- Peter Carson, BA, University of Ohio, 1988; JD, University of Denver, 2000
- Stefano P. Catelani, JD, Sapienza University of Rome, 1980
- Claude Chaudet, MS, Ecole Nationale Superieure d'Informatique pour L'Industrie et L'Entreprise, 1999; MS, Ecole Normale Superieure de Lyon, 2001; PhD, Institut National des Sciences Appliquees de Lyon, 2004
- Vicken Chethrian, BA, American University of Beirut, 1989; Diplome d'etudes superieures, Institut de Hautes Etudes Internationales, 1997; PhD, Institut de Hautes Etudes Internationales, 2006
- Abbott D. Chrisman, BFA, Ohio University, 1980; MFA, DePaul University, 1988
- Timothy Connerton, Diploma, Cheshire Academy, 1975; BS, Tuft University, 1979; BS, Tuft University, 1981; MA, Webster University, 1985
- Fabio De Castro Freitas, BS, University of Campinas, 1983; MBA, University of Singapore, 2002
- Bethani De Long Vehapi, BA, Sarah Lawrence College, 1991; Diploma, University of Leicester, 1998
- Caroline Delaloye, MA, University of Geneva, 2004
- Patricia Demierre-Berberat, Licence, University of Geneva, 1996; Diploma, University of Lausanne, 2004; Diploma, Jung Institute, 2004
- Curtis F.J. Doebbler, BFA, Southern Methodist University, 1983; BA, Southern Methodist University, 1983; JD, New York University, 1988; LLM, Katholieke Universiteit Nijmegen, 1994; PhD, London School of Economics, 1998
- Karl Duffy, MA, Gregorian University, Rome, 1987; MA, Webster University, 2007
- Henry Fainetheau, Licence, University Pierre; BA, University of Edinburgh, 1997; Diploma, University of Geneva, 1998; MA, Geneva University, 1999; PhD, Geneva University, 2004
- Lionel Fatton, Licence, Graduate Institute of International Studies, Geneva, 2008; MA, Waseda University, Tokyo, 2011; PhD, Institute of Political Studies, Paris, 2015
- Oreste Foppiani, BA, University of Pavia, 1997; PhM, University of Pavia, 1997; MA, Institute for Political Studies, Milan, 1999; PhD, The Graduate Institute of International and Development Studies, 2008
- Neil German, MA, Kutztown University, 1992; Diploma, Jung Institute, 1998
- Arash Golnam, BS, Azad University of Tehran, 2005; MS, University of Tehran, 2008; PhD, Ecole Polytechnique Federale de Lausanne, 2013
- Jubin Goodarzi, BA, American University, 1986; MA, Georgetown University, 1991; PhD, London School of Economics, 2002
- Anne-Sylvie Gray-Le Coz, BA, University of Illinois, 1981; MA, University of Missouri-Saint Louis, 1990
- Sando Grigelli, BA, Politecnico di Milano, 1992; MA, Politecnico di Milano, 1992; MBA, INSEAD, 1995
- Sarah Grosso, MSc, London School of Economics, 2004; PhD, London School of Economics, 2014
- Otto Hieronymy, Licence, Graduate Institute of International Studies, 1960; PhD, Graduate Institute of International Studies, 1973
- Caroline Hunt Matthes, LLB, Sheffield University, 1983; MPA, Harvard University, 1994; PGCE, University of Sunderland, 2012
- Nicoletta Iacobacci, MA, New York Institute of Technology, 1987; PhD, European Graduate School, 2015
- Rouben Indjikian, MA, MSI, Moscow, 1973; PhD, Institute of World Economy and International Relations of the Russian Academy of Sciences, 1979
- Krista Jabs Sarai, BA, Florida State University; MS, Florida State University, 2004; PhD, Florida State University, 2009
- Liza J. Jachens, BSS, University of Port Elizabeth, South Africa, 1993; MA, University of Port Elizabeth, South Africa, 1996
- Katarzyna Jagodzinska, MA, Universite de Nice Sophia Antipolis, 2005; MA, University of Wroclaw, 2005; JD, University of Wroclaw, 2008
- Aleksandra Jancikova, Diploma, University of Pristina, 1998; EMBA, University of Sheffield, 2005
- Dominique Jolly, MA, University of Reims, France, 1984; DEA, Universite de Provence, Aix-en-Provence, France, 1985; PhD, Universite de Provence, Aix-en-Provence, France, 1990
- Judit Kozenkov, MA, Corvinus University, Budapest, 2008; PhD, Corvinus University, Budapest, 2012
- Pal L. Kukorely, MA, University of Geneva, 1960; Diplome, Luxembourg International University of Comparative Sciences, 1962
- Fernando A. Lagrana, MBA, Webster University, 1995; DBA, Grenoble University, France, 2013
- Alexandre Lambert, BA, University of Zurich, 1997; Certificate, Graduate Institute, Geneva, 1999; PhD, Graduate Institute, Geneva, 2006
- Ritaiba L. Lamendola, MA, University of Bari, Italy, 1989; PhD, University of Bari, Italy, 1992
- Robert Leeman, BA, University of North Umbria, UK, 2004; MA, Pforzheim
- Erik Mansager, BA, Saint Thomas Theological Seminary, 1977; MA, University of Arizona, 1981; PhD, Catholic University of Louvain, 1998
- Thea Marais, Diploma, University of Cape Town, 1978; BS, University of Cape Town, 1985; BA, University of Cape Town, 1986; MA, University of Cape Town, 1989
- Giancarlo Melloni, DEA, University of Venice, 1987; MS, University of London, 2001
- Mina Michal, BS, University of Neuchatel, 1968; MS, University of Toronto, 1970; PhD, University of Cambridge, 1977
- Loredana Mihalca, BA, Universitatea Babes-Bolyai, Romania, 2002; MA, Universitatea Babes-Bolyai, Romania, 2003; PhD, Universitatea Babes-Bolyai, Romania, 2011
- Yvonne Yee Moussy, MEng, University of Toronto, 1991; MEng, University of Toronto, 1991; PhD, Johns Hopkins University, 1999
- Jennifer Niederhauser Schulp, BA, Massachusetts College of Art and Design, 2004; MA, ECAL, University of Art and Design Lausanne, 2012
- Maryvelma O’Neil, MA, Marymount Manhattan College, 1970; MA, Tulane University, 1979; PhD, University of Oxford, 1993
Faculty

Adjunct Faculty
(Includes all disciplines)

- Donald P. Antone, BEd, Silliman University, Philippines, 1987; MA, Bangkok University, Thailand, 1997
- Roy R. Aveccilla, BA, University of Santo Tomas, Manila, 1982; DipIr, University of the Philippines, 1996; MIR, University of Philippines, 1997
- Stephen D. Berry, BA, University of Tampa, 1999; MA, Webster University, 2008
- Jonathan L.H. Blaine, BA, Kent State University, 1992; MBA, Chaminade University, 1994; JD, Seton Hall Law School, 2000
- Luigi Boda, BS, University of Genoa, Italy, 1976; MS, University of L. Bocconi of Milan, Italy, 1980; PhD, Wirtschafts University of Vienna, 1991
- Jason T. Briggs, BA, University of Iowa, 1997; LLM, The George Washington University, 2011
- Robert A. Burnett, BA, Simon Fraser University, Canada, 1982; Post Doc, Carleton University, Canada, 1990; PhD, Gothenburg University, Sweden
- Jason L. Carter, BA, American InterContinental University, 2006; MBA, American InterContinental University, 2007; DBA, Swiss Management Center University, 2016
- Kittichai Chanyalikit, BBA, Assumption University, 2004; MSc, Assumption University, 2008
- Alexander C. Chirila, BA, New York University, 2002; MA, SUNY at Albany, 2004; PhD, SUNY at Albany, 2009
- Elsabie De Beer, BA, North-West University; MA, University of South Africa
- Charles J. Emond, BA, Queens College, 1965; MA, Dartmouth College, 1975; MAT, Keene State College, 1991
- Sasiphorn Get-iam, BEd, Rajabhat Institute Phetchaburi, Thailand, 1982
- John Glynn, BA, Institute of Technology Sligo, 2006; MA, University of Hertfordshire, 2008; PhD, University of Hertfordshire, 2012
- Thomas R.M. Groves, BA, Webster University, 2007; MA, Webster University, 2009
- Scott A. Hipsher, BS, University of Maryland, 1998; MBA, Bangkok University, 2001; PhD, Capella University, 2006
- Kenneth B. Houston, BA, University of Ulster, 2004; MA, University of Ulster, 2005; Diploma, University College Dublin, 2007; PhD, University of Ulster, 2009
- Yon Hsu, BA, Fu Jen Catholic University, China, 1995; MA, Concordia University, 1999; PhD, Concordia University, 2003
- Leslie Klieb, BSc, University of Amsterdam, 1972; MSc, University of Amsterdam, 1977; PhD, State University of Groningen, 1992
- John Lawrence, BA, York University, 1993; MS, Niagara University, 1995
- Raymond Ledesma, BSc, University of the Philippines, 1991; ME, Asian Institute of Management, 2001
- Ming Han Lin, BFA, Southern Illinois University, 2008; MFA, Academy of Art University, 2012
- Roland N. Lochl, MA, Waseda University, 2011; PhD, Ludwig Maximilian University of Munich, 2015
Faculty

- Timothy J. Malloy, BS, University of Missouri; MBA, Cornell University
- Su Lay May, BBA, Marist College, 1988; MA, Saginaw Valley State University, 2003
- Judith M. McIntyre, BA, University of Guelph, 1988; MPA, University of Victoria, 1992; Diploma, University of Western Australia, 1999; PhD, University of Queensland, 2010
- DeQawn Mobley, BA, Webster University, 2012; MBA, Webster University, 2014
- Maximo Nacional, BSc, Notre Dame of Marbel University, 1995; MSc, De La Salle University, 2006
- Marko Niinimaki, BSc, University of Manchester, 1991; MSc, University of Tampere, 1991; Ph., University of Tampere, 2004
- Nathaniel Ovelar, BA, University of Missouri, 2006
- Ramona-Mihaela Paun, BSc, The Bucharest University of Economic Studies, 2002; MSc, The Bucharest University of Economic Studies, 2008; PhD, The Bucharest University of Economic Studies, 2008
- Kulavir Prapapornpipat, BS, Kasetsart University, 1994; MA, Thammasat University, 2002; Diploma, Thammasat University, 2003
- Aleksie Rasskazov, BSc, Novosibirsk State University, 1996; MSc, Novosibirsk State University, 1998; PhD, Sobolev Institute of Mathematics, 1999
- Anthony Rhodes, BA, Moody Bible Institute, 1984; MA, Wheaton College, 1989; PhD, Capella University, 2015
- Rachael M. Rudolph, BS, Frostburg State University, 2002; MA, American University, 2006; PhD, West Virginia University, 2008
- Payear Sangiumvilboon, BBA, Ramkhamhaeng University, 1993; MA, Troy State University, 1999; PhD, Asian Institute of Technology, 2016
- Benjamin C. Schulte, BS, Portland University, 2002; MPA, University of Minnisota, 2007; PhD, Tulane University, 2012
- Manoug Somakian, BS, University of La Verne, 1984; MA, London School of Economics, University of London, 1985; PhD, University of London, 1993
- Buddaporn Srisupawat, BEd, Ramkhamhaeng University, 1989; MA, Oklahoma City University, 1996
- Manop Sujaritpinij, BA, Webster University, 2005; MA, Webster University, 2010
- Delphine S. Terrien, BSc, University of Paris, 1998; MA, France University of Nantes, 2001
- Johan Van Rooyen, BSc, University of Pretoria, 2001; MBA, Almeda University, 2006; PhD, Edinburgh University, 2009
- Wenmei Zhang, BA, Webster University, 2014
- David S. Zwillick, BA, Northern Arizona University, 1994; MA, Northern Arizona University, 1996
College of Arts & Sciences

Anton Wallner, dean

College of Arts & Sciences website (external to catalog)

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

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

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

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

Degree Distinctions
International Distinction
The student must have a significant, practical, international field experience in a country other than his or her native country. This experience may be an internship, community service, volunteer work with a nongovernmental organization or other organization, paid employment in the second country, or other field experience that is proposed and approved.

The approval process involves submission of the proposed plan, identifying what the student will accomplish, and who will be involved, i.e. supervisor of the actual field experience, contact person at the University, etc. The student will work with his or her advisor and the Director of the Center for International Education in developing the plan for the international field experience. Prior to the field experience, the student must receive approval of the plan from the department in which the student expects to receive her or his undergraduate degree.

Approval must also be given by the Academic Director (or appointee) of the country in which the field experience will take place. Approval forms will be available electronically. During the field experience, a journal will be kept and will be handed in at the end of the experience along with a written synopsis of the field experience. The department will determine if the experience was acceptable or unacceptable.

Students should register for ISTL 2500 for 3-5 credit hours. Grade will be pass or fail. A minimum of 10 hours and a maximum of 20 hours per week will be spent doing the field experience.

Study Abroad Distinction
Students must have completed at least one term of study (eight weeks) as a full-time student at a Webster University international campus or a Webster University affiliated campus abroad. This campus must be a campus other than the student's home campus.

Anthropology & Sociology Department
Remy Cross, chair

Majors and Degrees
- Criminology (BA)
- Cultural Anthropology (BA)
- Sociology (BA)
- Women, Gender, and Sexuality Studies (BA)

Minors
- Africana Studies
- Anthropology: Archaeology Focus
- Criminology and Criminal Justice
- Cultural Anthropology
- LGBTQ Studies
- Multicultural Studies
- Sociology
- Women, Gender, and Sexuality Studies

Certificates
- Diversity and Identity in the US

Department Mission
Programs in the Department of Anthropology & Sociology analyze social and cultural dimensions of human life in the contemporary world, foster critical thinking and analytic skills among students, and seek to help students draw links between their individual lives and broader processes of political, economic and social/cultural change. By understanding how our lives are intertwined with larger social structures and processes, students will be better able to engage in the world around them.

The cultural anthropology program focuses on the study of everyday lives in human cultures across the globe, with attention to human rights, immigration and urban life, and sustainability and indigenous peoples.

The sociology program emphasizes globalization and empiricism, providing students the tools to critically analyze patterns of social behavior, with particular attention to race, gender, social class and diversity.

The criminology program provides special focus on transnational crime, especially terrorism and homeland security, and elite offending, especially white collar crime.

The women, gender and sexuality studies program engages Webster's legacy of social justice to provide students with the practical and intellectual tools to analyze gender and sexualities.

The multicultural studies program helps students grasp the complex ethnic and cultural patterns that make up these United States.

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. The remarkable diversity of activities for which students are preparing themselves necessitates this approach: some students are seeking careers in teaching, social service, museums, historical societies, nonprofit organizational settings, or corporations, while others are preparing for admission to graduate and professional training programs.
Colleges, Schools and Departments

Biological Sciences Department
Mary Preuss, chair

Majors and Degrees
• Biological Sciences (BS)
  Optional emphasis areas:
  • Chemistry
  • Health and Medicine
  • Research and Technology
• Biology (BA)
  Optional emphasis areas:
  • Biodiversity
  • Education
  • Health Science
• Chemistry (BS)
• Computational Biology (BS)
• Exercise Science (BS)

Minors
• Biology
• Chemistry
• General Science

Pre-Professional Programs
• Pre-Dental
• Pre-Medical
• Pre-Occupational Therapy
• Pre-Veterinary

Biological Sciences Department website
(external to catalog)

Department Mission
The Department of Biological Sciences provides a rigorous and applied learning experience that integrates the fundamental sciences of biology, chemistry and physics. We serve a highly diverse student population coming from a range of ethnic and educational backgrounds. As a department, we focus on a personalized approach to education, tailoring each experience to meet the academic and career goals of the individual student. By maintaining small class sizes and emphasizing group activities, our students interact directly with the faculty and with each other on a regular basis.

The degrees offered in the biological sciences are designed to prepare students for rewarding careers as scientists, educators, professionals, and global citizens. The department currently offers five baccalaureate programs (a BA in biology and a BS in biological sciences, each with associated emphases, a BS in chemistry, a BS in computational biology and a BS in exercise science) 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.

Given the importance of independent research and experimentation in science, the department faculty are committed to providing hands-on research opportunities to all majors in the biological sciences. Our curriculum includes extensive laboratory experience, ensuring that each student will develop proficiency in a wide range of lab techniques, as well as in the analysis, interpretation and presentation of scientific data.

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

Transfer students must complete a minimum of 18 credit hours at Webster University within the Biological Sciences Department.

This must include Research Methods (BIOL 4400 or CHEM 4400) and Senior Thesis (BIOL 4420, BIOL 4430, BIOL 4440 or CHEM 4430) for the appropriate majors. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than 6 credit hours of independent study courses may count toward the required biology hours. Coursework completed with a grade of "D" may not be counted toward the fulfillment of departmental requirements.

English Department
Sheila Hwang, chair

Majors and Degrees
• English (BA)
  Emphasis areas:
  • Creative Writing
  • Literature, Society and Politics
  • World Drama and Playwriting

Minors
• English
• Professional Writing

Certificates
• Professional Writing*

*Undergraduate programs marked with this symbol are considered Gainful Employment programs. The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

English Department website
(external to catalog)

Department Mission
The curriculum of the English Department is designed to demonstrate the interaction of literature with every area of human values and human concern. The central works of English and American literature are emphasized, but they are joined by other great literatures studied in translation. In upper-division courses, instead of treating together works widely varied in style, content and theme because they were written in the same century, the department has cut across historical lines to place side by side works dealing with the same subjects or themes, or works that belong to the same genre.

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

A special program in the School of Education for seniors who plan to teach permits them to work as apprentices at local high schools, devoting their energy to teaching, with minimal demands made on them at the University.

Special Study Opportunities
Internships: 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 GPA of 3.5 in English coursework completed at Webster University.
• Complete at least 15 credit hours in English courses offered at the 3000-level and 4000-level.
• 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. World drama and playwriting emphasis: an original scholarly essay on dramatic literature or an original play.

History, Politics, & International Relations Department

Warren Rosenblum, chair

Majors and Degrees

• European Studies (BA)
• History (BA)
• International Relations (BA)
• International Relations (BA) with an Emphasis in International Economics (Geneva and St. Louis only)
• International Relations (BA) with an Emphasis in Migration and Refugee Studies (Geneva only)
• Political Science (BA)
  Optional emphasis in Public Law

Minors

• European Studies
• History
• International Relations
• Political Science

Certificates

• Migration and Refugee Studies* (Geneva only)

Pre-Professional Program

• Pre-Law

*Undergraduate programs marked with this symbol are considered Gainful Employment programs. The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

Department of History, Politics, & International Relations website (external to catalog)

Learning Outcomes

Upon completion of the program, students will 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.
• Read scholarly books and articles, and analyze those works critically in conversations with faculty and their peers.
• Find and utilize relevant sources/resources to answer questions in their discipline.
• Understand different interpretations and theoretical perspectives in their discipline, and, further, understand how differing interpretations arise and evolve in an ongoing dialogue.
• Understand and comment upon the complex relationship between contemporary issues and historical events.

Special Study Opportunities

Internships: The State Government Internship Program allows students to work closely with state legislators, usually in Jefferson City, Missouri. Additional History, Politics, & 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.

Study Abroad: The international relations major can be pursued in Vienna, Austria; Accra, Ghana; Athens, Greece; Leiden, The Netherlands; Geneva, Switzerland; Hua Hin/Cha-am, Thailand; and on the St. Louis campus.

Institute for Human Rights & Humanitarian Studies

Lindsey Kingston, director

Majors and Degrees

• International Human Rights (BA)

Minors

• International Human Rights

Certificates

• International Human Rights*

*Undergraduate programs marked with this symbol are considered Gainful Employment programs. The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View Webster University’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment.html to see important information about the education debt, earnings and completion rates of students who attended our programs.

Institute for Human Rights & Humanitarian Studies website (external to catalog)
Institute Mission
The Institute for Human Rights & Humanitarian Studies is the interdisciplinary academic home for the international human rights program and combines curricular and co-curricular programming to support human rights education.

Fellows
- Pinar Alakoc, History, Politics & International Relations
- Emmanuel Balogun, History, Politics & International Relations
- Bill Barrett, Electronic & Photographic Media
- Lionel Cullié, International Languages & Cultures
- Elsa Fan, Anthropology and Sociology
- Oresté Foppiani, International Relations (Geneva)
- Daniel Hellinger, History, Politics & International Relations
- Dana Hill, International Human Rights
- Michael Hulsizer, Psychology
- Danielle MacCartney, Anthropology & Sociology
- Paul Moriarty, Philosophy
- Chris Perr, Religious Studies
- Kate Parsons, Philosophy
- Kelly-Kate Pease, History, Politics, & International Relations
- Robin Ramcharan, History, Politics & International Relations (Thailand)
- Amanda Rosen, History, Politics, & International Relations
- Warren Rosenblum, History, Politics, & International Relations
- Elizbeth Sausele, Philosophy
- Julie Setele, Anthropology & Sociology
- Sheetal Shat, Behavior/Social Science (Leiden)
- Deborah Stiles, Educational Psychology

International Languages & Cultures Department
Emily Thompson, chair

Majors and Degrees
- French (BA)
- German (BA)
- German Studies (BA)
- International Studies (BA)
- Spanish (BA)

Minors
- French
- German
- German Studies
- Japanese
- Spanish

Certificates
- French Translation
- German
- International Languages
- International Studies*
- International Tourism
- Japanese
- Latin American Studies
- Spanish
- Spanish Translation

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International Languages & Cultures Department website (external to catalog)

Department Mission
In keeping with the mission of Webster University as a whole, the Department of International Languages & Cultures encourages creativity and critical thinking while preparing students for global citizenship, individual excellence and the competitiveness of 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 and enables them to understand and negotiate with 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.

Learning Outcomes
Upon completion of the program, students will be able to:
- Recognize and appraise the complexities of a culture or cultures different from their own.
- Identify multiple cultural perspectives based on original texts and cultural materials.
- Critically analyze their own culture and its place in the world.
- Question cultural stereotypes.
- Demonstrate successful and sensitive communication, both orally and in writing, with people from another culture through an understanding of their language and culture (according to linguistic level).
- Relate their personality, values and complex thoughts in a language other than their native one (according to linguistic level).

Special Study Opportunities
Language Offerings: The International Languages & 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, Chines (Mandarin), Italian, Latin, Russian and Thai.

Teaching Assistants: The department employs teaching assistants from Argentina, France, Germany or Austria, and Japan.

Study Abroad/Exchange Programs: There is an exchange of students as assistant instructors between Webster University and the Universidad Nacional de Cuyo in Mendoza, Argentina, and between Webster and the 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 an exchange program with Kansai University in Japan. The department also provides unique study abroad programs in France, Belgium, Argentina, Mexico, Spain, Austria and Germany.

Scholarships: Specific scholarships are available for the study of French, German, or Spanish. Consult with admissions and the
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.

English as a Second Language (St. Louis only)
The English as a Second Language (ESL) program at Webster University in St. Louis combines instruction in English with coursework in other academic disciplines. Courses offered in the ESL program are labeled ESLG in this catalog and in University course listings. With the help of an academic advisor, students enroll in appropriate ESLG courses along with an additional 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 two or three semesters of ESLG courses. These courses are offered at the intermediate, upper intermediate and advanced levels. Undergraduate students can use ESLG classes as elective credits, and a record of their achievement in all ESLG courses is posted on their official University transcripts.

Students whose primary language is not English may be tested upon arrival in order to determine their proper academic placement, based on prior standardized test scores. Students may then be enrolled in ESLG courses, other academic courses, or a combination of the two. See the St. Louis ESLG course listings in the Course Description section

Special Requirements
Courses completed with a grade lower than "C" do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken as pass/fail with permission of the chair of the department.

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.

Special Admission Requirements
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 course in the target language at Webster. Requirements for admission are:

• Successful completion of at least one course at the advanced level, 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-

Legal Studies Department
Robin Higgins, chair

Majors and Degrees
• Legal Studies (BA)

Minors
• Legal Studies

Certificates
• Paralegal Studies*  

Pre-Professional Program
• Pre-Law

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Legal Studies Department website
(external to catalog)

Department Mission
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 to exposing students to technology encountered in the legal arena.

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

Study Abroad: Students may participate in a summer hybrid study abroad program dedicated to the study of law in Leiden, the Netherlands, the most prominent hub of international law in the world. During this study abroad program, students visit such locations as the International Court of Justice in the Peace Palace, the International Criminal Court, the Organisation for the Prohibition of Chemical Weapons, and other law-related governmental agencies, e.g. Eurojust, the judicial arm of the U.N. agencies.

Departmental Academic Advising
Early in a departmental advisee’s residence, a departmental faculty advisor is assigned to help assess and plan the student’s program of study, focusing on the student’s specific academic and career goals.
Nursing Department
Janice Palmer, chair

Majors and Degrees
• Nursing (BSN)

Nursing Department website
(external to catalog)

Department Mission
The bachelor of science in nursing (BSN) program is designed for registered nurses who wish to advance their knowledge in nursing, the sciences and the liberal arts. The program helps the registered nurse develop analytic and communication skills for professional excellence.

The BSN curriculum focuses on holistic health promotion for the individual student, the profession, the individual client, the family, groups and the community. There is a strong emphasis on the nurse's personal development, the needs and future of the profession, and the broad, accountable nursing role that is needed and expected by today's health care consumer. The program prepares the registered nurse for generalist nursing practice. The faculty strives to create a dynamic, interactive learning environment. A variety of faculty members, student experiences and learning environments are used to meet program and individual student goals.

The BSN program is accredited by the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

Learning Outcomes
Upon completion of the program, students will be able to:
• Demonstrate professionalism in nursing practice.
• Apply leadership skills to promote a culture of quality care and patient safety.
• Discuss research and evidence as it applies to professional nursing practice.
• Describe the role of information technology in professional nursing practice.
• Demonstrate basic understanding of the impact of health policy, finance, social, political and regulatory processes on the healthcare system.
• Advocate for the client's needs in a diverse, global environment.
• Collaborate with clients and other healthcare professionals to promote quality care.
• Apply principles of health promotion and prevention to individuals, families and populations.

Special Study Opportunities
Instructional Formats: Part-time evening study is available in St. Louis. Courses are also offered online in eight-week sessions. A student can complete the program requirements in two and one-half years on a part-time basis.

Special Requirements
To progress through the program, nursing courses (NURS) must be completed with a grade of "C" or higher. In addition, in courses with a clinical/practice experience component, students must receive a grade of "Satisfactory" in the clinical/practice experience portion of the course in order to pass the course. Unsatisfactory completion of the clinical/practice experience component of the course results in automatic failure of the course. Students may repeat a specific nursing course only one time and no more than two nursing courses may be repeated during the program.

Special Admission Requirements
Students are expected to demonstrate a minimum GPA of 2.5 on prior college coursework for admission to the BSN program. The student must also hold current, unencumbered licensure as a registered nurse or, for new graduates, have a scheduled NCLEX exam within three months of beginning the program.

Philosophy Department
Bruce Umbaugh, chair

Majors and Degrees
• Philosophy (BA)
  Emphasis areas:
  • Art and Creativity
  • Ethics and Social Justice
  • Individualized Emphasis

Minors
• Philosophy

Certificates
• Practical and Interdisciplinary Ethics*

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Philosophy Department website
(external to catalog)

Department Mission
The Philosophy Department cultivates habits of thinking critically and communicating effectively about significant matters to help people live more meaningful, creative and productive lives.

Psychology Department
Heather Mitchell, chair

Majors and Degrees
• Psychology (BA)
  Optional emphasis available in Mental Health
• Psychology (BS)

Minors
• Educational Psychology
• General Psychology
• Health Psychology

Certificates
• General Psychology

Pre-Professional Programs
• Pre-Occupational Therapy

Psychology Department website
(external to catalog)

Department Mission
The Department of Psychology provides students with a solid foundation in the major theoretical perspectives of psychology...
and its scientific approach. By studying psychology at Webster, students attain a broad understanding of and appreciation for the complexity and diversity of human behavior within a global context.

The bachelor degrees in psychology prepare students for a wide range of professional career opportunities. To that end, there are three different psychology majors to assist students in meeting their career ambitions: psychology (BA), psychology (BA) with an emphasis in mental health, and psychology (BS). These majors and designed to prepare students for a variety of career options and graduate opportunities. Students also attain the necessary prerequisites for graduate education in psychology or for professional training in related fields such as counseling, education, social work, criminal justice, law, medicine, business or management. In addition, students who successfully complete the psychology program will have critical thinking, research and data analysis skills to navigate the wealth of information present in our society.

Through the psychology curriculum, students learn about both the scientific and applied areas of psychology from a range of perspectives including biological, clinical/counseling, cognitive/learning, lifespan developmental and social/cultural. Students take the Careers in Psychology class soon after entering Webster and have the opportunity to explore professional opportunities through specialized courses highlighting applied subfields (e.g. Introduction to Clinical Psychology, Social Work, or Counseling).

The degree opportunities in the Psychology Department were designed according to the most recent research on the scholarship of teaching and learning within the field of psychology. Curriculum is constantly updated to meet the best practices advocated by the American Psychological Association.

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

• Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
• Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
• Describe the research methods and statistical techniques used in psychology.
• Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.
• Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Special Study Opportunities

Study Abroad: The psychology program at Webster is unique. What distinguishes it from other programs across the country is the importance placed on examining psychology from a global perspective and the emphasis placed on infusing international human rights throughout the curriculum. To that end, psychology is one of the few programs with a full complement of courses available at all of Webster’s sites in Europe and Thailand. Students are strongly encouraged to take advantage of these opportunities.

Individualized Learning/Research Opportunities: Students can also further tailor their learning through individualized coursework, international experiences, and collaborative research with faculty members. As a capstone experience, students have the opportunity to either conduct their own research projects in the Senior Thesis course or further prepare for post-graduate opportunities in the Senior Overview course.

Instructional Formats: Webster provides students with a wide variety of methods for pursuing their goals. In addition to traditional coursework, the curriculum includes independent study, practica, research and supervised reading courses. Students will leave Webster having learned material in a fashion that reflects the diversity of opportunities in the real world.

Departmental Academic Advising

Early in a departmental advisee’s residence, a departmental faculty advisor is assigned to help assess and plan the student’s program of study, focusing on the student’s specific academic and career goals. A student’s individual academic plan is flexible and may change as he or she fine-tunes his or her goals and interests.

Religious Studies Department
Chris Parr, chair

Majors and Degrees

• General Studies (BA)
• Religion and Global Society (BA) (online only)
• Religious Studies (BA)

Emphasis areas:
• Religion and the Arts & Humanities
• Religion and the Social Sciences
• Religious Traditions
• Self-Designed Interdisciplinary Major (BA)

Minors

• Religious Studies

Certificates

• Buddhist Studies*

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Religious Studies Department website
(external to catalog)

Department Mission

Religious studies is an academic field in which beliefs and practices are studied from a variety of disciplinary approaches such as anthropology, history, sociology, literary studies and international relations. Religious studies examines different aspects of religion such as their historical developments, myths, religious texts, spirituality, social and political organizations, rituals, art, meditation and festivals.

The Department of Religious Studies offers expert guidance in the study of these aspects in a wide range of religions like the religions of small-scale societies, Hinduism, Buddhism, religions of East Asia, Judaism, Christianity, Islam and New Religious Movements. Its programs transform students into true global citizens through encounters with different beliefs and practices.

The religious studies curriculum is designed to prepare students for a wide range of career paths by helping students to:
-Colleges, Schools and Departments

- Develop abilities that are highly sought after in all professions, such as critical thinking, problem-solving, and effective oral and written communication.
- Learn information that is highly valuable in the contemporary world, such as how to deal with differences in beliefs and cultural practices.
- Cultivate strategies for respecting points of view that contrast from one’s own.

Learning Outcomes
Students who complete religious studies courses will:

- Learn about a broad range of the world’s religious systems and traditions.
- Develop understandings of the diversity of religious ideas and practices as well as the ability to analyze such ideas and practices.
- Consider questions about the origins and functions of religious beliefs and practices.
- Relate the beliefs and practices of religious systems to the choices and values informing personal spiritualities and cultural ways of life.
- Gain understandings of the ways religious traditions, ideas, and practices influence human lives and affect events and cultures on this planet.

Special Study Opportunities

Departmental Honors:
To earn departmental honors, a religious studies major must:

- Maintain a GPA of 3.5 in religious studies coursework.
- Complete at least 15 credit hours in religious studies courses offered at the 3000-level and 4000-level.
- 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 RELG 4700.

To earn departmental honors, a religion and global society major must:

- Maintain a GPA of 3.5 in religious studies coursework.
- Departmental approval of two papers previously submitted to satisfy requirements for courses within the religion and global society major. (It is very likely that some revision will be required before the submitted papers are approved.) One or both of these papers should reflect:
  - A field experience.
  - Significant academic research.
  - Advanced coursework in religious studies.

George Herbert Walker School of Business & Technology

Simone Cummings, dean

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

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

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

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

Special Study Opportunities

Study Abroad
Students in the George Herbert Walker School of Business & Technology have opportunities to study abroad at one of Webster University's international campuses for a term, semester or longer. This is an excellent way for students to gain global exposure and study with faculty members and students from various parts of the world.

Internships
Students also can choose to participate in internships for academic credit. Internships are a great way to gain hands-on professional experience and expand upon knowledge gained in the classroom. Internship opportunities should be aligned with the student's major and career goals. Interested students should contact their department internship coordinator for additional information and requirements.

Senior Thesis or Thesis Project
Completing a Senior Thesis or Thesis Project (MNGT 4970) is a research requirement for some majors and an elective option for other majors at an international campus. Students doing a thesis will invest significant time and energy in preparing primary and secondary research that will explore the extant body of knowledge of their fields of study, or they will produce a significant project. Due to the faculty supervision requirement online students may not pursue the senior thesis or project option.

Students doing a senior thesis or thesis project must have completed all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study. Students should see their international campus academic director for the necessary guidelines and forms for pursuing this course. The thesis option is not available in all degree programs and majors, and not in online format. Further, the thesis option is only available for undergraduate degree seeking students in the following international campuses: Austria, The Netherlands, Thailand, and Switzerland.

The student registered for a senior thesis initially registers for a minimum of 3 credit hours and subsequently maintains a minimum enrollment of 2–3 credit hours until the thesis is completed. A maximum of 9 credit hours may be applied toward the undergraduate degree, with appropriate prior approvals. Credit for the thesis may be awarded in non-letter grade format (Credit/No Credit.)

Walker Joint MBA Program
For any undergraduate degree student at Webster University who is considering the master of business administration degree, the Walker Joint MBA enables completion of the MBA in a shorter amount of time.
Those students who have completed an ACBSP accredited undergraduate program at Webster within the past five years may waive up to nine graduate hours of program prerequisites. Those students wishing to reduce the number of prerequisites may consider taking the following courses as undergraduate electives:

- ACCT 2010 Financial Accounting
- ACCT 2025 Managerial Accounting
- ECON 2000 Survey of Economics

Alternatively, students may elect to take a waiver exam to attempt to bypass some prerequisite hours.

For further information, please contact Academic Advising, or the MBA program director.

### Business Department

**Rich Dipple**, chair

#### Majors and Degrees

- Accounting (BS)
  - Combined Degree Options:
    - Accounting (BS)/Finance (MS)
    - Accounting (BS)/Forensic Accounting (MS)
  - Business Administration (BS)
  - Economics (BA)
  - Finance (BS)

#### Minors

- 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, BUSN 2750, ECON 2000 and FINC 3210 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, ECON 2000, MNGT 2100, MNGT 3450 and MNGT 3500 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 ACCT 2010 and ECON 2000 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.

#### Special Requirements

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of business and management at Webster University. The accounting degree requires a minimum of 18 credit hours of accounting courses taken at Webster University. These courses may be part of the residency requirement.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

### Management Department

**Eric Rhiney**, chair

#### Majors and Degrees

- Entrepreneurship (BA)
- Management (BA)
- Management (BA) with an Emphasis in Health Care Administration (not currently accepting applications)
- Management (BA) with an Emphasis in Human Resource Management
- Management (BA) with an Emphasis in International Business
- Management (BA) with an Emphasis in Marketing

#### Minors

- 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

- **Entrepreneurship**
  - Emphasis Areas: Animation; Audio Production; Business; Film; Graphic Design; Mobile Computing; Music; Photography; Sports Business; Video Production
- **Marketing**
  - (Geneva only)

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### 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.

Mathematics and Computer Science Department
Martha Smith, chair

Majors and Degrees
- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Computer Science (BS) with an Emphasis in Cybersecurity/Computer Science (MS)
- Data Analytics (BS)
- Management Information Systems (BS)
- Mathematics (BS)
- Mathematics (Pre-Engineering) (BS)

Minors
- Computer Applications
- Computer Science
- Data Analytics
- Mathematics
- Website 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
- Data Analytics
- Entrepreneurship (Mobile Computing track)**
- Website Development**

These certificates require all formal coursework to be completed at Webster University. Courses used to fulfill a certificate may not also be used to fulfill the requirement for a minor.

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Internships and Co-Op Education
Students are encouraged to explore internship and co-op opportunities to gain hands-on IT experience and to broaden and deepen their classroom knowledge. Such opportunities will give them a better understanding of the many ways in which their skills can potentially shape their careers. Interested students should contact the department internship coordinator.

An internship is a thoughtfully planned and monitored work or service experience in which a student has intentional learning goals and reflects actively on what he/she is learning through the experience. The student may be paid or unpaid.

Cooperative education is a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student’s academic or career goals. It provides progressive experiences in integrating theory and practice. This credit-bearing experience must span two or more semesters. The student must be paid.

Teacher Certification Opportunity
Students interested in middle school or secondary mathematics education generally earn majors in mathematics and education while completing the requirements for state certification. The coordinator of Mathematics Pre-Service Education works closely with these students to assure they are prepared and qualified for their practice teaching experience.

Special Requirements
All courses required for a major, minor, or certificate must be completed with a grade of C or better.
Leigh Gerdine College of Fine Arts

Peter E. Sargent, dean

Mission Statement

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

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

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

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

Department of Art, Design, and Art History

Tom Lang, chair

Majors and Degrees

- Art (BFA) with an Emphasis in Illustration
- Art (BA) with an Emphasis in Studio Art
- Art (BFA) with a Studio Emphasis
  Emphasis areas:
  - Ceramics
  - Drawing
  - Electronic and Time-Based Art
  - Painting
  - Photography
  - Printmaking
  - Sculpture
  - Art History and Criticism (BA)
  - Graphic Design (BFA)

Minors

- Art
- Art History and Criticism
- Graphic Design

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

- Art Therapy* (for art majors only)
- Curatorial Studies
- Entrepreneurship (Graphic Design track)* (in cooperation with the Walker School of Business & Technology)
- Illustration
- International Art Studies
- Motion Graphic Design

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Department of Art, Design, and Art History website (external to catalog)

Art Education

Students seeking certification to teach art at the elementary and secondary level should combine an art (BA or BFA) with an emphasis in studio art major with the education (BA) with certification in art K-12 education major in the Department of Teacher Education. The Department of Teacher Education offers courses that prepare an individual to teach at either the elementary or secondary level, while the Department of Art, Design, and Art History offers courses conveying the requisite studio art and art historical knowledge. For more information, see the School of Education section. To successfully complete the requirements of both departments, students should have advisors in education and in art.
Special Requirements
Entering students seeking a BA in art with an emphasis in studio must take 15 or more studio credit hours at Webster University. Students seeking a BFA in art with a studio emphasis must take a minimum of 18 credit hours in drawing at Webster University. Transfer students seeking a BFA in art with a studio emphasis in drawing must take a minimum of 18 credit hours in drawing at Webster University. Transfer students should expect to complete the departmental requirements in a minimum of two academic years.

Special Study Opportunities
Other special opportunities include:

- Annual Cecille R. Hunt Undergraduate Juried Art Show
- Cecille R. Hunt Senior Art Awards
- BA exhibit in the Cecille R. Hunt Gallery
- BFA exhibit held at Arcade Contemporary Art Projects
- Exhibits of professional works throughout the year in the Cecille R. Hunt Gallery
- Internships at area art institutions such as Laumeier Sculpture Park, White Flag projects and more
- Study at the London international campus, which offers the programs in art history and criticism, or any of Webster University’s other international campuses
- Biennial international study trips to Florence and to Venice

Scholarships
A limited number of talent scholarships are available to qualified students.

- Leon Hicks Scholarship
- ArtMart Scholarship
- For students in their senior year
- Sister Gabriel Mary Hoare Scholarship
- Special consideration given to art education students
- Natalie Probstein Scholarship in Art
- Other scholarships also available

Transfer Students
Transfer students seeking a BA in art with an emphasis in studio must take 15 or more studio credit hours at Webster University. Transfer students seeking a BFA in art with a studio emphasis in drawing must take at least 24 studio credit hours (a minimum of 6 credit hours must be in drawing).
Theatre and Arrow Rock Lyceum Theatre. These outstanding performing institutions offer exciting productions, nationally and internationally recognized theatre artists and special opportunities for specific projects.

Performance and production majors in the fourth year take part in a trip to New York City, where they audition and/or exhibit their talents in performances for alumni, agents, casting directors and artistic directors. Designers, stage managers and producers in New York are invited to the students' portfolio reviews. The Conservatory produces a season of six to eight theatrical productions, including one to three directing capstones in addition to one opera studio with the Department of Music, and three dance concerts with the Department of Dance 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 Muny; Walt Disney World; the Old Globe Theatre, San Diego; Cirque du Soleil; the Guthrie Theater, Minneapolis; Denver Center Theatre Company; Opera Theatre of Saint Louis; The Repertory Theatre 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; Paramount Theatre, Aurora; the Nebraska Theatre Caravan; St. Louis Regional Arts Council; Intiman Theatre; the Goodspeed Opera House; the Columbus Ballet; San Diego Repertory Theatre; Shakespeare Festival St. Louis; Metro Theater Company; Variety Children's Theatre; Hudson Scenic Studios; and the Kennedy Center in Washington, D.C.

Scholarships
- Marita Woodruff Scholarship
- Judy K. Meyer Scholarship
- Robert Slowiak Scholarship
- David Huffman Scholarship
- Phyllis Huffman Del Vecchio Scholarship
- Mary Alice Dwyer-Dobbin Scholarship
- Peter E. Sargent Scholarship
- Jeffrey Struckman Memorial Scholarship
- Marcella Withum Finn Costume Fund
- Byron Grant Scholarship
- Markus and Barbara Trice Scholarship
- Edward Chase Garvey Memorial Scholarships
- Jerry Maguire Musical Theatre
- Peter Sargent Stage Management Scholarship
- Jennifer Lewis
- Emma Lu Middleton Musical Theatre
- Thomas Carter Flueckiger Memorial Scholarship
- Tim Barker SCPA

Special Requirements
All candidates for admission must complete the audition, portfolio review and/or interview process delineated by the specific majors to be considered for the programs.

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Department of Dance

Chair to be determined

Majors and Degrees
- Dance (BA)

Emphasis areas:
- Ballet
- Modern
- Dance (BFA) with an Emphasis in Ballet
- Dance (BFA) with an Emphasis in Modern

Minors
- Dance: Technique

Department of Dance website
(external to catalog)

The Department of Dance Mission and Values

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Students: Promote the uniqueness and wholeness of the individual artist by sustaining a personalized approach through direct relationships with faculty and staff, and attention to student life.

Learning: Challenge students to strive for depth of expertise in their discipline by joining theory and practice, encouraging rigor in creativity and scholarship, and fostering a lifelong desire to learn.

Diversity and Inclusion: Engage students as performers, choreographers and teachers to be inclusive and compassionate by instilling a culture of respect for diversity and understanding of their own and others’ values.

Global Artist-Citizens: Embrace dance as an art form within a global community by educating a diverse population with an international perspective that acts responsibly and consciously toward social and environmental issues, strengthening the communities we serve.

Special Study Opportunities

BA students are able to dance intensively while also working 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 costuming, lighting and PR/marketing.

Scholarships
- The Gary Hubler Scholarship
- Wells Hubler Family Endowed

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
Colleges, Schools and Departments

accomplishments; or as an approach to the study of dance with personal learning goals. The entire dance faculty will evaluate the individual's realistic ability to accomplish those goals.

In the first semester of the final year, the dance major has an exit interview with dance faculty, assessing accomplishments thus far and focusing on individual goals for the major's final year, as well as post graduation.

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

Department of Music

Jeffrey Richard Carter, Chair

Majors and Degrees

• Composition (BM)
• Composition (Songwriting) (BM)
• Instrumental Performance (BM)
• Jazz Studies-Performance (BM)
• Jazz Studies-Music Technology (BM)
• Music (BA)
• Music Direction for Musical Theatre (BM)
• Music Education (BMed) with an Emphasis in Choral Music
• Music Education (BMed) with an Emphasis in Instrumental Music
• Piano Performance (BM)
• Vocal Performance (BM)

Minors

• Music

Certificates

• Entrepreneurship for Music majors*
  (In cooperation with the Walker School of Business & Technology)

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Department of Music website
  (external to catalog)

Mission Statement

The Department of Music is committed to the education of musicians through transformative experiences that promote versatility and engage the whole person in a collaborative environment fostering lifelong habits of excellence in performance, creativity, scholarship and teaching. We focus on personalized, student-centered learning where developing musicians work closely with their instructors and each other.

We empower our students to achieve academic and artistic excellence by providing a broad, foundational music education that unites theory and practice. This foundation informs the creative process students experience in their individual projects, in the private studio and in a range of solo and ensemble settings. We recognize that the value of effective foundational training is expressed in both its permanence and its adaptability.

Our faculty is a team of committed educators who maintain active careers as performers, scholars and composers. As such, they serve as valuable role models for our students by showcasing the variety of professional paths available to developing musicians and through their ongoing commitment to discovery and renewal. Our faculty embraces a culture of academic freedom and intellectual curiosity which helps sustain our integrity and authenticity.

We are committed to the mission of the University which seeks to transform students for global citizenship and individual excellence. In service of this goal, our curriculum and events promote critical thinking, cross-cultural understanding and a deeper appreciation for the role of the arts in the world. Our advocacy for a widely inclusive and transformative culture of education through the arts prepares our students to enrich the community through exceptional teaching, diverse musical performance and engaging creative and scholarly work.

Outcomes Statements of the Department of Music

The Department of Music at Webster University offers the BA, BM and BMed degrees. The music unit is a full member of the National Association of Schools of Music, a national specialized accrediting agency.

A graduate of the Webster University Department of Music will:

1. Hear, identify and work conceptually with the elements of music: rhythm, melody, harmony and structure.
2. Manifest an understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces within a contemporary global context.
3. Exhibit an acquaintance with a wide selection of musical literature, the principal eras, genres and cultural sources.
5. Employ knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation, including rehearsal and conducting skills as appropriate to the particular music concentration.
6. Display growth in artistry, technical skills, collaborative competence and knowledge of repertoire through regular ensemble experiences that are varied both in size and nature.
7. Perform a cross-section of repertoire on a primary instrument at a level appropriate to the student’s needs and interests, meeting Departmental and degree standards.
8. Demonstrate awareness of repertories beyond the area of specialization through exposure to a large and varied body of music by attending recitals, concerts, opera and musical theater productions and other performances.
9. Comprehend, internalize and be fluent in reading music, including the ability to sight-read and improvise.
10. Show a basic overview understanding of how technology serves the field of music as a whole.
11. Evidence a working knowledge of the technological developments applicable to the student’s area of specialization.

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 composition, jazz studies, music education, pedagogy, and performance. Students are also encouraged to avail themselves of several significant study opportunities in Europe and Asia, and summer workshops offered through the Department of Music.

Complementing the substantial musical environment of St. Louis, a full and varied concert season is offered by the department. The season includes student and faculty recitals, as well as performances by guest artists and student ensembles.

Of special note is the opportunity for a term abroad in Vienna, the musical capital of Europe. Most music department degree programs have a time set aside for study in Vienna, with no required courses during that time at the home campus.

The University supports a number of performing groups including Concert Choir, Jazz Singers, Chamber Singers, Webster University Orchestra, Opera Studio, Jazz Collective, Jazz Ensembles, Percussion Ensemble, Wind Ensemble and the New Music Ensemble. The department also provides various chamber music ensembles.

Scholarships
- Donald O. Davis Jazz Scholarship
- James Moroney Nigh Scholarship in Opera
- Suzy Shepard Jazz Scholarship Fund
- TKT Music Scholarship
- Jean Sinor Memorial Scholarship in Music Education
- Allen Carl Larson Scholarship Fund for Instrumental Studies
- Sister Felicia Corrigan S.L. Music Scholarship
- Peggy Fossett Scholarship Fund for Music
- Walter Bowers Memorial Scholarship in Music Education
- Carole Gaspar Scholarship in Vocal Performance
- Mary Ellen Smith Memorial Scholarship in Music
- Sister Eloise Jarvis, Ph.D. Scholarship in Music
- Monica M. Moore & David G. Fish Scholarship in Music
- Kevin Steincross Scholarship in Music
- Buder Foundation Scholarships
- Department of Music Scholarships

Admission and Audition Requirements
To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admission. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Ensemble Requirements
Each of the undergraduate degree programs in music includes multiple semesters of participation in a major ensemble. Depending upon specific degree requirements, the major ensembles include Chamber Singers, Concert Choir, 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.

Piano Proficiency
Each undergraduate music major must demonstrate proficiency on the piano keyboard. Proficiency is demonstrated through at least two successful semesters of piano lessons or classes. Piano Proficiency content is described in the Department of Music Handbook. Music education majors take a separate proficiency exam no later than the junior year, the contents of which are described in the Department of Music Handbook.

Performance Requirements
Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string, and percussion instruments, and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Department of Music Handbook
All major music students are responsible for knowing the contents of the Department of Music Handbook, which is issued at the beginning of each academic year. The Handbook contains more detail on various requirements such as piano proficiency, qualifying examinations, ensemble participation, recital attendance and departmental operations. The Handbook is expressly incorporated into the requirements stated in this catalog.

Other Academic Requirements
Students seeking a bachelor of music (BM) degree must complete at least 30 credit hours of courses in the department. Students seeking the bachelor of arts (BA) degree must complete at least 18 credit hours (including at least 2 credit hours of MUSC 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.

Once a student matriculates at Webster University, no music courses required for the music major may be taken outside of Webster, in accordance with stated academic policies.

Music Library Holdings
Books, periodicals, scores, records, compact discs and videos as recommended for music libraries by the National Association of Schools of Music are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of significant online, music-related resources.

School of Communications
Eric Rothenbuhler, Dean
School of Communications website (external to catalog)
Mission Statement
Instructors at the School of Communications are professional media educators, practitioners, artists and theorists. We seek to promote professional excellence in communication fields; to build on the liberal arts environment of Webster University; and to remain committed to students as they:

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

The School of Communications houses and supports:

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

Portfolio Review
Students declaring a major within the School may be required to complete a portfolio as part of their major. In the portfolio review process, students develop personal portfolios in their areas of interest. This portfolio review process enables the faculty to gauge the talent, aptitude and potential of students in their area of study. The review affords faculty the opportunity to speak with students about their academic progress and career goals.

Portfolio reviews are regularly held during fall and spring semesters. 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 course with a grade of B or better is part of the degree requirements for each major and emphasis. A capstone course is an advanced class designated by the major in which students demonstrate their mastery of the subject matter. The capstone course should be taken in the students' junior or senior year.

Transfer Students
Transfer students should not expect to obtain a degree in the school in less than four full semesters of sequenced courses. They should meet with an academic advisor to determine a plan of study and placement of prior course work in communications.

Transfer students who have an associate of arts (AA) degree will have satisfied all but one of the school's Global Citizenship Program (GCP) requirements. Transfer students will need only to satisfactorily complete the Keystone Seminar of the GCP requirements.

Grade Requirements
Students must earn a grade of B in their capstone course and a C- or better in any course they wish to apply toward their major. The pass/fail option is not available for courses applied towards a major, unless those courses are offered only under the pass/fail option.

Minors
The following apply to all minors:

- A minor must be comprised of only credit hours taken at Webster University.
- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her academic advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not have a major and minor within the same area of emphasis.
- Students must earn a grade of C- or better in any course they wish to apply toward a minor.

Certificate Programs

- Only credit hours taken at Webster University may count toward a certificate.
- Students must earn a grade of C or better in all courses applied toward the certificate as stated in the program.
- Students may choose to receive a minor or certificate in a program, but not both.

Audio Aesthetics and Technology Department
Tim Ryan, chair

Majors and Degrees

- Audio Production (BA)
  Optional emphasis available in International Audio Production

Minors

- Audio Production

Certificates

- Entrepreneurship (Audio Majors track)*
  (in cooperation with the Walker School of Business & Technology)

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Audio Aesthetics and Technology Department website
(external to catalog)

Department Description
Students majoring in audio production learn the art and science of audio in media. Students 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. The department offers industry-leading technical ear training using sophisticated software and personal instruction. A hands-on approach to equipment 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 at top facilities around the country, including recording studios, live sound companies and post-production houses. In recent years, audio production students have secured internships in Atlanta, Chicago, Los Angeles, St. Louis, Seattle, Cleveland, Nashville, New York City, Washington, D.C. and Spain. Recent internships have included Atlantic Records, Capitol Studios, Burton Stroube Studios, Emmis Communications, Eighth Day Sound Systems, Fever Recording Studios, KDHX Community Media, Logic Systems Sound & Lighting, Phat Buddha Productions, Quad Studios Nashville, Smithsonian Folkways, Sonic Magic Studios, Stanco Productions, St. Louis Cardinals, St. Louis Public Radio, Shock City Studios and Studio X.

Successful graduates of the Department of Audio Aesthetics and 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.

**Communications and Journalism Department**

Gary Ford, chair

**Majors and Degrees**

- Advertising and Marketing Communications (BA)
- Global Journalism (BA)
- Journalism (BA)
- Media Communications (BA)
- Professional Writing (BA)
- Public Relations (BA)
- Scriptwriting (BA)
- Speech Communication Studies (BA)
- Sports Communication (BA)

**Minors**

- Advertising and Marketing Communications
- Journalism
- Media Communications
- Media Literacy
- Public Relations
- Scriptwriting
- Speech Communication Studies
- Sports Communication

**Certificates**

- Broadcast Journalism
- Community Journalism
- Journalism/Professional Writing
- Magazine Production
- Outdoor/Environmental Journalism
- Sports Journalism*

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**Communications and Journalism Department website**

(external to catalog)

**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 Chicago, Los Angeles and New York City.

Recent internships have included: Boxing Clever, Coolfire Originals, Creative Producers Group, Emmis Communications, FleishmanHillard, Fox Theatre, KMOV-TV, KTVI-TV (Fox 2), Live Nation, KSDK, Missouri Botanical Garden, Momentum Worldwide, MTV Networks, Nine Network of Public Media, Osborn Barr, Ronald McDonald House Charities, St. Louis Science Center, St. Louis Blues and St. Louis Cardinals.

Independent study and reading courses add further flexibility to the established curriculum.

**Electronic and Photographic Media Department**

Aaron AuBuchon, chair

**Majors and Degrees**

- Animation (BA)
- Film Studies (BA)
- Film, Television and Video Production (BA)
- Games and Game Design (BA)
- Interactive Digital Media (BA)
- Motion Media Production (BA)
- (not currently offered)
- Photography (BA)

**Minors**

- Animation Production
- Film Studies
- Film, Television and Video Production
- Interactive Digital Media
- Photography

**Certificates**

- Animation Production
- Digital Media - Design and Production (Geneva only)
- Documentary Production*
- Entrepreneurship (Animation, Photography, or Video Production track)*
- (In cooperation with the Walker School of Business & Technology)
- Game Design
- Interactive Digital Media*
- Photojournalism/Editorial Photography (Geneva and St. Louis only)
- Studio/Commercial Photography

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Colleges, Schools and Departments

Education debt, earnings and completion rates of students who attended our programs.

Electronic and Photographic Media Department website (external to catalog)

Special Study Opportunities

Students learn about their fields of interest through internships and externships in communications businesses, production houses and organizations. In recent years, electronic and photographic media students have secured internships in St. Louis as well as in Los Angeles and New York City. Internships have included Bruton Stroube Studios, Coolfire Media, Coolfire Originals, Emmis Communications, ESPN, Jennifer Silverberg Photography, Lamplight Productions, Missouri Botanical Gardens, Momentum Worldwide, MTV Networks, Nine Network of Public Media, Pixel Press Technology, Plymptoons, Saint Louis Science Center, Sheldon Galleries, Simutronics Corp., St. Louis Blues and The Telegraph.

School of Education

Thomas Cornell, interim dean

School of Education website (external to catalog)

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:
   - Knows content that supports conceptual understanding.
   - Applies tools of inquiry to construct meaningful learning experiences.
   - Identifies developmental factors in student learning.
   - Understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

   The informed instructor:
   - Designs curriculum based on students' prior knowledge, learning styles, strengths, and needs.
   - Understands and uses a range of instructional strategies.
   - Uses a variety of communication modes, media, and technology to support student learning.
   - 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:
Dispositions and Professional Behaviors

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

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

Assessment Policy of School of Education

Demonstration of MoSPE Quality Indicators

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

The assessment system is based on the School of Education Goals and is aligned with Missouri Standards for the Preparation of Educators (MoSPE).

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

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

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

Department of Teacher Education

Basiyr Rodney, chair

Majors and Degrees

- Education (BA) with Certification in the following areas:
  - Early Childhood/Elementary (Birth-Grade 6)
  - Elementary Education with a Content Specialization or Minor (Grades 1-6)
  - Elementary Education with Special Education (Grades 1-6)

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- Understands and responds appropriately to issues of diversity.
- Acknowledges social and cultural contexts to create effective teaching and learning environments.
- Adapts instruction to the learner’s knowledge, ability, and background experience.
- Identifies resources for specialized services when needed.

Dispositions and Professional Behaviors

- Values and integrates reflection to grow as a professional.
- Promotes communication and collaboration with colleagues, families, and community leaders.
- Seeks relationships with families and students to support student learning.
- Initiates change that benefits students and their families.

"BMEd offered through the Department of Music in the Leigh Gerdine College of Fine Arts"

Minors

- Education
- Sustainability Studies

Certificates

- Global Education

Special Study Opportunities

Within the School of Education students may pursue traditional education courses and activities, including supervised clinical studies, 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, Student Literacy Corps, and other service learning opportunities and field experiences in inclusive schools, all of which prepare students for teaching in an increasingly diverse society.

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum.
- Completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Occurs concurrently with Admission to the Major and additionally requires:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of MoGEA Exam during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
A minimum of 3 credit hours of a 3000-level practicum are required to assure candidates meet the requirements of both advisors from the content area and School of Education to the requirements of both Advisors from the content area and School of Education to assure candidates meet the requirements of both Advisors from the content area and School of Education to assure candidates meet the requirements of both Advisors from the content area and School of Education to meet the requirements of both Advisors from the content area and School of Education to meet the requirements of both Advisors from the content area and School of Education to meet the requirements of both Advisors from the content area and School of Education.

General Information

- Candidates must be admitted to teacher certification in order to take specified EDUC methods courses. Transfer students must complete the MoGEA Exam during the first semester following transfer to Webster.
- Candidates must maintain a grade point average (GPA) of at least 3.0 in the education major and in the content area as well as a GPA of 2.75 in all college-level coursework.
- Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and Teacher Certification are available on the School of Education website.

Teacher Certification

Because students enrolled in the education major pursue initial Teacher Certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the Global Citizenship Requirements of Webster University.

Teacher Certification Programs

- Early Childhood/Elementary (Birth-Grade 6)
- Elementary Education with Content Specialization or Minor (Grades 1-6)
- Elementary Education with Special Education (Grades 1-6)
- Middle School (Grades 5-9) with a focus in Language Arts, Mathematics, Science, or Social Studies
- Secondary English (Grades 9-12)
- Secondary Mathematics (Grades 9-12)
- Secondary Social Science (Grades 9-12)
- Secondary Unified Science (Grades 9-12)
- Special Education (Mild/Moderate/Cross-Categorical) with Elementary Content (Grades 1-6)
- Special Education (Mild/Moderate/Cross-Categorical) with Middle and Secondary School Content (Grades 6-12)
- Art (Grades K-12)
- World Languages (French, German, or Spanish) (Grades K-12)
- Combined Degree: BA in Elementary Education (Grades 1-8)/MA in Teaching English as a Second Language (TESL)
- Combined Degree: BA in Secondary English Education (Grades 9-12)/MA in Teaching English as a Second Language (TESL)
- Combined Degree: BA in World Languages Education (Grades 1-6)/MA in Teaching English as a Second Language (TESL)

Candidates seeking Secondary Education certification are encouraged to choose a second major in their content area. Advisors from the content area work closely with the School of Education to assure candidates meet the requirements of both their majors and teacher certification.

Practicum

A minimum of 3 credit hours of a 3000-level practica are required as a prerequisite to apprentice teaching. Practica are 45-135 hour experiences in P-12 classrooms involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, candidates must complete the formal application through TK20. Candidates must apply by September 15th for a spring placement and by February 15th for a fall placement. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placements prior to submitting practicum applications.

Apprentice Teaching

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

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

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Kornblum Scholar Program

The Institute makes scholarships available to candidates working with or aspiring to work with students from low-income districts having diverse populations. Funding is limited so early application is encouraged. Applications are due by May 15th of each year. Recipients will be notified by August 1st.

Application Criteria

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

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

For more information about the scholar program, see the Kornblum Scholarship Fund Application, available on the School of Education’s website at webster.edu/education.
Accounting (BS)
This program is offered by the Walker School of Business & Technology/Business Department, and is only available at the St. Louis home campus.

Program Description
The bachelor of science (BS) in accounting is designed to provide students with the core knowledge, skills and tools necessary to successfully enter the profession of accounting. The accounting curriculum will allow students to explore and appreciate the career opportunities in public accounting, corporate accounting and other related areas. The program is also designed to offer the student a general, diversified business background that is significantly important to the accounting professional in today's technology driven, global business environment. However, the emphasis of the Webster University accounting program is to prepare students for the Certified Public Accounting examination.

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.

Accounting graduates can identify and describe fundamental auditing and attestation procedures.
Accounting graduates can interpret and apply advanced financial accounting and reporting concepts and procedures.
Accounting graduates can identify and assess the current legal and regulatory environment of business.
Accounting graduates can assess and compare general business environment concepts.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses
Required Business Core Courses
- Complete the BSBA core requirements

Accounting Course Requirements
- ACCT 3025 Advanced Managerial and Cost Accounting (3 hours)
- ACCT 3030 Intermediate Accounting I (3 hours)
- ACCT 3040 Intermediate Accounting II (3 hours)
- ACCT 3085 Federal Tax Accounting (3 hours)
- ACCT 3900 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 4930 Introduction to Internal and Information Technology Auditing (3 hours)
- ACCT 4990 Accounting Seminar (3 hours)

Acting (BFA)
This program is offered by the Leigh Gerdine College of Fine Arts/Conservatory of Theatre Arts, and is only available at the St. Louis home campus.

Program Description
It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Webster University's Conservatory of Theatre Arts offers an intense four-year actor's training program leading to a BFA degree in acting or musical theatre. Both performance programs are based on a block of courses called the Conservatory. Complementing this program, musical theatre students take music and dance courses, and both acting and musical theatre students complete elective liberal arts courses that balance the curriculum and provide a well-rounded education.

Learning Outcomes
At the end of their training, students will demonstrate an effective acting process that integrates their abilities to:

- Respond freely with their vocal and physical instrument.
- Implement strong research and text analysis skills.
- Activate their free imagination.
- Utilize a variety of dialects.
- Improvise effectively.
- Work in a variety of styles and mediums.
- Recognize major trends in theatre history.
- Recognize cultural and historical forces that form the background for dramatic literature.
- Use the tools of a director.

Special Requirements
Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. 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
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs
- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are
fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (64 hours)
- THEA 3710, THEA 3720 Directing I, II (4 hours)
- THEA 2030 History of the Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of the Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Six credit hours from the following areas (excluding FRSH 1200 First Year Seminar):
- Behavioral and Social Sciences: Prefixes - PSYC, ANTH, SOCI
- History: Prefix - HIST

Recommended electives are to be accomplished by the end of the third year. The purpose is to provide the necessary opportunities to explore the variety of disciplines of study that naturally complement the student's theatre training. These areas are:
- Musicianship/private voice or piano (3 hours)
- Drama literature (3 hours)
- Art or music history (3 hours)
- Social sciences, behavioral science, philosophy or religion (3 hours)

Advertising and Marketing Communications (BA)

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

Program Description

Students in the award-winning advertising and marketing communications major gain hands-on experience as they prepare to enter one of today's fastest growing and rapidly evolving industries. Building on a strong academic base in the liberal arts, students are challenged to think strategically and creatively to solve client problems using a full spectrum of promotional tools. From traditional print and television advertising, to social media, mobile applications and emerging technologies, students learn to develop fully-integrated campaigns that will achieve a company or organization’s promotional objectives.

To give each student experience in multiple career roles, the foundation curriculum encourages active participation in all phases of the marketing communications process, including research, planning, strategy development, copywriting, visual communication, art direction, budgeting, media buying and campaign analysis.

To strengthen a specific area of interest and stand out in a competitive job market, students are later advised to choose one of three major career paths: planning and strategy, copywriting or art direction. Through one-on-one discussions with advisors, students choose highly-focused specialization courses, and fine-tune their portfolios to prepare for an internship most appropriate to their goals. The advanced courses are built around opportunities for real-world experience.

Students are encouraged to boost their skill set and marketability with a variety of minors and certificate programs. They are also encouraged to become active in the on-campus Marketing Communications Club (MCC) and its activities with local professional organizations for networking opportunities.

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

Learning Outcomes

Successful graduates of this program will be able to:
- Analyze an organization's situation from a marketing communications perspective.
- Develop strategic, multi-platform marketing communication programs.
- Produce strategic multi-platform advertising and marketing communications deliverables in a chosen area of specialization.
- Utilize essential industry terminology, theories and principles to present and support their work.

Portfolio Review Course Requirements

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

Planning and Strategy
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and PR (3 hours)
- MNGT 3500 Marketing (3 hours)
- MNGT 3510 Advertising (3 hours)

Copywriting
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and PR (3 hours)
- ADVT 2550 Creative Strategies for Advertising (3 hours)
- ADVT 2910 Writing for Advertising (3 hours)

Art Direction
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 2550 Creative Strategies for Advertising (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and PR (3 hours)
- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)

Degree Requirements

A minimum of 128 credit hours consisting of the following:
- 54 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses
- MEDC 1010 Introduction to Mass Communications (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- ADVT 1940 Introduction to Marketing Communication (3 hours)
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
Majors

• ADVT 2350 Introduction to Visual Communication for Advertising and Public Relations (3 hours)
• ADVT 2910 Writing for Advertising (3 hours)
• ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
• MGT 3500 Marketing (3 hours)
• MGT 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 4910 Advertising Campaign Production (3-6 hours)
• MEDC 4950 Internship* (3 hours)
  or ADVT 4620 Senior Overview (3 hours)

*Capstone Course

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

• ADVT 3150 Topics: Advertising (1-3 hours)
• ADVT 3910 International Advertising (3 hours)
• ADVT 4200 Media Planning, Buying and Selling (3 hours)
• ADVT 4700 Professional Development in Advertising and Marketing Communications (3 hours)
• ART 3050 Topics in Studio Art (1-3 hours)
• COAF 3010 Advanced Applications Topics: Advanced Desktop Publishing (3 hours)
• PHOT 3190 Digital Photographic Imaging (3 hours)
• PBRL 2920 Writing for Public Relations (3 hours)
• PBRL 4050 Special Events (3 hours)
• PBRL 4250 Media Relations (3 hours)
• PBRL 4920 Public Relations Campaign (3 hours)

Animation (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

Program Description

The BA in animation offers students the opportunity to learn core principles and techniques focusing on storytelling, motion, drawing, performance and expression through traditional and digital forms. Each student will undertake an intensive course of study including character animation, experimental concepts, fine art techniques and diverse applications, building a strong, global foundation before embarking upon an eventual area of concentration.

Learning Outcomes

Successful graduates of the animation program will be able to:

• Create animation with fundamental and technical proficiency.
• Express visual concepts artistically.
• Integrate storytelling and performance.
• Synthesize theory and practice creating animation from a global perspective.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 58 required credit hours
• Applicable University Global Citizenship Program hours
• Electives

Required Courses

• ANIM 1000 Animation I (3 hours)
• ANIM 1010 Animation II (3 hours)
• ANIM 1040 Storyboarding (3 hours)
• ANIM 2000 Advanced Animation (3 hours)
• ANIM 2200 3D Modeling (3 hours)
• ANIM 3010 Voicing Your Creation (3 hours)
• ANIM 4010 Character Design (3 hours)
• ANIM 4700 Professional Development in Animation (3 hours)
• ANIM 4620 Senior Overview* (3 hours)
  or MEDC 4950 Internship (3 hours)
• ART 1110 Introduction to Drawing (3 hours)
• FLST 2060 Modern World Cinema (4 hours)
• FLST 2070 History of Animation (3 hours)
• FTVP 1400 Graphics and Effects (3 hours)
• MEDC 1630 Media Literacy (3 hours)
• SCPT 3300 Writing the Short Script (3 hours)

* Capstone Course

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

• ANIM 1200 3D Character Sculpting (3 hours)
• ANIM 2010 Experimental Animation (3 hours)
• ANIM 2040 Cartooning (3 hours)
• ANIM 3030 Visual Storytelling (3 hours)
• ANIM 3040 Comic Book Creation (3 hours)
• ANIM 3150 Special Topics in Animation (3 hours)
• ANIM 3200 3D Animation and Rigging (3 hours)
• ANIM 4040 Concept Art (3 hours)
• ANIM 4200 3D Animated Short Film (3 hours)
• ANIM 4400 Photorealistic 3D Animation (3 hours)
• ART 1120 Principles of Drawing (3 hours)
• ART 2110 Figure Drawing (3 hours)
• ART 2120 Intermediate Drawing (3 hours)
• FLST 1000 Film and Television Appreciation (3 hours)
• FLST 2050 History of Film (4 hours)
• FTVP 2400 Motion Graphics (3 hours)
• FTVP 2450 Visual Effects (3 hours)
• FTVP 3500 Production House (3 hours)
• SCPT 2900 Scriptwriting (3 hours)
• SCPT 3500 Writing Screenplays for Film (3 hours)
• SPCM 3500 Presentations for Media Professionals (3 hours)

Art (BA) with an Emphasis in Studio Art

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

Program Description

The BA in art with an emphasis in studio art degree familiarizes students with the rich tradition of the visual arts, provides them with an understanding of the tools and materials available to the artists as a means of personal expression, shows students that there are fundamental concepts which unify all art yet which allow for infinite variation and introduces to them alternative ways of looking, seeing, finding and discovering. Students explore a variety of media, learning the techniques and expressive opportunities unique to each. Primary focus in the program is on students finding their own creative and conceptual voice and discovering ways to visually communicate their thoughts and ideas.
This program is offered through the Department of Art, Design, and Art History in the Leigh Gerdine College of Fine Arts. Please see the Colleges, Schools, and Departments section of this catalog for further information.

Learning Outcomes
Successful graduates of the art with an emphasis in studio art program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
- Practice drawing as a means to develop ideas.
- Draw upon the history of art and design as a wellspring for ideas, solutions and meaning within one's own artistic practice.
- Analyze and discuss art and design through discipline-specific vocabularies and methods.
- Display growth and competence in artistry and technical skills across a variety of artistic media and processes.

Special Requirements
All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional Freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses
Core Distribution:

- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- Three-Dimensional Requirement (choose one): (3 hours)
  - DESN 1220 Design: 2-D
  - ART 2100 Figure Drawing (3 hours)
  - ART 2120 Intermediate Drawing (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)
- ART 4020 Visual Arts Seminar (3 hours)
- ARHS 3000-level or above course (3 hours)
- Studio course distribution (see below) (15 hours)
- ART 4910 BA Senior Overview/Exhibition (1 hours)

Other Program Requirements
Students must complete a minimum of 15 credit hours of coursework selected from at least five of the following studio areas: ceramics, electronic and time-based art, graphic design, painting, papermaking, printmaking, photography or sculpture. At least one course must be at the 3000-level or above. If ART 2315 or ART 2530 completes the three-dimensional requirement above, the same course cannot also be used to complete the studio course distribution requirement.

Senior Overview
In order to graduate with a BA in art with an emphasis in studio art, students must successfully complete a senior overview and participate in the senior show held at the end of the spring semester in the Cecille R. Hunt Gallery. The senior overview usually consists of work done during the final semester of the senior year in one of the indicated studio areas. The work to be shown can be either a part of a regular studio course or a studio-related independent study. Students are sent Senior Overview forms immediately prior to the beginning of the last semester of their senior year. Students designate on their form the studio course in which they intend to do their senior overview. The instructor for that course becomes the student's senior overview advisor. Work submitted is subject to approval by the senior overview advisor and the director for the senior show. Students graduating at the completion of a summer are expected to exhibit in the show prior to completion of coursework.

Art (BFA) with Studio Emphasis

This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

Program Description
The BFA in art with a studio emphasis degree familiarizes students with the rich tradition of the visual arts, provides them with an understanding of the tools and materials available to the artist as a means of personal expression, shows students that there are fundamental concepts which unify all art yet which allow for infinite variation, and introduces to them alternative ways of looking, seeing, finding and discovering. BFA studio art students explore a wide variety of media, gaining extensive studio experience and learning the techniques and expressive opportunities unique to each. A primary focus of the program is on students finding their own creative and conceptual voice, and discovering ways to visually communicate their thoughts and ideas.

BFA studio art students also more thoroughly investigate such potential in a single area of emphasis, from among those listed below. Students at this level learn within a more professional framework, where the relationship between student and teacher becomes that of apprentice and master. Through this unique teaching relationship, students develop a high level of achievement in an area of expertise, while further developing personal creative abilities. In this manner they establish a sound basis for significant professional accomplishments in art.

Students in the BFA program with a studio emphasis fulfill the same core requirements as for the BA in studio art. In addition, they complete 9 further credit hours in art history and criticism; 9 further credits in additional studio course distribution; 18 further credit hours in studio courses consisting of 15 from their declared area of emphasis and 3 in drawing; and 3 credit hours with the BFA thesis.

This program is offered through the Department of Art, Design, and Art History in the Leigh Gerdine College of Fine Arts. Please
Majors

see the Colleges, Schools, and Departments section of this catalog for further information.

Areas of Emphasis

- Ceramics
- Drawing
- Electronic and Time-Based Art
- Painting
- Photography
- Printmaking
- Sculpture

Learning Outcomes

Successful graduates of the art with a studio emphasis program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
- Practice drawing as a means to develop ideas.
- Draw upon the history of art and design as a wellspring for ideas, solutions and meanings within one's own artistic practice.
- Analyze and discuss art and design through discipline- and emphasis-specific vocabularies and methods.
- Exhibit the potential for practicing art as a means of engagement and discourse.

By focusing in one of the following emphases, graduates of that emphasis program will also be able to:

Ceramics

- Demonstrate technical proficiency in handbuilding and wheelthrowing processes, glaze application and formulation and knowledge of kiln theory.
- Use clay-building and three-dimensional design skills to design and construct utilitarian, functional and sculptural ceramic work.
- Conceive and produce authentic ceramic work.

Drawing

- Demonstrate a mastery of observational drawing and experiment with techniques of non-objective drawing.
- Address concepts of cultural significance or personal expression through drawing.
- Practice with traditional and non-traditional media to integrate drawing with contemporary, interdisciplinary practices.

Electronic and Time-Based Art

- Define time as a material and/or process in performance, video, sound and digital art.
- Demonstrate technical proficiency in the media of electronic and/or time-based art.
- Employ electronic media and/or time as a means for the conveyance or expression of ideas.

Painting

- Demonstrate proficiency with painting mediums and materials, and their formal and expressive applications.
- Conceive of paint-handling skills as both material and process in an individual application to content.
- Practice an effective use of painting mediums and techniques in relationship to subject matter as an individual and relevant strategy for further development.

Photography

- Identify and explain photographic techniques, materials, aesthetics and processes.
- Demonstrate their photographic technical proficiency (e.g., technical control during photographing and printing).
- Communicate their personal vision effectively through photographic images.

Printmaking

- Demonstrate proficiency in the use of various printmaking techniques.
- Distinguish between and analyze different approaches to making prints.
- Recognize and criticize inherent qualities of prints.
- Create a body of work of printmaking that displays mastery of the media.

Sculpture

- Demonstrate sculptural technical proficiency to manipulate mediums such as wood, metal and plastic.
- Identify social and cultural contexts in which sculptural works of art are displayed or installed, and their impact.
- Practice the creation of sculptural works of art within multiple frameworks (e.g., gallery-based, interactive, site-specific, public).

Special Requirements

All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates a studio specialization, technical facility and conceptual sophistication are required for acceptance. Students receive either written notification of acceptance or a recommendation to continue pursuing a BA after review of the portfolio and application are reviewed by the faculty of the Department of Art, Design, and Art History.

Candidates for the BFA in art with studio emphasis will designate a specific studio area of emphasis from those listed above and earn a minimum of 18 credit hours in that area.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 84 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for art and design BFAs
- Electives

Global Citizenship Program for Art and Design BFAs

- FRSH 1200 First Year Seminar
Art (BFA) with an Emphasis in Illustration

This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

Program Description
The BFA in art with an emphasis in illustration, like other intensive studio degrees, includes a comprehensive examination of the history and theories of visual studies. This approach allows for a wide range of interests and styles, suited for technical, editorial or narrative illustration.

A study of the creative strategies of global artists throughout history and a core exploration in a range of media encourage students to seek imaginative and innovative approaches to both individual and client-based challenges. More directed study leads to a practical knowledge of the common materials and techniques for illustration, both past and current.

The illustration emphasis culminates in coursework and a thesis project that connect the students’ work to content in areas outside of studio practice, such as science, literature, politics or any range of contemporary global concerns. Through humor, drama or instructional work students learn how illustrators can be a distinctive voice in shaping our culture.

Students in the BFA program with an emphasis in illustration fulfill most of the same core requirements as for the BA in studio art. In addition, they must complete 9 further credit hours in art history and criticism; 30 credit hours in illustration-specific courses; and 6 credits in a content area outside of studio practice.

This program is offered through the Department of Art, Design, and Art History in the Leigh Gerdine College of Fine Arts. Please see the Colleges, Schools, and Departments section of this catalog for further information.

Learning Outcomes
Successful graduates of the illustration program will be able to:

- Express an individual, creative voice through illustration.
- Utilize the formal vocabularies of art, art history and illustration.
- Practice drawing as a foundation for the complete process of illustration, from concept exploration to finished execution.
- Access a broad range of studio experience.
- Implement the technical skills, theory and methods applicable to the field of illustration.
- Draw upon the history of art as a wellspring for ideas, solutions and meanings within a contemporary, global society.
- Apply their skills and imagination to create illustrations for content areas outside of studio practice.
- Assemble a professional portfolio of illustrations for graduate schools or employers.

Special Requirements
All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review.

In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.
Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates emphasis specialization, technical facility and conceptual sophistication are required for acceptance. Students receive either written notification of acceptance or a recommendation to continue pursuing a BA after review of the portfolio and application by the faculty of the Department of Art, Design, and Art History.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 84 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for art and design BFAs
- Electives

Global Citizenship Program for Art and Design BFAs
- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (ARHS 2200 or ARHS 2210 will fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. Once course from above must be coded for the ‘Ethical Reasoning’ skill; other GCP skills requirements are fulfilled by DADAH core distribution courses. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Required Core Courses (33 hours)
- Art 1010 Creative Strategies (3 hours)
- Art 1110 Introduction to Drawing (3 hours)
- Art 1120 Principles of Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- Three-Dimensional Requirement (choose one) (3 hours)
  - DESN 1220 Design: 3-D
  - ART 2315 Sculpture I
  - ART 2530 Ceramics: Space
- ART 2110 Beginning Figure Drawing (3 hours)
- ART 2120 Intermediate Drawing (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)
- One of the following advanced courses: (3 hours)
  - ART 4110 Advanced Drawing*
  - ART 3850 Topics: Illustration
  - ART 4020 Visual Arts Seminar (3 hours)

*BFA-Specific Courses (30 hours)
- ART 3900 BFA Review (0 hours)
- DESN 1500 Digital Visualization (3 hours)
- ART 2130 Illustration (3 hours)
- ART 3120 Narrative Figure Drawing (3 hours)
- ART 3140 Digital Drawing (3 hours)
- ART 3150 Anatomy (3 hours)
- One of the following Animation courses (3 hours)
  - ANIM 4010 Character Design
  - ANIM 4040 Concept Art
  - ARHS courses at 3000-level or above (9 hours)
- ART 4950 BFA Senior Thesis (3 hours)

Content Outside of ART, DESN, or ANIM (6 hours)
In order to gain knowledge of a content area for illustration, students must take two courses within a single area outside of their major, for example: ENGL, BIO, RELG, etc. These courses must be at the 2000-level or above and cannot be used as Global Citizenship Program credits.

Art History and Criticism (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

Program Description
Art history is an empirical and humanistic discipline that investigates art as a document in the broad history of human experience. The study of art history entails the evaluation, analysis and interpretation of aesthetic objects by identifying materials and techniques, the time and place of their creation, the meaning or function of the work of art, the biography of the artist, the cultural or social origins of the work and other significations. The eclectic nature of the field encourages interdisciplinary approaches as well as extra-cultural awareness and experiences.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses
- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)
- One of the following advanced courses: (3 hours)
  - ART 4110 Advanced Drawing*
  - ART 3850 Topics: Illustration
  - ART 4020 Visual Arts Seminar (3 hours)

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

- ARHS 3010 Greek and Roman Art (3 hours)
- ARHS 3110 Early Renaissance Art (3 hours)
- ARHS 3120 High and Late Renaissance Art (3 hours)
- ARHS 3130 Northern Renaissance Art (3 hours)
- ARHS 3150 Baroque Art (3 hours)
- ARHS 3210 Nineteenth-Century Art (3 hours)
- ARHS 3250 Modern Art (3 hours)
- ARHS 3270 Contemporary Art I: Late-Twentieth-Century Art (3 hours)
Successful graduates of this program will be able to:

- **Degree Requirements**
  - A minimum of 128 credit hours consisting of the following:
    - 57 required credit hours
    - Applicable University Global Citizenship Program hours
    - Electives

**Required Courses**
- AUDI 0100 Portfolio Review (0 hours)
- EPMD 1000 Intro to Media Production (3 hours)
- MEDC 1050 Intro to Media Writing (3 hours)
- AUDI 1100 Audio Production I for Audio Production Majors (2 hours)
- AUDI 1101 Audio Production I Lab (1 hour)
- AUDI 1200 Intro to MIDI (3 hours)
- AUDI 2000 Audio Production II (3 hours)
- AUDI 2050 Audio Production II Lab (3 hours)
- AUDI 3000 Multitrack Recording (3 hours)
- AUDI 3200 Applied Audio Maintenance (3 hours)
- AUDI 3500 Digital Audio (3 hours)
- AUDI 3900 Audio Aesthetics (3 hours)
- AUDI 4700 Professional Development in Audio (3 hours)
- MEDC 4950 Internship* (3 hours)

**Capstone Course**
In addition, a minimum of 21 credit hours are to be chosen from the following:**

- INTM 1600 Intro to Interactive Media (3 hours)
- FTVP 1000 Intro to Film, Television & Video Production (3 hours)
- GAME 2000 Intro to Video Game Theory and Design (3 hours)
- AUDI 2100 Radio Production (3 hours)
- AUDI 2300 Pro Tools (3 hours)
- AUDI 3100 Audio Field Production for Visual (3 hours)
- AUDI 3150 Topics (1-3 hours)
- AUDI 3300 Sound System Operations and Design (3 hours)
- AUDI 3400 Location Recording (3 hours)
- AUDI 3450 Analog Recording & Technology (3 hours)
- AUDI 3600 MIDI Applications: Sequencing (3 hours)
- AUDI 3750 Inside the Box (3 hours)
- AUDI 3950 Technical Ear Training I (2 hours)
- AUDI 3960 Advanced Technical Ear Training II (2 hours)
- AUDI 4000 Music Recording (3 hours)
- AUDI 4050 Professional Level Audio Production (3 hours)
- AUDI 4100 Advanced Audio Mixing (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 4800 Audio Engineering (3 hours)
- AUDI 4850 Acoustics (3 hours)
- AUDI 4860 Psychoacoustics (3 hours)

**At least 15 of the 21 hours must be AUDI classes at the 3000-level or above

**Emphasis in International Audio Production**
The emphasis in international audio production is designed for students with an interest in international language and culture.

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### Audio Production (BA)

This program is offered by the School of Communications/Audio Aesthetics and Technology Department, and is only available at the St. Louis home campus.

**Program Description**

Students majoring in audio production learn to work in the variety of audio fields of 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.

**Learning Outcomes**

Successful graduates of this program will be able to:

- Discuss audio production methodology, using terminology appropriate to the discipline, both technical and artistically.
- Demonstrate the ability to accomplish production tasks incorporating a practical understanding of audio production in a global community.
Majors

**Biological Sciences (BS)**

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

**Program Description**

The bachelor of science (BS) degree is designed for students who seek a rigorous, cross-disciplinary education in the physical sciences. Additional coursework is taken in the areas of biology, chemistry, physics and mathematics, providing the student with a broad scientific foundation suitable for careers in biotechnology, medicine, science-based research, health-related professions, chemical and molecular disciplines and advanced graduate studies.

Students can earn the BS in biological sciences alone, or with one of three emphases: research and technology, health and medicine, or chemistry.

**Learning Outcomes**

Students who complete the bachelor of science in biological sciences will be able to:

- Integrate biological, chemical, physical and math principles to develop and carry out an independent research project.
- Communicate current scientific ideas effectively in both oral and written formats to a diverse audience.
- Think critically and quantitatively assess innovative, global research in a scientific discipline.

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

- 64 credit hours core coursework (described below)
- 16 additional credit hours in BIOL or CHEM or PHYS at the 2000+ level or Courses specific to the student's degree emphasis (see below)
- Applicable University Global Citizenship Program hours, with accommodations for the biological sciences BS
- Electives

**Global Citizenship Program for Biological Sciences BS**

Requirements are modified to allow BIOL 1550 to satisfy both a requirement of the major and also the GCP 'Physical and Natural World' requirement and to allow MATH 1610 to satisfy both a requirement of the major and the GCP 'Quantitative Literacy' requirement.

**Curriculum**

All of the degree options for the bachelor of science in biological sciences require the same 64 hours of core coursework as follows:

**Core Courses (64 hours)**

- BIOL 1550 Essentials of Biology I (4 hours) and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours) and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 4400 Research Methods (3 hours)
- CHEM 1100 General Chemistry I (3 hours) and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours) and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours) and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours) and CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours) and MATH 3200 Statistics (3 hours) or STAT 3100 Inferential Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours) and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours) and PHYS 2041 University Physics II: Lab (1 hour)

**BS in Biological Sciences (80 hours)**

The general degree offers the greatest flexibility, allowing students to select 16 hours of electives from any of the department's 2000+ level BIOL or CHEM or PHYS courses in addition to the 64 credits of core coursework in biological sciences listed above. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used towards these 16 credit hours.)

**Emphasis in Research & Technology (84 hours)**

The research and technology emphasis features upper-level courses that emphasize the variety of laboratory technologies, research methods, and data analysis techniques commonly encountered in a research environment. It is designed primarily for
students pursuing a career path in: (a) commercial, academic or government research, (b) high-demand technical and laboratory positions and (c) graduate studies in advanced biology fields and related areas such as biochemistry and biophysics.

Emphasis-Specific Learning Outcomes
In addition to the general learning outcomes, students who complete the emphasis in research and technology will be able to:

• Analyze methods in research from current literature in biology.

Degree Requirements for the Emphasis in Research & Technology
In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in research and technology:

• BIOL 3900 Journal Club (3 hours)
• BIOL 4700 Independent Research in Biology I (2 hours) or CHEM 4700 Independent Research in Chemistry I (2 hours)
• PHYS 4700 Independent Research in Physics I (2 hours)
• An additional 15 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used towards these 15 credit hours.)

Emphasis in Health & Medicine (82 hours)
The emphasis in health and medicine is designed for students interested in pursuing careers as medical doctors, physician’s assistants, dentists, veterinarians, chiropractors, physical therapists or athletic trainers. In addition to the science courses listed below, students entering health and medical fields are encouraged to take 4 semesters of a foreign language and 2 semesters of writing intensive courses.

Emphasis-Specific Learning Outcomes
In addition to the general learning outcomes, students who complete the emphasis in health and medicine will be able to:

• Analyze how sickness and disease at the molecular and cellular level affect the functioning of humans and animals.

Degree Requirements for the Emphasis in Health & Medicine
In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in health and medicine:

• BIOL 3010 Human Anatomy & Physiology I (3 hours) and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
• BIOL 3020 Human Anatomy & Physiology II (3 hours) and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
• CHEM 3110 Biochemistry II (3 hours) and CHEM 3111 Biochemistry II: Lab (1 hour)
• An additional 6 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/CHEM 4700/PHYS 4700 can be used towards these 6 credit hours.)

Emphasis in Chemistry (82 hours)
The emphasis in chemistry is designed for students who desire to further expand and deepen their knowledge in the field of chemistry. It is particularly well-suited for students who are interested in pharmaceuticals and for those pursuing laboratory positions or graduate studies in areas involving chemical techniques. This track requires additional coursework in mathematics and advanced chemistry courses, and the electives include biology courses that contain a significant chemical component. In addition, students pursuing the chemistry track are expected to develop a senior thesis research topic that has a significant chemical basis.

Emphasis-Specific Learning Outcomes
In addition to the general learning outcomes, students who complete the emphasis in chemistry will be able to:

• Explain the molecular structure of chemical substances and the connection between molecular structure and chemical behavior.

Degree Requirements for the Emphasis in Chemistry
In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in chemistry:

• CHEM 3110 Biochemistry II (3 hours) and CHEM 3111 Biochemistry II: Lab (1 hour)
• MATH 1620 Calculus II (5 hours)
• Minimum of 9 credit hours of 3000+ level CHEM electives. (Up to 3 credit hours of CHEM 4700 can be used towards this emphasis)

Biology (BA)
This program is offered by the College of Arts & Sciences/ Biological Sciences Department, and is only available at the St. Louis home campus.

Program Description
The bachelor of arts degree is designed for students who seek a broad education in biology. This degree is suitable preparation for a diverse range of careers including health science, science education and ecology-related fields.

Students can earn the BA in biology alone, or with one of three emphases: health science, education or biodiversity.

Learning Outcomes
Students who complete any of the bachelor of arts in biology will be able to:

• Describe biological, chemical and physical principles as they relate to the natural world in writings and presentiations to a diverse audience.
• Place scientific knowledge into an ethical context, including how biology can contribute to the resolution of ethical, social and environmental issues around the globe.
• Apply the methods of scientific inquiry, including observation, hypothesis testing, data collection and analysis for laboratory research.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

• 54 credit hours BA in biology core coursework
• 12 additional credit hours in BIOL, CHEM or PHYS at the 2000+ level or required emphasis courses (see below)
• Applicable University Global Citizenship Program hours, with accommodations for the biology BA
• Electives
Global Citizenship Program for Biology BA

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP ‘Quantitative Literacy’ requirement.

Curriculum

All of the bachelor of arts in biology degree options require the same 54 credit hours of core coursework:

Core Courses

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- MATH 1430 College Algebra (3 hours)
- MATH 3200 Statistics (3 hours)
or STAT 3100 Inferential Statistics (3 hours)
or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)

BA in Biology (66 hours)

The general degree offers the greatest flexibility, allowing students to select 12 hours of electives from any of our 2000+ level BIOL, CHEM or PHYS courses in addition to the 54 credits of core coursework in biology listed above. (Up to 3 credit hours of BIOL 4700/PHYS 4700 can be used towards these 12 credit hours.)

Emphasis in Health Science (72 hours)

The emphasis in health science features upper-level courses that apply to health-related fields. Students can take advantage of this emphasis to help prepare for a career in health sciences.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in health science will be able to:

- Discuss basic principles of human anatomy and physiology and how they apply to health and medicine.

Required Courses for the Emphasis in Health Science

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in health science:

- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- An additional 10 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/PHYS 4700 can be used towards these 10 credit hours.)

Emphasis in Education (72 hours)

The emphasis in education is designed for students interested in science education. Those students pursuing a biology/education double major can take advantage of this emphasis to help satisfy some of the requirements for their certification in secondary education. Interested students should contact the Office of Teacher Certification for applications and copies of current admission requirements.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in education will be able to:

- Plan a path towards teaching certification in unified science when double-majoring in education.

Required Courses for the Emphasis in Education

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in education:

- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3120 Microbiology (3 hours)
  and BIOL 3121 Microbiology: Lab (1 hour)
- PHIL 2330 Philosophy and Technology (3 hours)
- SCIN 1470 Earth and Universe (3 hours)
  and SCIN 1471 Earth and Universe: Lab (1 hour)
- SCIN 1510 Global Climate Change (3 hours)

Emphasis in Biodiversity (70 hours)

The emphasis in biodiversity is designed for those students that have an interest in understanding the variety and biology of life forms on our planet, and how humans fit into global ecosystems. This emphasis is focused on applying fundamental principles of biology to ecological issues.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in biodiversity will be able to:

- Describe the global challenges in supporting biodiversity and conservation.

Required Courses for the Emphasis in Biodiversity

In addition to the 54 credit hours of core coursework in biology, the following courses are required for the emphasis in biodiversity:

- BIOL 2400 Zoology (3 hours)
- BIOL 3700 Plant Physiology (3 hours)
  and BIOL 3701 Plant Physiology: Lab (1 hour)
- PHIL 2360 Environmental Ethics (3 hours)
- An additional 6 credit hours of 2000+ level BIOL, CHEM or PHYS electives. (Up to 3 credit hours of BIOL 4700/PHYS 4700 can be used towards these 6 credit hours.)

Business Administration (BS)*

This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs.
section of this catalog for a list of campuses where this program is offered.

Program Description
The bachelor of science (BS)* in business administration covers the breadth of business-related disciplines as defined in the business core curriculum. The major does not provide a specific specialization but rather exposes the student to various business functions. This major is ideally suited to the new or transfer upper-division business student or for the student interested in concurrently pursuing another area of study.

*NOTE: The bachelor of science (BS) is abbreviated as BSc in Vienna.

**For St. Louis campus students. International students can substitute this course with either:
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)

Chemistry (BS)

This program is offered by the College of Arts and Sciences/Biological Sciences Department, and is only available at the St. Louis home campus.

Program Description
The bachelor of science (BS) degree in chemistry is designed to offer students a thorough grounding in the important areas of modern chemistry. Students are instructed in the theories and applications of organic, inorganic, analytical, physical and biochemistry. The program includes significant laboratory work, allowing students to become proficient in the skills necessary to succeed in a chemical career. Students earning the BS degree will be qualified to work in industrial, government and academic laboratories. In addition, some students, upon earning the BS pursue admission to graduate school, medical or dental school, health-related careers or other careers that might be enhanced by possession of a chemistry degree.

Learning Outcomes
Students who complete the bachelor of science in chemistry will be able to:
- Explain the molecular structure of chemical substances and the connection between molecular structure and chemical behavior.
- Identify and quantify chemical substances in a given sample.
- Predict the mechanisms and products of a chemical reaction and compute reaction rates and equilibrium compositions.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
- 67 credit hours core coursework
- 6 additional credit hours in CHEM at the 3000-4000 level
- Applicable University Global Citizenship Program hours
- Electives

Global Citizenship Program for Chemistry BS
Requirements are modified to allow MATH 1610 to satisfy both a requirement of the major and the GCP 'Quantitative Literacy' requirement.

Curriculum
Core Courses (67 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHEM 1100</td>
<td>General Chemistry I</td>
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<td>and</td>
<td>CHEM 1101 General Chemistry I: Lab</td>
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<td>CHEM 1110</td>
<td>General Chemistry II</td>
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<td>and</td>
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<td>CHEM 2100</td>
<td>Organic Chemistry I</td>
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<td>and</td>
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</tr>
<tr>
<td>CHEM 3500</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>
Core Courses (45 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
- BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
- CHEM 3501 Physical Chemistry I (3 hours)
- CHEM 3511 Physical Chemistry II: Lab (1 hour)
- CHEM 4100 Inorganic Chemistry (3 hours)
- CHEM 4300 Instrumental Analysis (3 hours)
- CHEM 4301 Instrumental Analysis: Lab (1 hour)
- CHEM 4400 Research Methods (3 hours)
- CHEM 4430 BS Senior Thesis (4 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3200 Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours)
- PHYS 2040 University Physics II (3 hours)
- PHYS 2041 University Physics II: Lab (1 hour)

Electives (6 hours)
6 credit hours are to be completed in CHEM courses at the 3000-level or 4000-level in addition to those included in the core curriculum. No more than three hours can be applied from Independent Research in Chemistry (CHEM 4700 or CHEM 4710).

Computational Biology (BS)

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

Program Description
The bachelor of science in computational biology is a rigorous degree designed for students who seek cross-disciplinary education in biology, math and computer science. The program provides the student with a broad scientific foundation suitable immediately upon graduation for careers in biological information analysis in fields like: bioinformatics, the biotechnology industry, medicine, research in computational biology or bioinformatics, healthcare, or the chemical and molecular disciplines.

Learning Outcomes
Upon completion of the computational biology program, students will be able to:
- Explain the origin, rationale and uses of large datasets used to study biological processes in living organisms.
- Perform computational analyses of biological datasets and relate the results to core principles in biology.
- Use computational methods to help execute a biological research plan.
- Analyze biological problems from global and ethical impact perspectives (impact of computational biology methods).

Degree Requirements
A minimum of 128 credit hours consisting of the following:
- 73 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Curriculum
Core Courses (45 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
- BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)

Electives (6 hours)
6 credit hours are to be completed in CHEM courses at the 3000-level or 4000-level in addition to those included in the core curriculum. No more than three hours can be applied from Independent Research in Chemistry (CHEM 4700 or CHEM 4710).

Biology Courses (10 hours)
- BIOL 1580 Introduction to Computational Biology (3 hours)
- BIOL 4050 Gene Expression (3 hours)
- BIOL 4800 Computational Biology (4 hours)

Math and Computer Science Courses (15 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- CSIS or COSC 3000+ level course (3 hours)
- MATH 3200 Statistics (3 hours)
- MATH 3610 Probability (3 hours)

One of the following courses
- MATH 3210 Data Mining Foundations (3 hours)
- MATH 3220 Data Mining Methods (3 hours)

Computer Science (BS)

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available at the St. Louis home campus, at the Westport campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description
The bachelor of science degree in computer science is designed around identified core knowledge areas of computer science. The program includes theoretical and practical hands-on approaches preparing students to enter the IT workforce or continue their education in a professional graduate degree program.

Learning Outcomes
Upon completion of the program, students will be able to:
- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development
  - Algorithms and data structures
  - Computer organization, hardware and architecture
  - Data and information management
- Describe how technological advances impact social issues and professional practice
- Write and orally communicate technical material effectively and professionally
- Apply problem-solving skills and the knowledge of computer science to solve problems

Majors
and CHEM 3501 Physical Chemistry I: Lab (1 hour)
- CHEM 3510 Physical Chemistry II (3 hours)
- CHEM 3511 Physical Chemistry II: Lab (1 hour)
- CHEM 4100 Inorganic Chemistry (3 hours)
- CHEM 4300 Instrumental Analysis (3 hours)
- CHEM 4301 Instrumental Analysis: Lab (1 hour)
- CHEM 4400 Research Methods (3 hours)
- CHEM 4430 BS Senior Thesis (4 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3200 Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours)
- PHYS 2040 University Physics II (3 hours)
- PHYS 2041 University Physics II: Lab (1 hour)
- BIOL 1550 Essentials of Biology I (4 hours)
- BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
- BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
- BIOL 3051 Genetics: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4440 Senior Thesis for BS in Computational Biology (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
- CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
- CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
- CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
- CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)

One of the following courses
- MATH 3210 Data Mining Foundations (3 hours)
- MATH 3220 Data Mining Methods (3 hours)
## Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

All upper-level (3000 and above) courses must be taken at Webster University.

### Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3230 Human-Computer Interaction (3 hours)
- COSC 3410 Computer Security (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 3010 Discrete Mathematics (3 hours)

Students will choose two of the following courses:

- COSC 3660 Network Concepts (3 hours)
- COSC 3810 Principles of Programming Languages (3 hours)
- COSC 4250 Object-Oriented Analysis & Design (3 hours)
- COSC 4260 Object-Oriented Programming (3 hours)
- MATH 3200 Statistics (3 hours)

Students planning to enter a graduate program in computer science or a related field after graduation are encouraged to take the following courses. These courses are not required for the BS in computer science:

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- PHYS 2030 University Physics I (3 hours)
- PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
- PHYS 2041 University Physics II: Lab (1 hour)

## Computer Science (BS) with an Emphasis in Cybersecurity

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available at the St. Louis home campus, at the Gateway campus and at the Geneva campus.

**Program Description**

The bachelor of science degree in computer science with an emphasis in cybersecurity is designed around identified core knowledge areas of computer science. Students will also study foundational cybersecurity concepts. The program includes theoretical and practical approaches to prepare students entering the cybersecurity workforce or to continue their education in a professional graduate degree program.

### Learning Outcomes

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

- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development
  - Algorithms and data structures
  - Computer organization, hardware, and architecture
  - Data and information management
- Describe how technological advances impact social issues and professional practice
- Write and orally communicate technical material effectively and professionally
- Apply problem-solving skills and the knowledge of computer science to solve problems
- Demonstrate an understanding of the vocabulary of cybersecurity terms and phraseology
- Demonstrate a working knowledge of cybersecurity threats to IT systems
- Describe the roles, responsibilities and tools of a cybersecurity professional

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

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

All upper-level (3000 and above) courses must be taken at Webster University.

### Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3410 Computer Security (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 3010 Discrete Mathematics (3 hours)
- CSSS 2410 Cybersecurity and Internet Architecture (3 hours)
- CSSS 2510 Cyber Attacks and Defenses (3 hours)
- CSSS 3410 Computer Security (3 hours)
- CSSS 3510 Computer Architecture (3 hours)
- CSSS 4110 Database Concepts (3 hours)
- CSSS 4120 Database Applications (3 hours)
- MATH 3010 Discrete Mathematics (3 hours)
- CSSS 2410 Cybersecurity and Internet Architecture (3 hours)
- CSSS 2510 Cyber Attacks and Defenses (3 hours)
- CSSS 3410 Computer Security (3 hours)
- CSSS 3510 Computer Architecture (3 hours)
- CSSS 4110 Database Concepts (3 hours)
- CSSS 4120 Database Applications (3 hours)
- MATH 3010 Discrete Mathematics (3 hours)
- CSSS 2410 Cybersecurity and Internet Architecture (3 hours)
- CSSS 2510 Cyber Attacks and Defenses (3 hours)
- CSSS 3410 Computer Security (3 hours)
- CSSS 3510 Computer Architecture (3 hours)
- CSSS 4110 Database Concepts (3 hours)
- CSSS 4120 Database Applications (3 hours)
- MATH 3010 Discrete Mathematics (3 hours)

### Majors

- **Computer Science (BS)**
- **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**

At the end of their training, students will demonstrate an effective concert lighting design process that integrates their abilities to:
Majors

• Work collaboratively and display strong social skills.
• Analyze a production comprehensively.
• Implement strong research skills.
• Design a scenic scheme.
• Recognize trends in theatre history and visual styles.
• Master skills in design presentation and development.
• Organize a construction process.
• Solve problems creatively.
• Develop rental packages for concerts.
• Maintain moving lights.
• Operate with facility the most current moving light consoles.
• Address the needs of performers and directors.
• Design a production successfully.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. 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
• Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
• Electives

Global Citizenship Program for Theatre BFAs

• FRSH 1200 First Year Seminar
• 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
• 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
• 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
• KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

• CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
• ART 1110 Introduction to Drawing (3 hours)
• ART 1120 Principles of Drawing (3 hours)
• ART 1130 Figure Drawing for Theatre Majors (6 hours)
• DESN 1210 Design Concepts (3 hours)
• DESN 1220 Design 3-D (3 hours)
• SCIN 1410 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)

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

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective production process that integrates their abilities to:

• Work collaboratively and display strong social skills.
• Analyze a play comprehensively.
• Implement strong research skills.
• Organize and supervise a construction team.
• Recognize trends in theatre history and visual styles.
• Master skills in design presentation and development.
• Organize a construction process.
• Solve problems creatively.
• Master skills in layout and construction.
• Address the needs of performers and directors.
• Execute a design successfully.
• Work within a team of costume construction specialists through the production process, with attention to wardrobe run, tailoring, draping, pattern drafting, millinery, fabric modification, crafts, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

• 95 required credit hours
• Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
• Electives

Global Citizenship Program for Theatre BFAs

• FRSH 1200 First Year Seminar
• 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
• 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
• 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
• KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

• CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
• ART 1110 Introduction to Drawing (3 hours)
• ART 1120 Principles of Drawing (3 hours)

Costume Construction (BFA)
Costume Design (BFA)

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

Program Description
It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes
At the end of their training in costume design, students will be able to:

- Analyze the script/characters and develop an advanced, coherent visual concept that takes into account style, period and creative research for theatrical use.
- Research any period of costume history with attention to historical context, silhouette, period detail, fabric use, accessories and hairstyle.
- Analyze period silhouette and manipulate it for character and concept.
- Create a coherent, conceptual world of the play through costume design with attention to the specific style needs of opera, ballet, musical, theatre for young audiences and other performance styles.
- Illustrate costume designs through drawing and color application with attention to construction detail for opera, ballet, musical, theatre for young audiences and music video.
- Choose fabrics and trims for execution of designs, based on understanding of textiles and their use.
- Work with the director, other designers and the actors in a collaborative production process.
- Conduct a fitting with each actor in the designed costume(s).
- Lead a team of costume construction specialists through the production process, with attention to wardrobe run, tailoring, draping, pattern drafting, millinery, fabric modification, crafts, budget and time management.

Special Requirements
Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements
- 99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs
- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses
- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
  - ART 1110 Introduction to Drawing (3 hours)
  - ART 1120 Principles of Drawing (3 hours)
  - ART 1130 Figure Drawing for Theatre Majors (3 hours)
  - DESN 1210 Design Concepts (3 hours)
  - DESN 1220 Design: 3-D (3 hours)
  - THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
  - THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
  - THEA 2050 History of Theatre: 1915 to Present (3 hours)

Recommended Elective:
- DANC 1550 Stagecraft for Dance I (3 hours)

Criminology (BA)

This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department. It is available online, at the St. Louis home campus and at select U.S. campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description
The mission of the major in criminology is to provide students with a multidisciplinary approach to crime and deviance, with particular emphasis on providing critical thinking skills and familiarizing students with the dominant ways professionals use to explain, predict and prevent crime and victimization.

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

- Identify the strengths and weaknesses of major criminological theories.
- Analyze the policy implications of criminological theories.
- Describe the elements and development of the criminal justice system and its role in maintaining social order.
- Evaluate how the institutions and elements of the criminal justice system vary across jurisdictions and interact with one another.
- Apply principles of crime prevention to the policy that attempts to effectively reduce crime and victimization.
- Compare the theoretical foundations of crime analysis and their abilities to predict and analyze patterns of crime.
Majors

- Articulate several major types of crime, their causes and proposed solutions to reduce them.
- Compare the techniques, sources and means of analysis of criminological data research methods.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 43 required credit hours for the major
- Within the required 43 hours, 18 hours must be at the 3000-level and above, with at least 6 hours at the 4000-level
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

This program may be completed either partially or fully online.

Students will complete 43 credit hours for the major as specified above with a grade of C- or better.

No more than 6 credit hours obtained in senior thesis, practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 43 credit hours required for a major.

Transfer students can apply up to 15 credit hours of approved criminology coursework from other colleges/universities towards the CRIM major.

In the final semester of study, each student must register for CRIM 4900 Senior Capstone (3 credit hours) and submit an overview paper.

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.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language are considered to have fulfilled the requirement, as are students who have scored a “3” or higher on the TOEFL.

Curriculum

The 43 credit hours required for the criminology major include the following courses:

Core Courses

- CRIM 1100 Introduction to Criminal Justice and Criminology (3 hours)
- CRIM 1800 Careers in Criminology and Crime Prevention (1 hour)
- CRIM 3300 Criminology Theory (3 hours)
- SOCI 2825/PSYC 2825 Introduction to Research Methods (3 hours)
- CRIM 4900 Criminal Procedure and the Constitution (3 hours)
- CRIM 4900 Senior Capstone (3 hours)

At least ONE course from EACH of the following content areas:

Systems

- CRIM 2250 Introduction to Crime Control Systems (3 hours)
- SOCI 2300 Deviance and Social Control (3 hours)
- CRIM 3250 Police and Policing (3 hours)
- CRIM 4250 Corrections (3 hours)

Special Populations

- SOCI 2380 White Collar Crime (3 hours)
- CRIM 2450 Victimology (3 hours)
- SOCI 3380 Transnational Crime (3 hours)
- CRIM 3350 Gang and Small Group Deviance
- SOCI 4300 Radical Violent Extremism (3 hours)

Methods and Data Analysis

- SOCI 2750/PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- ANTH 2825 Qualitative Methods (3 hours)
- CRIM 3750 GIS and Crime Mapping (3 hours)
- SOCI 4575 Demography and Social Network Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)

18 elective credit hours from the following:

- CRIM 2000 Issues in Criminology (3 hours)
- CRIM 2200 Introduction to Forensic Science (3 hours)
- CRIM 3000 Topics in Criminology (3 hours)
- CRIM 3610 Independent Reading Course (1-5 hours)
- CRIM 3875 Criminology Lab (1-3 hours)
- CRIM 4000 Advanced Studies in Criminology (3 hours)
- CRIM 4610 Advanced Independent Reading Course (1-5 hours)
- CRIM 4875 Advanced Criminology Lab (1-3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- INTL 2030 International Law (3 hours)
- LEGL 2080 Policing the Police (3 hours)
- LEGL 2400 Introduction to Law (3 hours)
- LEGL 4602 International Criminal Law: A Human Rights Perspective (3 hours)
- LEGL 4605 Constitutional and International Issues: Human Trafficking and Slavery (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2125 Abnormal Psychology (3 hours)
- PSYC 3450 Psychology and the Law (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 4550 Drugs and Chemical Dependency (3 hours)
- SOCI 2175 Social Movements (3 hours)
- SOCI 2275 Law and Society (3 hours)
- SOCI 2375 Global Social Problems (3 hours)
- SOCI 2575 Urban Sociology (3 hours)

Cultural Anthropology (BA)

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

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 the verbal and written forms a multicultural and cross-cultural perspective of our world and distinguish the factors contributing to diversity and inequality within and among nations.

Degree Requirements
• 42 required credit hours within anthropology
• Of the required 42 hours, 24 hours must be at the 3000-level and above, with at least 9 hours at the 4000-level
• 6 international language requirement credit hours
• Applicable University Global Citizenship Program hours
• Electives

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 must complete a minimum of 27 approved credit hours of academic work at Webster within the major.

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

International Language Requirement
• A minimum of six 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 6 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
• For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language 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.

Dance (BA)
This program is offered by the Leigh Gerdine College of Fine Arts/Department of Dance, and is only available at the St. Louis home campus.

Program Description
Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes
• Performance: Perform a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise.
• Choreography: Create and produce imaginative, original, thought provoking choreographic work
• Teaching: Create and execute exemplary, innovative lesson plans for a variety of ages, techniques and populations; develop skills to communicate movement vocabulary to others.
• Integrate and successfully utilize knowledge from courses in the breadth of the discipline.
• Function effectively in a variety of professional contexts, displaying global awareness through intrapersonal, interpersonal, collaborative and technological skills.

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

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:
• An interview to discuss career goals and past history.
• Submission of résumé.
• Performance of approximately three minutes of choreography.
• Participation in a ballet and modern technique class.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
• 59 required credit hours
• Applicable University Global Citizenship Program hours
• Electives

Required Courses
• DANC 2000-level or 3000-level applied dance, Ballet or Modern (5 hours)
• DANC 3000-level or 4000-level applied dance, Ballet or Modern (3 hours)
• DANC 3000-level applied dance, Ballet (6 hours)
• DANC 3000-level applied dance, Modern (6 hours)
• DANC 2000-level applied dance, Tap (4 hours) or DANC 3000-level applied dance, Jazz (4 hours) or MUTH 2410, MUTH 3410 (Musical Theatre Dance Styles I or II) (4 hours)
• DANC 1040 International Dance (3 hours)
• DANC 1220 Improvisation I (2 hours)
• DANC 1310, DANC 1320 Composition I (6 hours)
• DANC 1410 Introduction to Professional Dance I (2 hours)
• DANC 1550 Stagecraft for Dance I (1 hour)
• DANC 1560 Stagecraft for Dance II (1 hour)
• DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
• DANC 2520 Living Anatomy and Movement (3 hours)
Global Citizenship Program for Dance BFA

Majors

- DANC 3150 Performance Techniques I (2 hours)
- DANC 3210 Dance History: 20th Century to Present (3 hours)
- DANC 4400 Dance Pedagogy (3 hours)
- DANC 4210 BA Capstone (3 hours)
- DANC 4410 Webster University Dance Ensemble (4 semesters; 0 hours)
- MUSC 1000 Fundamentals of Musicianship (3 hours)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding' (DANC 1040 may satisfy both a requirement of the major and a GCP requirement)
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

- DANC 2000-level or 3000-level applied dance, Ballet or Modern (6 hours)
- DANC 3000-level applied dance, Ballet (6 hours)
- DANC 3000-level applied dance, Modern (6 hours)
- DANC 4000-level applied dance, Ballet (6 hours)
- DANC 2000-level applied dance, Tap (4 hours)
- or DANC 3000-level applied dance, Jazz (4 hours)
- or MUTH 2410, MUTH 3410 Musical Theatre Dance Styles I or II (4 hours)
- DANC 1040 International Dance (3 hours)
- DANC 1220 Improvisation I (2 hours)
- DANC 1310, DANC 1320 Composition I (6 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)
- DANC 1420 Introduction to Professional Dance II (1 hour)
- DANC 1550 Stagecraft for Dance I (1 hour)
- DANC 1560 Stagecraft for Dance I (1 hour)
- 2 hours from the following:
  - DANC 2060 Men's and Variations
  - DANC 2050 Pointe and Variations
  - DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
  - DANC 2250 Cross Training (2 hours)
  - DANC 2310, DANC 2520 Composition II (6 hours)
  - DANC 2520 Living Anatomy and Movement (3 hours)
  - DANC 3050 Partnering (2 hours)
  - DANC 3150 Performance Techniques I (2 hours)
  - DANC 3160 Performance Techniques II (2 hours)
  - DANC 3210 Dance History: 20th Century to Present (3 hours)
  - DANC 3250 Somatics (2 hours)
  - DANC 3550 Lighting and Costume Design for Dance I (1 hour)
  - DANC 3560 Lighting and Costume Design for Dance II (1 hour)
  - DANC 4310 Choreographic Project (3 hours)
  - DANC 4400 Dance Pedagogy (3 hours)
  - DANC 4410 Webster University Dance Ensemble (7 semesters; 0 hours)
  - DANC 4900 Senior Seminar (1 hour)
  - Additional advanced-level work in technique, (DANC 3250, DANC 3050 etc.) choreography, topics, independent study
  - 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 (3 hours)
  - or ART 3820 Performance Art (3 hours)
  - THEA 1080 Studio Acting I (3 hours)
  - MUSC 1000 Fundamentals of Musicianship (3 hours)

Dance (BFA) with an Emphasis in Ballet

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

Program Description

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

- Performance: Perform, with professional integrity, a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise with an emphasis in ballet.
- Choreography: Create and produce professional, imaginative, original, in-depth choreographic work and direct dancers in the performance of that work.
- Teaching: Create and execute exemplary, innovative lesson plans for a variety of ages, techniques and populations; develop skills to communicate movement vocabulary to others.
- Integrate and successfully utilize knowledge from courses in the breadth and depth of the discipline.
- Function effectively in a variety of professional contexts, displaying global awareness through intrapersonal, interpersonal, collaborative and technological skills.

Special Requirements

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

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:

- An interview to discuss career goals and past history.
- Submission of résumé.
- Performance of approximately three minutes of choreography.
- Participation in a ballet and modern technique class.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 97 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the dance BFA
- Electives

Global Citizenship Program for Dance BFA

- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the DANC prefix can fulfill GCP and major requirements simultaneously)
Dance (BFA) with an Emphasis in Modern

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

Program Description
Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes
• Performance: Perform, with professional integrity, a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise with an emphasis in modern.
• Choreography: Create and produce professional, imaginative, original, in-depth choreographic work and direct dancers in the performance of that work.
• Teaching: Create and execute exemplary, innovative lesson plans for a variety of ages, techniques and populations; develop skills to communicate movement vocabulary to others.
• Integrate and successfully utilize knowledge from courses in the breadth and depth of the discipline.
• Function in a variety of professional contexts, creating global awareness through intrapersonal, interpersonal, collaborative and technological skills.

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

Acceptance to the Department of Dance as a degree-seeking student, BA or BFA is by audition and consists of the following:
• An interview to discuss career goals and past history.
• Submission of résumé.
• Performance of approximately three minutes of choreography.
• Participation in a ballet and modern technique class.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
• 97 required credit hours
• Applicable University Global Citizenship Program hours, with accommodations for the dance BFA
• Electives

Global Citizenship Program for Dance BFA
• FRSH 1200 First Year Seminar
• 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the DANC prefix can fulfill GCP and major requirements simultaneously)
• 3 credit hours from courses designated ‘Social Systems & Human Behavior’
• 3 credit hours from courses designated ‘Global Understanding’ (DANC 1040 may satisfy both a requirement of the major and a GCP requirement)
• 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
• KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses
• DANC 2000- or 3000-level applied dance, Ballet or Modern (6 hours)
• DANC 3000-level applied dance, Ballet (6 hours)
• DANC 3000-level applied dance, Modern (6 hours)
• DANC 4000-level applied dance, Modern (6 hours)
• DANC 2000-level applied dance, Tap (4 hours)
or DANC 3000-level applied dance, Jazz (4 hours)
or MUTH 2410, MUTH 3410 Musical Theatre Dance Styles I or II (4 hours)
• DANC 1040 International Dance (3 hours)
• DANC 1220 Improvisation I (2 hours)
• DANC 1310, DANC 1320 Composition I (6 hours)
• DANC 1410 Introduction to Professional Dance I (2 hours)
• DANC 1420 Introduction to Professional Dance II (1 hour)
• DANC 1550 Stagecraft for Dance I (1 hour)
• DANC 1560 Stagecraft for Dance II (1 hour)
• DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
• DANC 2250 Cross Training (2 hours)
• DANC 2310, DANC 2320 Composition II (6 hours)
• DANC 2520 Living Anatomy and Movement (3 hours)
• DANC 3150 Performance Techniques I (2 hours)
• DANC 3160 Performance Techniques II (2 hours)
• DANC 3210 Dance History: 20th Century to Present (3 hours)
• DANC 3220 Improvisation II (2 hours)
• DANC 3250 Somatics (3 hours)
• DANC 3550 Lighting and Costume Design for Dance I (1 hour)
• DANC 3560 Lighting and Costume Design for Dance II (1 hour)
• DANC 4310 Choreographic Project (3 hours)
• DANC 4400 Dance Pedagogy (3 hours)
• DANC 4410 Webster University Dance Ensemble (7 semesters; 0 hours)
• DANC 4900 Senior Seminar (1 hour)
• Additional advanced-level work in technique, (DANC 3250, DANC 3050 etc.) choreography, topics, independent study or DANC 2050, DANC 2060, DANC 2240, or DANC 3220 (3 hours)
• WRIT 1010 Composition (3 hours)
or ENGL 2160 Creative Writing: Fiction (3 hours)
or EPMD 1000 Introduction to Media Production (3 hours)
or THEA 1080 Studio Acting I (3 hours)
or ART 1000 Introduction to Studio Art (3 hours)
or ART 3820 Performance Art (3 hours)
or MUSC 1000 Fundamentals of Musicianship (3 hours)

Data Analytics (BS)

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available online and at the St. Louis home campus.

Program Description
Data analytics is widely embraced by companies to help executives in decision making. It allows companies to more accurately see pictures of what the business is doing and aims at enabling rich insights and better decision making. Data analytics encompasses a wide range of technologies to support analyzing business data, transforming information and generating intelligence. Technologies play important roles in the data analytics process and form the foundation of its architecture. More
and more companies need knowledgeable people to perform analysis and gain the company’s success through analytically focused strategies. There is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The program is created to meet this demand, helping students understand underlying concepts and methodologies that are used in the data analytics process. Students in the program will be armed with various technologies that support effective business decision making in today’s increasingly competitive environment.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help business users perform better decision making. The skill set learned from the program will enable students to take challenges in the process of transforming data to meaningful information and identifying new opportunities for the organization. This will better position them towards professional accomplishment in their lifelong learning process.

Learning Outcomes

- Students will be able to demonstrate critical thinking skills in the field of data analytics.
- Students will be able to demonstrate the ability to solve problems related to the program content.
- Students will be able to demonstrate an understanding of the concepts and principles of software systems.
- Students will be able to analyze, design and document a system component using appropriate business intelligence techniques and models.
- Students will be able to demonstrate the ability to incorporate various data analytics elements.
- Students will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 36 required credit hours*
- Applicable University Global Citizenship Program hours
- Electives

*At least 18 of the required 36 credit hours must be taken at Webster University. All upper-level courses must be taken at Webster University.

Required Courses

- STAT 1100 Descriptive Statistics (3 hours)
- MATH 1360 Business Mathematics (3 hours)
- COAP 2560 Electronic Spreadsheet (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2300 Electronic Commerce (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)
- CSIS 4300 Database Systems (3 hours)
- CSIS 4310 Decision Support Systems (3 hours)
- CSIS 4320 Data Warehousing (3 hours)
- CSIS 4330 Data Mining (3 hours)

All core courses are available online.

Directing (BA)

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

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Webster University's directing program is designed to educate student directors in the craft of stage direction, focusing on play analysis, visual storytelling, team collaboration and creative thinking. Directing students at Webster are exposed to a wide variety of coursework both in the department and across the campus. Classes in theatre include Voice, Movement and Acting; Visual History; Fundamentals of Design and Lighting; History of Theatre, Stage Management and Directing. In the senior year of study, students spend the fall semester abroad.

Learning Outcomes

At the end of their training, students will demonstrate an effective directing process that integrates their abilities to:

- Practice with skill each artistic discipline that makes up the team effort of theatre production, including acting, stage management and design.
- Analyze a play comprehensively, identifying and interpreting given circumstances, character relationships, objectives, themes and metaphors.
- Implement strong research skills that encompass theatrical style, historical context, biographical relevance and theatrical and visual metaphor.
- Display critical thinking and creative experimentation in their coursework and individual production work -- culminating in the senior capstone -- that allows for the presentation of plays through stage movement and pictures, character behavior and object/costume use.
- Participate in professional apprenticeship experiences through assistant director assignments in the Conservatory and in the Repertory Theatre of St. Louis and model professional organizational, time-management, collaborative and leadership skills.
- Recognize cultural and historical forces that form the background for dramatic literature, culminating in a semester of study abroad senior year.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4020 (Conservatory or approved equivalent) (46 hours)
• THEA 3710, THEA 3720, THEA 4710, THEA 4720 Directing I-IV (8 hours)
• ENGL 4150 Shakespeare I (3 hours)
• THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
• THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
• THEA 2050 History of Theatre: 1915 to Present (3 hours)
• THEA 4500 London Theatre (3 hours)

Economics (BA)

This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

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

Learning Outcomes

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

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 36 required credit hours
• Applicable University Global Citizenship Program hours
• Electives

Required Courses

4 Core ECON Classes: 12 hours

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

PLUS 4 ECON Electives either at the 3000-level and 4000-level: 12 hours

PLUS ‘Flex Track’ Courses: 12-13 hours

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

Business Economics Track

• ACCT 2010 Financial Accounting (3 hours)

Economics (BA)

This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

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

Learning Outcomes

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

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 36 required credit hours
• Applicable University Global Citizenship Program hours
• Electives

Required Courses

4 Core ECON Classes: 12 hours

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

PLUS 4 ECON Electives either at the 3000-level and 4000-level: 12 hours

PLUS ‘Flex Track’ Courses: 12-13 hours

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

Business Economics Track

• ACCT 2010 Financial Accounting (3 hours)

Liberals Arts Track

(Each student chooses 4 courses with at least 2 different prefixes from the list below)

• ANTH 2000 Issues in Contemporary Anthropology (3 hours)
• PSYC 2000 Issues in Contemporary Psychology (3 hours)
• SOCI 2000 Issues in Contemporary Society (3 hours)
• PSYC 3650 Prejudice and Discrimination (3 hours)
• SOCI 4475 Class, Status and Power (3 hours)
• HIST 2340/MNGT 2340 History of American Business and Management (3 hours)
• HIST 2330 History of the Consumer Society (3 hours)
• HIST 3050 Economic History (3 hours)
• HRTS 1100 Introduction to Human Rights (3 hours)
• HRTS 3590/PHIL 3590/POLT 3590 Theories of Human Rights (3 hours)
• HRTS 3700 Human Rights and Business (3 hours)
• INTL 1500 The World System since 1500 (3 hours)
• INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
• INTL 4280 International Economics (3 hours)
• POLT 1070 Introduction to Political Theory (3 hours)
• PHIL 2300 Social and Political Philosophy (3 hours)
• POLT 2500 Interdisciplinary Approaches to Politics (with economics-related subtitle) (3 hours)
• POLT 2550 Politics of the Developing World (3 hours)

Math Econ Track

• MATH 1610 Calculus I (5 hours)
• MATH 1630 Calculus II (5 hours)
• MATH 3200 Statistics (3 hours)

Liberal Arts Track

(Each student chooses 4 courses with at least 2 different prefixes from the list below)

• ANTH 2000 Issues in Contemporary Anthropology (3 hours)
• PSYC 2000 Issues in Contemporary Psychology (3 hours)
• SOCI 2000 Issues in Contemporary Society (3 hours)
• PSYC 3650 Prejudice and Discrimination (3 hours)
• SOCI 4475 Class, Status and Power (3 hours)
• HIST 2340/MNGT 2340 History of American Business and Management (3 hours)
• HIST 2330 History of the Consumer Society (3 hours)
• HIST 3050 Economic History (3 hours)
• HRTS 1100 Introduction to Human Rights (3 hours)
• HRTS 3590/PHIL 3590/POLT 3590 Theories of Human Rights (3 hours)
• HRTS 3700 Human Rights and Business (3 hours)
• INTL 1500 The World System since 1500 (3 hours)
• INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
• INTL 4280 International Economics (3 hours)
• POLT 1070 Introduction to Political Theory (3 hours)
• PHIL 2300 Social and Political Philosophy (3 hours)
• POLT 2500 Interdisciplinary Approaches to Politics (with economics-related subtitle) (3 hours)
• POLT 2550 Politics of the Developing World (3 hours)

Math Econ Track

• MATH 1610 Calculus I (5 hours)
• MATH 1630 Calculus II (5 hours)
• MATH 3200 Statistics (3 hours)

Education (BA) Art K-12

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

Learning Outcomes

• Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
• Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students’ prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
• Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to
support student learning and initiating change that benefits students and their families.

- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner’s knowledge, ability and background experience, and identifying resources for specialized services when needed.

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

- 33 required major credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

**Required Major Courses**

- EDUC 2000 Early Practicum in Education (*B or better required*) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (*B or better required*) (5 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3309 Practicum: K-12 Art (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4982 Apprentice Teaching: K-12 Art (13 hours)

**Additional Education and Content Courses for Certification**

- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design 2D (3 hours)
- ART 2140 Writing for Teachers
- ART 2315 Sculpture I (3 hours)
- ART 2410 Painting I (3 hours)
- ART 2520 Ceramics: Space (3 hours)
- ART 2930 Papermaking (3 hours)
- ART 3910 Art for Elementary Grades (3 hours)
- ART 4900 Secondary Art Methods (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (*B or better required*) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3500 Methods of Secondary School Teaching (3 hours)
- EDUC 3800 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices for General Educators (3 hours)
- 3 additional credits in ART or ARHS
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- ONE of the following:
  - ART 2715 Fine Art Photography (3 hours)
  - ART 2610 Printmaking Concepts and Techniques (3 hours)
- ONE of the following:
  - ARHS 2210 Intercultural History of Art (3 hours)
  - ARHS 2330 Introduction to Asian Art (3 hours)
  - ARHS 3390 Art and Art Cultures (3 hours)
- Additional required certification coursework and electives to total 128 credit hours

**Admission to the Major**

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

**General Information**

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

**Teacher Certification**

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

**Admission to Teacher Certification**

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

**Practicum/Apprentice Teaching**

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.
Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

Apprentice Teaching placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools. All students enrolled in apprentice teaching must participate in a mandatory seminar. All undergraduate candidates for certification must complete either their practicum or apprentice teaching in a diverse setting.

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.resinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) Early Childhood/Elementary

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

Learning Outcomes

• Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.

• Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.

• Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.

• Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 33 required credit hours
• Applicable University Global Citizenship Program hours*
• Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

• EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
• EDUC 2300 Child and Adolescent Development (3 hours)
• EDUC 2800 Foundations of Education (B or better required) (3 hours)
• EDUC 2900 Education of Students with Exceptionalities (3 hours)
• EDUC 3100 Learning, Teaching, and Assessment (3 hours)
• EDUC 3375 Behavior Management (3 hours)
• EDUC 4741 Infant/Toddler Practicum (1 hour)
• EDUC 4831 Preschool Practicum (1 hour)
• EDUC 4832 Practicum: Intermediate (1 hour)
• EDUC 4000 Apprentice Teaching Seminar (1 hour)
• EDUC 4950 Apprentice Teaching: Elementary Primary (grades 1-3) (13 hours)

Additional Education and Content Courses for Early Childhood and Elementary Certification

• EDUC 2110 Communication in Education (3 hours)
• EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
• A second course with GCP coding for Written Communication (3 hours)
• EDUC 2850 Foundations in Early Childhood Education (B- or better required) (3 hours)
• EDUC 3160 Multimodal Literacies (3 hours)
• EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
• EDUC 4435 Inclusive Practices for General Educators (3 hours)
• EDUC 4900 Teaching Reading and Writing in the Content Areas (3 hours)
• EDUC 4020 Health, Nutrition, and Safety (3 hours)
• EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
• EDUC 4435 Inclusive Practices for General Educators (3 hours)
• EDUC 4575 Methods of Teaching Elementary Social Studies (3 hours)
• EDUC 4580 Methods of Teaching Elementary Science (3 hours)
• EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
• EDUC 4730 Language Development (3 hours)
• EDUC 4740 Child Development II (concurrent enrollment in practicum) (3 hours)
• EDUC 4770 Assessing the Needs of the Young Child (3 hours)
• EDUC 4830 Early Childhood Curriculum (concurrent enrollment in practicum) (3 hours)
• EDUC 4880 Family and Community Resources (3 hours)
Admission to teacher certification requires the following:

- MTHT 4310 Methods and Materials for Teaching Elementary Math (3 hours)
- MTHT 4320 Differentiated Mathematics Instruction (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- Additional required certification coursework and electives to total 128 credit hours

### Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

### General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

**NOTE:** Policies and procedures governing the education major and teacher certification are available on the School of Education website.

### Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

### Admission to Teacher Certification

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

### Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

### Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

### Education (BA) Elementary Education with Special Education

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

### Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and
informal assessments to monitor learning and modify instruction.
• Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
• Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 33 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses
- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3200 Practicum in Elementary Education (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching Primary (Grades 1-3) (13 hours) or EDUC 4960 Apprentice Teaching Elementary Intermediate (Grades 4-6) (13 hours)

Additional Education and Content Courses for Certification
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3015 Practicum: Special Education (3 hours)
- EDUC 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3 hours)
- EDUC 4440 Inclusion Strategies (3 hours)
- EDUC 4450 Psychoeducational Assessment (3 hours)
- EDUC 4460 Methods of Teaching Students with Mild/Moderate Disabilities I (3 hours)
- EDUC 4470 Methods of Teaching Students with Mild/Moderate Disabilities II (3 hours)
- EDUC 4480 Counseling for Life Transitions (3 hours)
- EDUC 4575 Methods of Teaching Elementary Social Studies (3 hours)
- EDUC 4580 Methods of Teaching Elementary Science (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4730 Language Development (3 hours)
- MTHT 4310 Methods and Materials for Teaching Elementary Math (3 hours)
- MTHT 4320 Differentiated Mathematics Instruction
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or EDUC 3129)
- Additional required certification coursework and electives to total 128 credit hours

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

General Information
1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification
Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification
Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
This program is offered by the School of Education/Department of Teacher Education, and is only available at the St. Louis home campus.

Learning Outcomes
• Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
• Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students’ prior knowledge, learning styles, strengths and needs, understanding and using a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
• Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
• Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner’s knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
• 33 required credit hours
• Applicable University Global Citizenship Program hours*
• Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses
• EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
• EDUC 2300 Child and Adolescent Development (3 hours)
• EDUC 2800 Foundations of Education (B or better required) (3 hours)
• EDUC 2900 Education of Students with Exceptionalities (3 hours)
• EDUC 3100 Learning, Teaching, and Assessment (3 hours)
• EDUC 3000 Practicum: Elementary (3 hours)
• EDUC 3375 Behavior Management (3 hours)
• EDUC 4000 Apprentice Teaching Seminar (1 hour)
• EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13 hours) or EDUC 4960 Apprentice Teaching: Elementary Intermediate (Grades 4-8) (13 hours)

Additional Education and Content Courses for Certification
• EDUC 2110 Communication in Education (3 hours)
• EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
• A second course with GCP coding for Written Communication (3 hours)
• EDUC 3160 Multimodal Literacies (3 hours)
• EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
• EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
• EDUC 4260 Economics and Geography for Global Sustainability (4 hours)
• EDUC 4435 Inclusive Practices for General Educators (3 hours)
• EDUC 4575 Methods of Teaching Elementary Social Studies (3 hours)
• EDUC 4580 Methods of Teaching Elementary Science (3 hours)
• EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
• EDUC 4730 Language Development (3 hours)
• MHTH 4310 Methods and Materials for Teaching Elementary Math (3 hours)
• MHTH 4320 Differentiated Mathematics Instruction
• 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
• Additional required certification coursework and electives to total 128 credit hours

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

Admission to the Major

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

• A grade of B or better in EDUC 2800 Foundations of Education.
• A grade of B or better in EDUC 2000 Beginning Practicum in Education.
• A completed Candidate Responsibility Form.
• A departmental GPA of 3.0, based on all EDUC courses taken.

General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification

Admission to teacher certification requires the following:

• Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
• Completion of the Missouri Educator Profile (MEP).
• 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.
• A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) Middle School

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

Learning Outcomes

• Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student
learning and understanding theoretical principles of effective instruction to plan learning experiences;
* Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
* Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
* Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

* 33 required credit hours
* Applicable University Global Citizenship Program hours*
* Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2300 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3001 Practicum: MDSC Language Arts (3 hours)
- EDUC 3002 Practicum: MDSC Math (3 hours)
- EDUC 3003 Practicum: MDSC Science (3 hours)
- EDUC 3004 Practicum: MDSC Social Science (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4965 Apprentice Teaching: MDSC Language Arts (13 hours)
- EDUC 4966 Apprentice Teaching: MDSC Math (13 hours)
- EDUC 4967 Apprentice Teaching: MDSC Science (13 hours)
- EDUC 4968 Apprentice Teaching: MDSC Social Science (13 hours)

Additional Education and Content Courses for Certification

All Areas:

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 2240 Middle School History and Philosophy
- EDUC 3900 Methods of Teaching Reading and Writing in the Content Area (3 hours)
- EDUC 4200 Methods in Middle School Curriculum and Instruction
- EDUC 4435 Inclusive Practices for General Educators (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- PSYC elective (3 hours)
- Additional required certification coursework and electives to total 128 credit hours

Language Arts:

- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 4105 Methods of Teaching Middle School Language Arts (3 hours)
- EDUC 4130 Methods of Teaching Writing (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- or ENGL 3130 Contemporary Drama (3 hours)
- or ENGL 4150 Shakespeare I (3 hours)
- or ENGL 4160 Shakespeare II (3 hours)
- ENGL 2050 Major U.S. Writers I (3 hours)
- or ENGL 2070 Major U.S. Writers II (3 hours)
- ENGL 2086 Contemporary Multiethnic Literature of the US (3 hours)
- ENGL 2020 Major British Writers I (3 hours)
- or ENGL 2030 Major British Writers II (3 hours)
- or ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)

Social Studies:

- HIST 1100 World Civilization before 1500 (3 hours)
- or HIST 2200 History of Medieval Society (3 hours)
- HIST 1300 Colonial and Revolutionary America (3 hours)
- HIST 1310 19th C. American History (3 hours)
- HIST 1320 20th C. American History (3 hours)
- HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
- or HIST 2240 Contemporary Europe: 1945-Present (3 hours)
- or INTL 1500 World Systems since 1500 (3 hours)
- EDUC 4115 Methods of Teaching Middle School Social Studies (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- or Macro/Micro Economics and ANTH 1400 Introduction to Geography: World and Regional (6 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- Social science elective (3 hours)

Mathematics:

- MATH 1430 College Algebra (3 hours)
- MATH 1440 Trigonometry (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MTHT 4450 Middle School Mathematics Methods (3 hours)
- ONE of the following (3 hours):
• STAT 1100 Descriptive Statistics
• STAT 3100 Inferential Statistics
• MATH 3200 Statistics
• ONE of the following (3 hours):
  • MATH 3530 Modern Geometry
  • MATH 3510 Vector Geometry
• TWO of the following (6 hours):
  • MATH 3010 Discrete Mathematics
  • MATH 3130 Real Number System
  • MATH 3210 Data Mining Foundations
  • MATH 3220 Data Mining Methods
  • MATH 3610 Probability

If a student begins the College Mathematics sequence with Calculus I, the student needs to ensure that he/she has 24 hours of mathematics (MATH) content.

Science:
• BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
• CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
• PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
  or SCIN 1400 Physics for Poets (3 hours)
• SCIN 1401 Physics for Poets: Lab (1 hour)
• SCIN 1520 Environment with lab (3 hours)
  and SCIN 1521 Environment: Lab (1 hour)
• SCIN 1600 Physical Geology (3 hours)
  and SCIN 1601 Physical Geology: Lab (1 hour)
• EDUC 4585 Methods of Teaching Middle School Science (3 hours)

Admission to the Major
Students may be fully admitted to the major when the following criteria have been met:
• A grade of B or better in EDUC 2800 Foundations of Education.
• A grade of B or better in EDUC 2000 Beginning Practicum in Education.
• A completed Candidate Responsibility Form.
• A departmental GPA of 3.0, based on all EDUC courses taken.

General Information
1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification
Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification
Admission to teacher certification requires the following:
• Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
• Completion of the Missouri Educator Profile (MEP).
• 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.
• A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching
A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a fall placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement directions prior to applying for practicum.

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

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

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

Application for Certification
All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.
## Education (BA) Secondary English

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

### Learning Outcomes
- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students’ prior knowledge, learning styles, strengths and needs, understanding and using a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner’s knowledge, ability and background experience, and identifying resources for specialized services when needed.

### Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 33 Required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

### Required Major Courses
- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3005 Practicum: Secondary English (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4970 Apprentice Teaching: Secondary English (13 hours)

### Additional Education and Content Courses for Certification
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (3 hours)
- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4110 Methods of Teaching Secondary English (3 hours)
- EDUC 4130 Methods of Teaching Writing (3 hours)
- EDUC 4435 Inclusive Practices for General Educators (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- ENGL 2050 Major U.S. Writers I (3 hours)
- ENGL 2070 Major U.S. Writers II (3 hours)
- ENGL 2020 Major British Writers I (3 hours)
- ENGL 2030 Major British Writers II (3 hours)
- ENGL 2080 Contemporary Multiethnic Literature of the US (3 hours)
- ENGL 4190 The Story of English (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- A second written composition course (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
- ONE of the following:
  - ENGL 2160 Fiction (3 hours)
  - ENGL 2170 Playwriting (3 hours)
  - ENGL 2180 Nonfiction (3 hours)
- Additional required certification coursework and electives to total 128 credit hours

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

### General Information
1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.
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.

Admission to Teacher Certification
Admission to teacher certification requires the following:

• Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
• Completion of the Missouri Educator Profile (MEP).
• 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.
• A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching
A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification
All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) Secondary Mathematics
This program is offered by the School of Education/Department of Teacher Education, and is only available at the St. Louis home campus.

Learning Outcomes
• Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
• Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students’ prior knowledge, learning styles, strengths and needs, understanding and using a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
• Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
• Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner’s knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

• 33 Required credit hours
• Applicable University Global Citizenship Program hours*
• Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses
• EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
• EDUC 2300 Child and Adolescent Development (3 hours)
• EDUC 2800 Foundations of Education (B or better required) (3 hours)
• EDUC 2900 Education of Students with Exceptionalities (3 hours)
• EDUC 3100 Learning, Teaching, and Assessment (3 hours)
• EDUC 3375 Behavior Management (3 hours)
Majors

- EDUC 3006 Practicum: Secondary Mathematics (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4971 Apprentice Teaching: Secondary Mathematics (13 hours)

Additional Education and Content Courses for Certification

- COSC 1550 Computer Programming I (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3500 Methods of Teaching Secondary School (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4455 Inclusive Practices for General Educators (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 3000 Calculus III (5 hours)
- MATH 3460 Methods of Teaching Secondary Mathematics (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)

• **ONE** of the following:
  - MATH 3010 Discrete Mathematics
  - MATH 3030 Theory of Equations
  - MATH 3500 Introductions to Algebraic Structures

• **ONE** of the following:
  - MATH 3510 Vector Geometry (3 hours)
  - MATH 3550 Modern Geometry (3 hours)

• 12 credit hours from three areas listed:
  - MATH 3050 History of Mathematics (3 hours)
  - MATH 3130 Real Number System (3 hours)
  - MATH 3300 Introduction to Number Theory (3 hours)
  - MATH 3040 Differential Equations (3 hours) and/or MATH 3070 Calculus IV (3 hours)
  - MATH 3200 Statistics and/or MATH 3210 and/or MATH 3610 Probability and/or STAT 3100 Inferential Statistics (3 hours)
  - COSC 1560 Computer Programming II (3 hours)
  - MATH 3160 Linear Algebra (3 hours)

• Additional required certification coursework and electives to total 128 credit hours

Students taking MATH 3040 as one of their electives as well as MATH 2450 Introduction to Abstract Mathematics (does not count as a certification elective) will have completed all the requirements for a BA in mathematics as well.

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.

2. 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.

3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.

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

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) Secondary Social Science

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

Learning Outcomes

• Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
• Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students’ prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
• Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
• Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner’s knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 33 Required credit hours
• Applicable University Global Citizenship Program hours*
• Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

• EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
• EDUC 2300 Child and Adolescent Development (3 hours)
• EDUC 2800 Foundations of Education (B or better required) (3 hours)
• EDUC 2900 Education of Students with Exceptionalities (3 hours)
• EDUC 3100 Learning, Teaching, and Assessment (3 hours)
• EDUC 3375 Behavior Management (3 hours)
• EDUC 3007 Practicum: Secondary Social Science (3 hours)
• EDUC 4000 Apprentice Teaching Seminar (1 hour)
• EDUC 4972 Apprentice Teaching: Secondary Social Science (13 hours)

Additional Education and Content Courses for Certification

• ANTH 1400 Intro to Geography (3 hours)
• Macro/Micro Economics (3 hours)
• EDUC 2110 Communication in Education (3 hours)
• EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
• A second course with GCP coding for Written Communication (3 hours)
• EDUC 3500 Methods of Secondary School Teaching (3 hours)
• EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
• EDUC 4120 Methods of Teaching Secondary Social Studies (3 hours)
• EDUC 4435 Inclusive Practices for General Educators (3 hours)
• EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
• HIST 1100 World Civilization before 1500 or HIST 2200 History of Medieval Society or HIST 2210 Renaissance and Reformation (3 hours)
• HIST 1300 Colonial and Revolutionary America (3 hours)
• HIST 1310 19th Century American History (3 hours)
• HIST 1320 20th Century American History (3 hours)
• INTL 1500 World Systems since 1500 (3 hours)
• POLT 1060 Introduction to American Politics (3 hours)
• American History Elective
• Political Science Elective
• Psychology or Anthropology or Sociology Electives (6 hours)
• 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128 or INDZ 3500)
• ONE of the following:
  • HIST 2030 Topics in Asian History (3 hours)
  • HIST 2040 Topics in Latin American History (3 hours)
  • HIST 2050 Topics in African History (3 hours)
  • HIST 2070 Topics in Non-Western History (3 hours)
  • HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
  • HIST 2240 Contemporary Europe: 1945-Present (3 hours)
• Additional required certification coursework and electives to total 128 credit hours

Admission to the Major

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

• A grade of B or better in EDUC 2800 Foundations of Education.
Majors

- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP). 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) Secondary Unified Science

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

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience,
and identifying resources for specialized services when needed.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 33 Required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses
- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3008 Practicum: Unified Science: Biology (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4973 Apprentice Teaching: Secondary Unified Science: Biology (13 hours)

Additional Education and Content Courses for Certification
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3500 Methods of Secondary School Teaching (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices for General Educators (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II: Lab (1 hour)
  and CHEM 1111 General Chemistry II (3 hours)
- PHIL 2330 Philosophy and Technology (3 hours)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (4 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- SCIN 1470 Earth and Universe (4 hours)
  and SCIN 1471 Earth and Universe: Lab (1 hour)
- SCIN 1510 Global Climate Change (3 hours)
- SCIN 4060 Methods in Science Teaching (3 hours)
- 1 credit of Education Technology (EDUC 3126, EDUC 3127, EDUC 3128)
  20 additional credits in Biology to be determined with advisor
- For double majors this includes BIOI 2010 Evolution, BIOI 3200 Ecology and BIOI 3201 Ecology; Lab, BIOI 3050 Genetics and BIOI 3051 Genetics; Lab, BIOI 4400 Research Methods and BIOI 4420 BA Senior Thesis
- Additional required certification coursework and electives to total 128 credit hours

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

General Information
1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification
Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification
Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching
A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.
Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Additional Education and Content Courses for Placement

Applicants for the School of Education must apply for a placement. For a fall placement, applications must be submitted by July 1st for a spring placement, applications must be submitted by February 15th. Directions are located on the School of Education website.

Education (BA) Special Education with Elementary Content

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

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner’s knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 36 required credit hours
- Applicable University Global Citizenship Program hours*
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Early Practicum in Education (B or better) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3015 Practicum: Special Education (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours) or PSYC 3350 Cognitive Psychology (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching: Elementary Primary (Grades 1-3) (13 hours)
- EDUC 4950 Apprentice Teaching: Elementary Intermediate (Grades 4-6) (13 hours) or EDUC 4980 Apprentice Teaching: Special Education* (Grades K-12) (13 hours)

*Initial teaching certificate is determined by apprentice teaching placement

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 3000 Practicum: Elementary (3 hours)
- EDUC 3160 Multimodal Literacies (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3 hours)
- EDUC 4440 Inclusion Strategies (3 hours)
- EDUC 4450 Psychoeducational Assessment (3 hours)
- EDUC 4460 Methods of Teaching Students with Mild/ Moderate Disabilities I (3 hours)
Admission to Teacher Certification

Admission to Teacher Certification requires the following:

1. Completion of a college composition course with a grade of B- or better.
2. Completion of a college mathematics course (appropriate to the area of emphasis) with a grade of B- or better.
3. A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.nesinc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Education (BA) Special Education with Middle and Secondary School Content

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

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
**Majors**

- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.

- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.

- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

- 33 required credit hours
- Applicable University Global Citizenship Program hours
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

**Required Major Courses**

- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3000 Intermediate Practicum (3-6 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours) or PSYC 3350 Cognitive Psychology (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4950 Apprentice Teaching Primary* or EDUC 4960 Apprentice Teaching Intermediate* or EDUC 4980 Apprentice Teaching: Special Education* (Grades K-12) (13 hours)

*Initial teaching certificate is determined by apprentice teaching placement

**Additional Education and Content Courses for Certification**

- EDUC 2000 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- Language Arts Elective (3 hours)
- EDUC 3520 Methods of Teaching of Elementary Reading (3 hours)
- EDUC 3900 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3 hours)
- EDUC 4440 Inclusion Strategies (3 hours)
- EDUC 4450 Psychoeducational Assessment (3 hours)
- EDUC 4460 Methods of Teaching Students with Mild/ Moderate Disabilities I (3 hours)
- EDUC 4470 Methods of Teaching Students with Mild/ Moderate Disabilities II (3 hours)
- EDUC 4480 Counseling/Life Transitions (3 hours)
- Social Studies elective (3 hours)
- Science elective (3 hours)
- EDUC 4695 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4730 Language Development (3 hours)

**Admission to the Major**

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A completed Candidate Responsibility Form.
- A departmental GPA of 3.0, based on all EDUC courses taken.

**General Information**

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.

2. 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.

3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.

4. Courses completed with a grade of D or D- may count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

**Teacher Certification**

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

**Admission to Teacher Certification**

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
 Majors

Education (BA) World Languages

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

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.

- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and using a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.

- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.

- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 33 required major credit hours
- Applicable University Global Citizenship Program hours
- Additional required certification coursework and electives to total 128 credit hours

*Students should consult with their advisor to determine Global Citizenship Program (GCP) coded courses that meet required certification competencies.

Required Major Courses

- EDUC 2000 Early Practicum in Education (B or better required) (1 hour)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations of Education (B or better required) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3012 Practicum: K-12 French (3 hours)
  or EDUC 3013 Practicum: K-12 German (3 hours)
  or EDUC 3014 Practicum: K-12 Spanish (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4985 Apprentice Teaching: World Languages K-12: French (13 hours)
  or EDUC 4986 Apprentice Teaching: World Languages: German (13 hours)
  or EDUC 4987 Apprentice Teaching: K-12 World Languages: Spanish (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (B- or better required) (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
Admission to Teacher Certification requires the following:

- University. Education (DESE) and the degree requirements of Webster University.
- Both the Missouri Department of Elementary and Secondary Education (POS) is designed to meet the general education requirements for teacher certification as part of their degree, a Program of Study (POS) is required.
- Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is required.
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations of Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- Completion of a college composition course with a grade of B- or better.
- Completion of a college mathematics course with a grade of B- or better.
- Completion of the Missouri Educator Profile (MEP).
- A grade of B or better in EDUC 2800 Foundations of Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

General Information

1. Students pursuing teacher certification will be dropped from EDUC methods courses if all sections of the MoGEA Exam have not been successfully completed upon earning 64 college-level credit hours. Transfer students must complete the MoGEA during the first semester following transfer to Webster.
2. 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.
3. Students must demonstrate satisfactory competency in regard to the knowledge, skills, and dispositions identified in the School of Education Conceptual Framework.
4. Courses completed with a grade of D do not count toward fulfilling specific course requirements of the major.

NOTE: Policies and procedures governing the education major and teacher certification are available on the School of Education website.

Teacher Certification

Because students enrolled in the Education major pursue initial teacher certification as part of their degree, a Program of Study (POS) is designed to meet the general education requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and the degree requirements of Webster University.

Admission to Teacher Certification

Admission to teacher certification requires the following:

- Successful completion of all sections of the MoGEA Exam by 64 credit hours of college-level coursework (transfer students must pass all sections of the MoGEA during the first semester following transfer to Webster University).
- Completion of the Missouri Educator Profile (MEP).
- 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.
- A minimum cumulative GPA of 2.75 in college-level coursework from all post-secondary institutions attended.

Practicum/Apprentice Teaching

A 3000-level or higher practicum is required as a prerequisite to apprentice teaching. To enroll in a practicum, Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Apprentice teaching is a requirement for all initial certifications. Students must apply by September 15th for a spring placement and by February 15th for a fall placement. Applications for practicum and apprentice teaching are completed through TK20. Directions are located on the School of Education website.

Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

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

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

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

Application for Certification

All students seeking initial certification must successfully complete the Missouri Preservice Teacher Assessment (MoPTA). All students seeking Teacher Certification must achieve the Missouri minimum score on the State Required Content Area Exam, which is administered at least six times a year. Information on this test may be obtained online at www.mo.istesnc.com or in the Office of Teacher Certification. Students must have a passing score on the appropriate State Required Content Area Exam prior to the start of the Apprentice Teaching orientation.

Educational Studies (BA)

This program is offered by the School of Education/Department of Teacher Education. It is available online and at the St. Louis home campus.

This degree does not lead to K-12 teacher certification.

Program Description

The educational studies major focuses on both the art and science of instruction across a broad range of contexts. The influence of philosophy, sociology and psychology are examined to understand their impact on community engagement in today’s world. This degree does not lead to K-12 teacher certification but focuses on a scholarly examination of learning and informal learning environments in classrooms, as well as informal educational settings within the larger community. This major is also appropriate for individuals interested in pursuing as emphasis in sustainability studies, international human rights, entrepreneurship or leadership.

Learning Outcomes

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

- Demonstrate familiarity with the major philosophical and sociological perspectives concerning schooling.
Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Required Courses

- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching and Assessment (3 hours)
- EDUC 2800 Foundations of Education (3 hours)
- EDUC 3650 Instructional Design (3 hours)
- EDUC 4600 Education Research (3 hours)
- EDUC 4620 Educational Internship (3 hours)
- EDUC 4650 Senior Overview (3 hours)

One of the following:

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

Professional elective courses:

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

Option Two: Community Engagement

12 hours of required coursework:

- Sustainability
- International Human Rights
- Entrepreneurship
- Business Management (3 hours)
- Leadership
- EDUC 2750 Student Leadership Development (3 hours)

Option Three: Emphasis in Sustainability Studies or International Human Rights or Entrepreneurship

12 hours of required coursework in one of three emphasis areas:

- Sustainability Studies (12 hours)
- International Human Rights (12 hours)
- Entrepreneurship (12 hours)

Special Requirements

The degree requires 128 hours. Courses completed with a grade below C- do not count toward fulfilling the specific course requirements of the major. The pass/fail option is not available for courses that students wish to apply toward their major or toward their Global Citizenship Program requirements. A GPA of 3.0 is required for courses in the major and an overall GPA of 2.5 is required.

English (BA)

This program is offered by the College of Arts & Sciences/English Department. It is available at the St. Louis home campus with all emphases and at the Athens campus only with an emphasis in literature, society and politics.

Program Description

The student with a major in English selects an emphasis in creative writing; literature, society, and politics; or world drama and playwriting. We also offer a minor in English and minor and certificate in professional writing.

Learning Outcomes

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

- Apply knowledge of historical, cultural and generic contexts in order to analyze the canonical works and major periods of American and British literature as well as some lesser-known works within and outside that canon (including global literature).
- Compose thesis-driven, textually-supported literary analyses that apply the conventions of literary study, including close reading and MLA style.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 42 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

English courses completed with a grade lower than C- do not count toward fulfilling the specific course requirements of the major.

Each student must complete at least 12 credit hours of courses for the major at the 3000-level or 4000-level.

At least 21 credit hours within the major must be completed at Webster University. 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.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.
Curriculum
The 42 credit hours required for the English major include the following:

- ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- 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)
- Courses specific to the student's degree emphasis (24 hours)
- Courses from the emphasis list or other English courses (3 hours)
- ENGL 4600 Portfolio Review (in the final semester of study) (0 hours)

Emphasis in Creative Writing
The primary focus of this emphasis 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 will be able to:

- Produce original creative work that demonstrates a command of literary strategies appropriate to the chosen genre (fiction, poetry, drama, nonfiction or translation).

Required Courses for Emphasis in Creative Writing
The 24 credit hours required for the emphasis in creative writing include:

15 credit hours from the following list:

- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 2190 Creative Writing: Translation (3 hours)
- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (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)

9 credit hours from the following list:

- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3140 Women Create Women in Literature (3 hours)
- ENGL 3150 Men Create Women in Literature (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3300 20th Century American Poetry (3 hours)
- ENGL 3350 Contexts (3 hours)
- ENGL 3600 Prize Winning U.S. Writers (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4040 Heroic Themes (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)
- ENGL 4130 Seminar in A Single Author (3 hours)
- ENGL 4150 Shakespeare I (3 hours)
- ENGL 4160 Shakespeare II (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

Note: Students with an emphasis in creative writing must successfully complete at least one section of ENGL 4400.

Emphasis in Literature, Society, and Politics
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.

Emphasis-Specific Learning Outcomes
Upon completion of the program, students will be able to:

- Identify and evaluate appropriate research sources, incorporate those sources into well-documented formal academic writing and formulate their own arguments based at least in part on those sources.

Required Courses for Emphasis in Literature, Society, and Politics
The 24 credit hours required for the emphasis in literature, society, and politics include:

24 credit hours from the following list:

- ENGL 2035 History of the Novel (3 hours)
- ENGL 2086 Contemporary Multiethnic Literature of the US (3 hours)
- ENGL 2110 Perspectives (3 hours)
- ENGL 2210 Literature into Film (3 hours)
- ENGL 2300 Worlds of Romance (3 hours)
- ENGL 2400 The Short Story (3 hours)
- ENGL 2500 Global Dramatic Literature (3 hours)
- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3140 Women Create Women in Literature (3 hours)
- ENGL 3150 Men Create Women in Literature (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3300 20th Century American Poetry (3 hours)
- ENGL 3350 Contexts (3 hours)
- ENGL 3600 Prize Winning U.S. Writers (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4010 Art and the Artist (3 hours)
- ENGL 4020 Heroic Themes (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)
- ENGL 4130 Seminar in A Single Author (3 hours)
- ENGL 4150 Shakespeare I (3 hours)
- ENGL 4160 Shakespeare II (3 hours)
- ENGL 4190 The Story of English (3 hours)
- ENGL 4200 Contemporary Linguistics (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

Emphasis in World Drama and Playwriting
This emphasis is designed to give students a strong grounding in our rich legacy of dramatic literature from the ancient to the modern eras. Students in the emphasis read classic as well as

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contemporary dramatic work from Asia, Africa, Europe and the Americas. Our dramatic literature classes are designed to engage and involve students as active readers, thinkers and writers. The emphasis provides students with the necessary literary and analytical skills they will need as teachers, writers, scholars and theatre professionals.

**Emphasis-Specific Learning Outcomes**
Upon completion of the program, students should be able to:

- Interpret major works of dramatic literature from the ancient to the contemporary eras within and across historical and cultural contexts.
- Produce original dramatic work, thereby demonstrating the ability to put theory into practice.

**Required Courses for Emphasis in World Drama and Playwriting**
The 24 credit hours required for the emphasis in world drama and playwriting include:

- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 4900 Honors Literature, Society, and Politics (3 hours)
- ENGL 2110 Perspectives (3 hours)
- ENGL 4160 Shakespeare I (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 4150 Shakespeare II (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4100 Modern Drama (3 hours)
- ENGL 4160 Shakespeare II (3 hours)
- ENGL 4400 Advanced Writing Workshop: Playwriting (3 hours)
- ENGL 4500 Literary Criticism (3 hours)
- SCPT 3110 Script Analysis (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 3040 Topics in Theatre (3 hours)

**Special Study Opportunities**

<table>
<thead>
<tr>
<th>Internships</th>
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<tbody>
<tr>
<td>English majors can perform writing internships with businesses, nonprofit organizations and government agencies for course credit if taken as part of WRIT 3000 Professional Writing Practicum.</td>
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<table>
<thead>
<tr>
<th>Departmental Honors in English</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>To earn departmental honors, an English major must:</td>
</tr>
</tbody>
</table>

- Complete at least 45 credit hours in residence at Webster University.

- Maintain a GPA of 3.5 in English coursework completed at Webster University.
- Complete at least 15 credit hours in English courses offered at the 3000-level or 4000-level.
- Complete at least six credit hours of a foreign language with a grade of B or higher in each semester, or test out of that requirement.
- Further explore cultures other than British or U.S. in one of four ways: complete at least three additional credit hours of foreign language with a grade of C or higher; complete an approved course in literature in translation; complete an approved course in world literature; or participate in study abroad.
- Through consultation with an English Department advisor and successful completion of the Petition to Write the Honors Thesis, secure the approval of the department to proceed with the Honors Thesis. This step should be completed by the Monday before the mid-semester break of the semester before the student plans to write the thesis.
- Complete ENGL 4900 Thesis Workshop. Guidelines for writing the thesis can be found on the departmental website. Students who successfully complete ENGL 4900 will earn 1 credit hour, for a total of 43 credit hours.
- Creative Writing emphasis: original creative work by the student.
- Literature, Society, and Politics emphasis: an original scholarly essay.
- World Drama and Playwriting emphasis: an original scholarly essay on dramatic literature or an original play.
- Receive Honors on the thesis by writing a thesis that meets departmental standards for exceptional work. A student who receives Honors on the thesis will be enrolled in the 0-credit ENGL 4910 Honors Thesis course before the end of the semester in which the thesis is completed.

**Entrepreneurship (BA)**
This program is offered by the Walker School of Business & Technology/Management Department, and is only available at the St. Louis home campus.

**Program Description**
The BA in entrepreneurship at Webster University empowers students to explore innovative approaches to start new ventures or help grow existing ventures. Students learn how to recognize and assess business opportunities, conduct economic and resource feasibility analyses and develop an entrepreneurial plan of action.

**Learning Outcomes**
Students will:

- Be able to demonstrate an understanding of the entrepreneurship process.
- Be able to identify and apply entrepreneurship concepts and principles used in developing entrepreneurship action plans.
- Be able to integrate entrepreneurship concepts, research and tactics to effectuate entrepreneurship.

**Degree Requirements**
A minimum of 128 credit hours consisting of the following:
Upon completion of the program, students will be able to:

- Demonstrate familiarity with major events, literary, philosophic and artistic movements in European history.
- Outline the major ideological belief systems in modern Europe and their importance to politics, culture and society.
- Describe the distinctive qualities of European commerce, law and/or communications.

### Required Courses
- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- MNGT 2100 Management Theory and Practice (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3450 Organizational Behavior (3 hours)
- MNGT 3700 Introduction to Entrepreneurship (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 3730 Innovation, Creativity and the Entrepreneur (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 3741 Social Entrepreneurship (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- MNGT 3790 Entrepreneurship Consulting (3 hours)
- MNGT 4960 Entrepreneurship Capstone (3 hours)

### Special Requirements
- Qualified students may submit an application for enrollment into the experiential learning course Entrepreneurship Practicum (MNGT 4990) as an elective course.
- Required courses must be completed at Webster University once the student begins to matriculate at Webster University.
- Transfer students must complete a minimum of 18 credit hours of academic work in the Department of Management 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 of the department or the director of the entrepreneurship program at Webster University.
- No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.
- Students wishing to do a double major with the BA in entrepreneurship may only do so with majors offered outside the Department of Business and Department of Management.
- All students can earn the BA in entrepreneurship and a certificate in entrepreneurship with the exception of the certificate in entrepreneurship business track.

### Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 36 credit hours in European Studies
- Of those 36 credit hours, four must be advanced-level courses (3000-level or 4000-level) which cover all of the (three) distribution areas
- ISTL 4510 European Studies Overview (may be taken for 0 or 1 credit)
- Applicable University Global Citizenship Program hours
- Electives

### Special Requirements
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.)

### Curriculum
The 36 credit hours required for the European studies major include courses from the following distribution areas:

#### European History & Politics (12 credits)
- HIST 1010 Topics in History* (3 hours)
- HIST 2000 Social History* (3 hours)
- HIST 2010 Topics in Medieval and Early Modern European History (3 hours)
- HIST 2020 Topics in Modern European History (3 hours)
- HIST 2060 Gender and Family* (3 hours)
- HIST 2090 Encounters in History* (3 hours)
- HIST 2200 History of Medieval Society (3 hours)
- HIST 2210 Early Modern Europe (3 hours)
- HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
- HIST 2240 Contemporary Europe: 1945-Present (3 hours)
- HIST 2250 History of Russia (3 hours)
- HIST 2280 History of England (3 hours)
- HIST 2300 History of Disease and Medicine* (3 hours)
- HIST 3060 History Roundtable* (3 hours)
- HIST 4200 Advanced Studies in European History (3 hours)
- HIST 4600 History Seminar* (3 hours)
- HIST 4250 Politics in the Industrialized World (3 hours)
- POLT 3400 Comparative Politics* (3 hours)
- POLT 4100 Advanced Studies in International Politics* (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics* (3 hours)
- POLT 4600 Political Science Seminar* (3 hours)

#### Commerce & Communications (12 credits)
- BUSN 1200 Introduction to Business* (3 hours)
- BUSN 4650 International Business (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- MNGT 3400 Human Resource Management* (3 hours)
- MNGT 3420 Labor & Management Relations* (3 hours)
- MNGT 3450 Principles of Organizational Behavior* (3 hours)
- MNGT 3500 Marketing* (3 hours)
- MNGT 3510 Advertising* (3 hours)
- MNGT 3600 Management in the Arts* (2-3 hours)
- MNGT 4100 International Management (3 hours)
- MNGT 4330 International Marketing (3 hours)
- ECON 3100 Issues in Economics* (3 hours)
European Arts & Expression (12 credits)

- PHIL 3350 Philosophical Ethics* (3 hours)
- PHIL 3320 Continental Philosophy (3 hours)
- PHIL 3100 Literature and Philosophy* (3 hours)
- MUSC 1070 Topics in Music* (3 hours)
- ARHS 3250 History of Modern Art (3 hours)
- ARHS 3210 Nineteenth-Century Art (3 hours)
- ARHS 3150 Baroque Art (3 hours)
- ARHS 3130 Northern Renaissance Art (3 hours)
- ARHS 3120 High and Late Renaissance Art (3 hours)
- ARHS 3110 Early Renaissance Art (3 hours)
- ARHS 3010 Greek and Roman Art (3 hours)
- THEA 3040 Topics in the Theater* (2-3 hours)
- THEA 3030 Topics in the Theater* (2-3 hours)
- THEA 2050 History of the Theater: 1915 to Present (3 hours)
- THEA 2040 History of the Theater: Restoration to 1915 (3 hours)
- THEA 2030 History of the Theater: Greeks to Elizabethan (3 hours)
- GRMN 3150 Culture and Civilization of German-Speaking Countries (1-3 hours)
- SPAN 3150 Culture and Civilization of the Spanish-Speaking World (1-3 hours)
- ILC 4150 Contemporary Issues* (1-3 hours)
- ILC 4650 Advanced Topics* (3 hours)
- LEGL 4600 Legal Studies Seminar* (3 hours)
- HIST 3050 Economic History (3 hours)
- HIST 3100 Diplomatic History (3 hours)
- HIST 3150 International Affairs (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3700 International Organizations (3 hours)
- INTL 4280 International Trade (3 hours)
- INTL 4600 International Relations Seminar (3 hours)

Exercise Science (BS)

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

Program Description

The bachelor of science (BS) in exercise science provides an excellent academic foundation for students choosing to pursue graduate and professional degrees in a wide array of health careers, such as exercise physiology, occupational therapy, physical therapy, medicine and athletic training. Because these fields require post-baccalaureate degrees, students will need to take additional prerequisites that apply to their field of interest. Students who choose not to pursue a post-baccalaureate degree can pursue a career as a personal trainer, wellness coordinator, strength and conditioning coach or in corporate wellness.

Learning Outcomes

Upon completion of the exercise science program, students will be able to:
- Demonstrate basic knowledge of biology, chemistry and physics.
- Demonstrate basic knowledge of human movement.
- Demonstrate knowledge of effective analysis of kinesiology concepts.
- Demonstrate skill in applied kinesiology, in the effective use of problem-solving techniques and in intelligent decision-making skills in clinical settings.
- Demonstrate tolerance and understanding of diverse populations, responsible citizenship, a professional attitude and ethical behavior.

Degree Requirements

A minimum of 128 credit hours consisting of the following:
- 71 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Students must complete all courses in the major with a grade of C- or better.

Curriculum

The 71 credit hours required for the exercise science major include the following:
- BIOL 1550 Essentials of Biology I (4 hours)
- BIOL 1551 Essentials of Biology I: Lab (1 hour)
Successful graduates of this program will be able to:

- Demonstrate a broad understanding of global film history, including cultural, historical and social contexts.
- Identify critical approaches to the study of film theory and aesthetics.
- Discover emerging technological and creative changes in international film.
- Articulate knowledge of film studies and critical thinking skills through research papers and oral presentations.
- Apply proficiency in film theory knowledge to production course work, internships (when applicable) and future careers using film studies as a pre-professional occupation for film studies publishing, teaching and research, film restoration and archiving, film festival curating, film distribution, scriptwriting and producing for film.

**Portfolio Review Course Requirements**

- EPMD 1000 Introduction to Media Production
- FLST 1000 Film and Television Appreciation
- FLST 2050 History of Film
- FLST 2060 Modern World Cinema
- MEDC 1010 Introduction to Mass Communications

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

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

**Required Courses**

- EPMD 1000 Introduction to Media Production (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2050 History of Film (4 hours)
- FLST 2060 Modern World Cinema (4 hours)
- FLST 3160 Topics in Film Studies or FLST 3170 Topics in Documentary Film Studies (minimum of four sections required) (12 hours)
- FLST 4160 Survey of Film Theory and Criticism (3 hours)
- FLST 4620 Senior Overview* (3 hours)
- MEDC 4950 Internship* (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- MEDC 1010 Introduction to Mass Communications (3 hours)
- PHOT 1010 Digital Basic Photography (3 hours)
- SCPT 3110 Script Analysis (3 hours)

*Capstone Course

In addition, students must complete one of the following three-credit hour courses:

- FLST 2070 History of Animation (3 hours)
- FTVP 1100 Produce and Direct (3 hours)
- FTVP 4000 Professional Development in Film, Television and Video Production (3 hours)
- GAME 3500 History of Video Games (3 hours)
- MEDC 1630 Media Literacy (3 hours)
- MEDC 2200 Ethics in the Media (3 hours)
- MEDC 2630 Studies in Media Literacy (3 hours)
- MEDC 2800 Cultural Diversity in the Media (3 hours)
- MEDC 3190 Introduction to Media Research (3 hours)
- MEDC 4100 The Law and the Media (3 hours)
- MEDC 4190 Media Research Methodologies (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SCPT 4066 Screenplay Development (3 hours)

**Film, Television and Video Production (BA)**

This program is offered by the School of Communications/Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

**Program Description**

Creators of film, television and video productions build the lens through which the world observes and understands itself. The film, television and video production degree at Webster University prepares students to be visual storytellers, idea shapers, entertainers, artists and communicators. Film/video is an art, a craft, a business, a passion and a way of life; it is inherently technical, theoretical and aesthetic. Our program
prepares students in each of these areas, ensuring that they are ready to enter any facet of the industry upon graduation. Whether you want to be a director, cinematographer, editor, visual effects or motion graphics artist, producer, gaffer, grip or any of the many other jobs available to you, this degree provides the theoretical and practical knowledge you need to succeed by placing you in real-world production environments at every level, starting from the moment you arrive, using industry-standard equipment and software. Students will learn fiction, nonfiction and experimental approaches; they will then be given the opportunity to specialize as their own path dictates.

Learning Outcomes
Successful graduates of this program will be able to:

- Plan, organize and execute a film and/or video production at industry standard levels.
- Design a series of frames and sequences with cameras and lights.
- Demonstrate proficiency with several basic postproduction tasks.
- Investigate and personalize the mediums of film and video theoretically, aesthetically and technically.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses
Required: 33 hours

FTVP 0500, FTVP 0501, or FTVP 0502 Monthly Meeting is required every semester for students enrolled in FTVP courses.

- FTVP 0500 Monthly Meeting (0 hours)
- or FTVP 0501 Monthly Meeting (0 hours)
- or FTVP 0502 Monthly Meeting (0 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FTVP 1100 Produce and Direct (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2100 Advanced Producing (3 hours)
- or FTVP 2150 Advanced Directing (3 hours)
- or FTVP 2200 Advanced Camera and Light (3 hours)
- or FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 3100 Experimental Film and Video (3 hours)
- or FTVP 3110 Documentary Production (3 hours)
- or FTVP 3120 Narrative Filmmaking (3 hours)
- FTVP 3500 Production House (3 hours)
- FTVP 4000 Professional Development in Film, Television, and Video Production (3 hours)
- MEDC 4950 Internship
- or FTVP 4200 Overview (3-6 hours)

Skills: 12 hours

- FTVP 2100 Advanced Producing (3 hours)
- FTVP 2150 Advanced Directing (3 hours)
- FTVP 2200 Advanced Camera and Light (3 hours)
- FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)
- FTVP 2500 Event and Studio Production (3 hours)
- FTVP 3000 Storylab (3 hours)
- FTVP 3100 Experimental Film and Video (3 hours)

- FTVP 3150 Topics in Film, Television, or Video Production (3 hours)
- FTVP 9210 Cinematography (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

Theory: 9 hours

- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (4 hours)
- FLST 2070 History of Animation (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- FLST 4160 Survey of Film Theory and Criticism (3 hours)
- JOUR 2070 History of Broadcasting (3 hours)
- MEDC 1630 Media Literacy (3 hours)
- MEDC 3850 Television: A Critical Study (3 hours)

Areas of Study
Although any combination of these courses can be taken to fulfill the degree requirements, courses can be grouped by areas for students who want to focus on a particular aspect within film, television and video production.

Producing and Directing Narrative Films

- FTVP 2100 Advanced Producing (3 hours)
- FTVP 2150 Advanced Directing (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)
- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

Documentary Film and Video

- FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 3110 Documentary Production (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)

Cinematography

- FTVP 2200 Advanced Camera and Light (3 hours)
- FTVP 3210 Cinematography (3 hours)
- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)

Postproduction

- FTVP 2300 Advanced Edit and Color (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)

Finance (BS)

This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at the Geneva campus.

Program Description

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
Majors

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.

Learning Outcomes

• Students can describe the intermediation services provided by financial institutions.
• Students can estimate appropriate rates of return.
• Students can understand the risk-return relationship and can apply time value of money techniques to analyze capital budgeting decisions.
• Students can evaluate the financial strength of a corporation and analyze capital budgeting decisions.
• Students can describe the intermediation services provided by financial institutions.
• Students can describe the intermediation services provided by financial institutions.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 21 finance major required credit hours
• 21 finance major required credit hours
• Applicable University Global Citizenship Program hours
• Electives

Required Finance Courses

• FINC 3500 Financial Management (3 hours)
• FINC 3400 Financial Financial Markets and Institutions (3 hours)
• FINC 4500 Investments (3 hours)
• Elective Options (12 hours)

Four courses must be selected from the following list. Two of the four courses (6 credit hours) must be FINC prefix courses. No more than 3 hours of internship credit (BUSN 4950) may be used to satisfy degree requirements. Internship credit must be in the area of finance.

• FINC 4220 Financial Statement Analysis (3 hours)
• FINC 4300 International Finance (3 hours)
• FINC 4610 Advanced Investments (3 hours)
• ECON 3030 Intermediate Macroeconomics (3 hours)
• ECON 3020 Intermediate Microeconomics (3 hours)
• ECON 3200 Money and Banking (3 hours)
• ACCT 3030 Intermediate Accounting I (3 hours)
• ACCT 3040 Intermediate Accounting II (3 hours)
• ACCT 3050 Federal Tax Accounting: Personal (3 hours)
• ACCT 3080 Federal Tax Accounting: Corporate (3 hours)
• ACCT 4600 Business Valuation (3 hours)
• BUSN 4950 Internship (3 hours)

French (BA)

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

Learning Outcomes

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

• Recognize and appraise the complexities of a culture or cultures different from their own.
• Identify multiple cultural perspectives based on original texts and cultural materials.
• Critically analyze their own culture and its place in the world.
• Question cultural stereotypes.
• Demonstrate successful and sensitive communication, both orally and in writing, with people from another culture through an understanding of their language and culture.
• Relate their personality, values and complex thoughts in a language other than their native one.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 36 required credit hours (at minimum) in the language of the student's major.
• A minimum of 24 of the 36 required credit hours in the specific foreign language must be at the 3000-level or above.
• A minimum of 9 credit hours must be successfully completed at Webster at the 3000-level or above. These 9 credit hours must include FREN 3000, FREN 3100 or FREN 4090; 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 term (minimum 6-8 weeks) abroad in a country where the target language is spoken or an alternative cultural/linguistic experience approved by the department.
• A cumulative grade average of B or better in courses taken in the language of the major.
• A portfolio review and demonstration of oral proficiency (advanced low level on ACTFL scale) in a departmental overview (ILC 4700).
• Applicable University Global Citizenship Program hours
• Electives

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

Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

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

Translation certificate courses (taught with TRSL and TRFR prefixes) 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.

Games and Game Design (BA)

This program is offered by the School of Communications/Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

Program Description

The BA in games and game design offers students the opportunity to participate in a fun and engaging degree engineered towards gaining students employment as designers within the growing field of games and ‘serious games’ development. Students will cultivate their understanding of the principles of game design with tools and techniques that will allow for the creation of numerous
levels, mods and games during their academic study. Courses will give students a broad social understanding of the considerations of games developing in an age of advancing technology, and how to tailor-make games to ensure their personal creative concepts are developed and realized.

Learning Outcomes
Successful graduates of this program will be able to:

- Conceptualize and design specific gameplay experiences with an understanding towards the principles of design and their reception by the user.
- Demonstrate technical proficiency in the planning and creation of game levels, mods and multi-level games.
- Demonstrate an ethical, professional and cultural understanding of game design, and a readiness to work in the global market.
- Display an understanding of the principles and technologies involved in designing for games, and the broader fields of serious gaming, VR and simulation.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses (45 credit hours)

- ANIM 3030 Visual Storytelling (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- AUDI 1000 Audio Production I for Non-Majors (3 hours)
- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- GAME 2500 Traditional Game Design (3 hours)
- GAME 3000 Game Design I (3 hours)
- GAME 3500 History of Video Games (3 hours)
- GAME 3650 Video Game Art (3 hours)
- GAME 3650 World Design (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)
- GAME 4600 Video Game Production (3 hours)
- GAME 4620 Senior Overview* (3 hours)
or MEDC 4950 Internship (3 hours)
- SOCI 2650 Games and Society (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)

*Capstone Course

Elective Courses (Select 9 credit hours from the following)

- ANIM 1000 Animation I (3 hours)
- ANIM 1040 Storyboarding (3 hours)
- ANIM 2250 3D Modeling (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- AUDI 3100 Audio Field Production for Visual Media (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 2070 Introduction to Mobile Technology (3 hours)
- FLST 2060 Modern World Cinema (4 hours)
- FLST 3160 Special Topics in Film Theory (3 hours)
- FTVP 1000 Introduction to Film, Television and Video Production (3 hours)
- GAME 2650 Crowdfunding (3 hours)
- GAME 3150 Special Topics in Game Design (3 hours)
- GAME 3660 Special Topics in Game Design (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2000 Strategic Writing for Interactive Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- INTM 3150 Special Topics in Interactive Digital Media (3 hours)
- INTM 3200 Interface Design (3 hours)
- SCPT 3150 Special Topics in Scriptwriting (3 hours)

General Studies (BA)

This program is offered by the College of Arts & Sciences/Religious Studies Department. It is available online and at the St. Louis home campus.

Program Description
The bachelor of arts in general studies is an interdisciplinary degree designed to meet the individual needs of students and prepare them to be active contributors to a critically reflective, culturally diverse and democratic global society. Students in this program build a broad knowledge base and develop transferrable skills, giving them the academic and intellectual foundation to advance their careers and pursue graduate education. Courses available online.

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

- Communicate complex ideas clearly in both written and oral form.
- Analyze problems and find solutions, drawing from a variety of disciplines.
- Develop persuasive and well-reasoned arguments that are evidence-based and appropriate to topic and purpose.
- Demonstrate an understanding of the global interconnectedness of individuals, communities and societies.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 36 required credit hours
  - 12 hours must be at the 3000-level and above; at least 6 of those hours must be at the 4000-level
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours, including keystone course
- Electives

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

International Language Requirements

- A minimum of three hours in a non-native language is required. Courses used 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.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum
The 36 credit hours required for the general studies major include the following:
Majors

Core Courses

- GNST 1101 Online and Interdisciplinary Learning* (3 hours)
- GNST 2101 Integrative Studies* (3 hours)
- GNST 3101 Methods of Inquiry* (3 hours)
- GNST 4701 Capstone* (3 hours)

Complete 12 credit hours in each of two prefixes (total 24 credit hours)

*Courses marked with an asterisk are only available online.

German (BA)

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

Learning Outcomes

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

- Recognize and appraise the complexities of a culture or cultures different from their own.
- Identify multiple cultural perspectives based on original texts and cultural materials.
- Critically analyze their own culture and its place in the world.
- Question cultural stereotypes.
- Demonstrate successful and sensitive communication, both orally and in writing, with people from another culture through an understanding of their language and culture.
- Relate their personality, values and complex thoughts in a language other than their native one.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 36 required credit hours (at minimum) in the language of the student's major.
- A minimum of 24 of the 36 required credit hours in the specific foreign language must be at the 3000-level or above.
- A minimum of 9 credit hours must be successfully completed at Webster at the 3000-level or above. These 9 credit hours must include GRMN 3090, GRMN 3100 or GRMN 4090; 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 term (minimum 6-8 weeks) abroad in a country where the target language is spoken or an alternative cultural/linguistic experience approved by the department.
- A cumulative grade average of B or better in courses taken in the language of the major.
- A portfolio review and demonstration of oral proficiency (advanced low level on ACTFL scale) in a departmental overview (ILC 4700).
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

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

German Studies (BA)

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

Program Description

The German studies major is a flexible, interdisciplinary program for students interested in German culture, history, art or other topics specific to German-speaking countries. The major draws upon Webster University's strengths in both the liberal arts and professional schools. Students will have the opportunity to study at Webster's Vienna campus. Alongside their rigorous academic training, German studies majors may also opt to do an internship in Germany, Austria or Switzerland.

Graduates of this program will be able to demonstrate broad knowledge of German culture and language. They will be well-equipped for international careers in business, the arts and government service or graduate study in a range of professional and liberal arts fields.

Learning Outcomes

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

- Recognize and appraise the complexities of a culture or cultures different from their own.
- Identify multiple cultural perspectives based on original texts and cultural materials.
- Critically analyze their own culture and its place in the world.
- Question cultural stereotypes.
- Demonstrate successful and sensitive communication, both orally and in writing, with people from another culture through an understanding of their language and culture.
- Relate their personality, values and complex thoughts in a language other than their native one.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 45 credit hours in German language and literature (see Curriculum below)
- At least one term of study at Webster University's campus in Vienna or University of Trier (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 hour.
- Applicable University Global Citizenship Program hours
- Electives

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

Courses used to fulfill a major may not also be used to fulfill a requirement for a minor.

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.

**Curriculum**

The 45 credit hours required for the German studies major include the following:

- 12 credits in German language courses 1000-2000 (not including workshops)
- 24 credits in German language/literature courses 3000-4000
- 9 credits distributed as follows:

**History & Politics (3 credit hours)**

- HIST 2020 Topics in Modern European History* (3 hours) *(may be repeated if topic differs)*
- HIST 2050 Encounters with History* (3 hours)
- HIST 3060 History Roundtable* (3 hours) *(may be repeated if topic differs)*
- HIST 4200 Advanced Studies in European History* (3 hours)
- HIST 4600 History Seminar* (3 hours) *(may be repeated if topic differs)*
- POLT 3400 Comparative Politics* (3 hours)
- POLT 4100 Advanced Studies in International Politics* (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics* (3 hours)
- POLT 4600 Political Science Seminar* (3 hours)

**Communications (3 credit hours)**

- JOUR 3190 Topics in International Journalism* (3 hours)
- MEDC 3260/INTL 3260 International Communications* (3 hours)
- JOUR 4220 Advanced Global Journalism* (3 hours)
- ILC 3150 Topics in Culture* (1-3 hours)
- GRMN 3150 Culture and Civilization* (3 hours)
- ILC 4150 Contemporary Issues* (3 hours)
- GRMN 4650 Advanced Topics* (3 hours)
- INTL 4600 International Relations Seminar* (3 hours)

**Arts & Expression (3 credit hours)**

- FLST 2060 Modern World Cinema* (4 hours)
- FLST 3160 Topics in Film Studies* (3 hours)
- GNST 1400 Civilization and the Arts* (2-4 hours)
- THEA 2040 History of the Theater: Eighteenth Cent to Modern* (3 hours)
- THEA 3030 Topics in the Theater* (2-3 hours)
- THEA 3040 Topics in the Theater* (2-3 hours)
- ARHS 3250 Modern Art* (3 hours)
- ARHS 4600 Topics in Art History* (3 hours)
- PHIL 2080 Topics in Philosophy* (3 hours)
- PHIL 4050 Topics in the History of Philosophy* (3 hours)

*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.

**Global Journalism (BA)**

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

**Program Description**

The 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 this program will be able to:

- Write news stories consistent with professional journalism standards.
- Explain the components and structure of newspaper, magazine and website formats.
- Evaluate the ethical and legal principles governing journalism in a variety of international settings.
- Examine the history of journalism from a global reporting perspective.
- Identify factors affecting news judgment and story choice in domestic and international media.

**Portfolio Requirements**

Students majoring in global journalism complete a portfolio of their work as part of the requirement for JOUR 3300 Newspaper Production Workshop, under the guidance of their professor.

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

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

**Required Courses**

- JOUR 1020 Introduction to Media Production for Journalists (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2110 Production Techniques (3 hours) *(with concurrent enrollment in JOUR 2140)*
- JOUR 2140 Advanced Reporting (3 hours) *(with concurrent enrollment in JOUR 2110)*
- 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 (8 hours)
- JOUR 3310 Global Media Production (3 hours)
- JOUR 4220 Advanced Global Journalism (3 hours)
- MEDC 1010 Introduction to Mass Communications (3 hours)
- MEDC 2200 Ethics in the Media (3 hours)
- MEDC 2600 Cultural Diversity in the Media (3 hours)
- MEDC 4100 The Law and the Media (3 hours)
- MEDC 4950 Internship* (3 hours)

*Acapstone Course

A minimum of 6 credit hours must be chosen from the following:

- HIST 3150 International Affairs (3 hours)
- INTL 3240 United States Foreign Policy (3 hours)
- JOUR 3090 Covering Global Conflicts (3 hours)
- JOUR 4170 Investigative Journalism (3 hours)
- POLT 3410 Conduct of Foreign Policy (3 hours)
- POLT 4400 Advanced Comparative Politics (3 hours)

**Graphic Design (BFA)**
Program Description
The BFA in graphic design degree integrates art and design based on studio practice and a comprehensive examination of the history and theories of visual studies. Through this transmedia approach, students learn to connect content with design in order to convey a significant message, individually and through collaboration with others. Students acquire technical knowledge, practical professional experience and achieve an awareness of relevant ethical issues. Throughout the program, students learn how graphic designers can make a positive, sustainable impact on society by engaging in many different forms of cultural production, thereby promoting leadership through the development of innovative work in an ever-changing global community.

Students in the BFA graphic design program fulfill the same core requirements as for the BA in studio art. In addition, they must complete 9 further credit hours in art history and criticism; 24 further credit hours in design courses; 3 credits of a practicum experience; and 3 credit hours with the BFA thesis.

Learning Outcomes
Successful graduates of the art with an emphasis in graphic design program will be able to:

• Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
• Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
• Practice drawing as a means to develop ideas.
• Draw upon the history of art and design as a wellspring for ideas, solutions and meanings within one’s own artistic practice.
• Analyze and discuss art and design through discipline-and emphasis-specific vocabularies and methods.
• Implement technical knowledge, skills, theory and methods applicable to the field of graphic design in concept development, research, production, craft and presentation.
• Employ design-specific ethics and values while engaging with contemporary issues in the field of graphic design.
• Practice innovation as a professional graphic designer.

Special Requirements
All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specializations. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates emphasis specialization, technical facility and conceptual sophistication are required for acceptance. Students receive either written notification of acceptance or a recommendation to continue pursuing a BA after the portfolio and application are reviewed by the faculty of the Department of Art, Design, and Art History.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

• 84 required credit hours
• Applicable University Global Citizenship Program hours, with accommodations for art and design BFAs
• Electives

Global Citizenship Program for Art and Design BFAs
• FRSH 1200 First Year Seminar
• 6 credit hours from courses designated ‘Roots of Cultures’ (ARHS 2200 or ARHS 2210 will fulfill GCP and major requirements simultaneously)
• 3 credit hours from courses designated ‘Social Systems & Human Behavior’
• 3 credit hours from courses designated ‘Global Understanding’
• 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
• KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. One course from above must be coded for the ‘Ethical Reasoning’ skill; other GCP skills requirements are fulfilled by DADAH core distribution courses. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses
Core Distribution:

• ART 1010 Creative Strategies (3 hours)
• ART 1110 Introduction to Drawing (3 hours)
• ART 1120 Principles of Drawing (3 hours)
• DESN 1210 Design Concepts (3 hours)
• DESN 1220 Design: 3-D (3 hours)
• ART 2110 Figure Drawing (3 hours)
• ART 2120 Intermediate Drawing (3 hours)
• ARHS 2200 Current Art (3 hours)
• ARHS 2210 Intercultural History of Art (3 hours)
• ART 2900 DADAH Critique (0 hours)
• ART 4020 Visual Arts Seminar (3 hours)

Studio course distribution (see below) (15 hours)

BFA-specific courses:

• ART 3000 B.F.A. Review (0 hours)
• ARHS courses at 3000-level or above (9 hours)
• DESN 1500 Digital Visualizations (3 hours)
• DESN 2200 Design Play (3 hours)
• DESN 2300 Type Dialogues (3 hours)
• DESN 2500 Design for Digital Portfolios (3 hours)
• DESN 3200 Design Theory and Methods (3 hours)
• DESN 3050 Topics in Design (1-3 hours)
• DESN 3800 Professional Practice in Graphic Design (3 hours)
• DESN 4200 Design for Good (3 hours)
• ART 4800 Practicum (3 hours)
• ART 4950 BFA Senior Thesis (3 hours)

Other Program Requirements
Students must complete a minimum of 15 credit hours of coursework selected from at least five of the following studio areas: ceramics, drawing, electronic and time-based art, painting, papermaking, printmaking, photography, and sculpture.
Recommended electives outside of Art, Design, and Art History

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

History (BA)

This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department, and is only available at the St. Louis home campus.

Learning Outcomes

Upon completion of the history major, students will:

- Be familiar with the outlines of the history of the modern world, i.e. since 1500.
- Be familiar in some depth with the history of one geographic area or historical epoch.
- Be able to make historical arguments using concrete illustrations and examples

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 42 required credit hours within the History, Politics, & International Relations Department
- 30 of the 42 required credit hours must be in history courses, including HIST 2600, INTL 1500, a research requirement (completed by placing on file with the department a substantial research paper from an upper-level course or a senior thesis) and senior overview
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

History majors must take a minimum of 6 credit hours of political science and/or international relations. They must take at least 12 credit hours of upper-level coursework in the department (3000-level or above), of which a minimum of 6 credit hours must be HIST.

At least 18 of the 42 required credit hours in history, political science and international relations must be taken at Webster University.

International Language Requirement

- A minimum of three hours in a foreign language is required. Courses used towards the international language requirement may also be used to fulfill global citizenship requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 42 credit hours required for history majors include:

- 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)
- One additional departmental course (3 hours)
- Upper-level coursework in the department (12 hours)

Interactive Digital Media (BA)

This program is offered by the School of Communications/Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

Program Description

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

Learning Outcomes

Successful graduates of this program will be able to:

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

Petition to Proceed with Senior Overview

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

- EPMED 1010 Introduction to Media Production
- MEDC 1010 Introduction to Mass Communications
- INTM 1600 Introduction to Interactive Digital Media
- INTM 2000 Strategic Writing for Interactive Media
- INTM 2200 Visual Design for Interactive Media
- INTM 3100 Introduction to Web Development
- INTM 3200 Interface Design

Degree Requirements

A minimum of 128 credit hours consisting of the following:
Majors

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

Required Courses

- AUDI 1000 Audio Production I (3 hours)
- DESN 1210 Design Concepts (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- MEDC 1010 Introduction to Mass Communications (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2000 Strategic Writing for Interactive Media (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- INTM 3050 Information Architecture (3 hours)
- INTM 3100 Introduction to Web Development (3 hours)
- INTM 3200 Interface Design (3 hours)
- INTM 3XXX 3 credits of INTM at 3000-level or above (3 hours)
- INTM 4050 Professional Practice of Integrative Digital Media (3 hours)
- INTM 4620 Senior Overview * (3 hours)
  or MEDC 4950 Internship* (3 hours)

*Capstone Course

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

Skill Electives

- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- AUDI 3100 Audio Field Production for Visual Media (3 hours)
- AUDI 4500 Soundtracks for Visual Media (3 hours)
- ANIM 2200 3D Animation and Rigging (3 hours)
- ANIM 4200 3D Animated Short Film (3 hours)
- COAP 2100 Web Technology Principles (3 hours)
- COAP 2130 Web Scripting (3 hours)
- COAP 2150 Design Principles (3 hours)
- COAP 2170 Web Usability and Accessibility (3 hours)
- COAP 2180 Intro to XML (3 hours)
- COAP 3000 Advanced Web Scripting (3 hours)
- COAP 3100 Interactive Site Development (3 hours)
- COAP 3120 Designing with Style Sheets (3 hours)
- COAP 3150 Design Principles II (3 hours)
- COAP 3180 Web Databases (3 hours)
- COSC 1540 Emerging Technologies (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- DESN 1500 Digital Visualization (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 3150 Topics in Film, Television, or Video Production (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)
- GAME 3150 Special Topics in Game Design (3 hours)
- INTM 3300 Animation Techniques and Practices for Interactive Media (3 hours)
- INTM 4100 Programming for Web Communications II (3 hours)
- INTM 4300 Programming for Interactive Media II (3 hours)
- INTM 4350 Special Topics (3 hours)
- INTM 3580 Delivering Digital Media (3 hours)
- PHOT 1010 Digital Basic Photography (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 2060 Modern World Cinema (4 hours)
- FLST 2070 History of Animation (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- GAME 2000 Introduction to Video Game Theory and Design (3 hours)
- GAME 3500 History of Video Games (3 hours)
- MEDC 1630 Media Literacy (3 hours)
- MEDC 2200 Ethics in the Media (3 hours)
- MEDC 2800 Cultural Diversity in the Media (3 hours)
- MEDC 4100 The Law in the Media (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)

International Human Rights (BA)

This program is offered by the College of Arts & Sciences/Institute for Human Rights and Humanitarian Studies, and is only available at the St. Louis home campus.

Program Description

The international human rights program at Webster University seeks to encourage greater understanding of international human rights standards, problems and solutions.

Learning Outcomes

Upon completion of the program, students should:

- Articulate the history of, and current practices in, human rights frameworks and legal norms.
- Critically analyze theories, concepts and ideas in human rights.
- Identify and explain major human rights issues, past and present.
- Evaluate the potential solutions to human rights abuses, including the work of transnational actors.
- Demonstrate understanding of quantitative and qualitative methods of, and the ethical issues involved in, human rights research.
- Engage in human rights field experience.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Students will complete 42 credit hours as specified below with a grade of C or better, and must display foreign language competence. (This requirement can be met by completing intermediate level II in a foreign language or by passing an intermediate-level proficiency examination and will be waived for students whose native language is not English and who are studying in English.)

In the final year of study, each student must register for HRTS 4600 Senior Overview (3 credit hour) and submit an overview paper.
Required Courses

- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- HRTS 2800 Methods of Inquiry (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- HRTS 3590 Theories of Human Rights (3 hours)
- HRTS 4500 Human Rights Field Experience (3 hours)
- HRTS 4600 Senior Overview (3 hours)
- PHIL 2300 Social and Political Philosophy (3 hours)
or POLT 1070 Introduction to Political Theory (3 hours)

Elective Courses

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

- ANTH 4260 Globalization (3 hours)
- ANTH 4310 Race and Ethnicity (3 hours)
- SOCI 4475 Class, Status and Power (3 hours)
- ANTH 4330 Gender and Sex (3 hours)
- ENGL 1060 Prose Fiction Literature (3 hours)
- ETHC 1000 Issues and Problems in Ethics (1 hour)
- HIST 2050 Topics in African History (3 hours)
- HIST 2040 Topics in Latin American History (3 hours)
- HIST 2070 Topics in Non-Western History (3 hours)
- HRTS 2086 Topics in Human Rights (3 hours)
- HRTS 3680 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 3210 Prejudice and Discrimination (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- HRTS 3600 Topics in Mass Violence (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- ISTL 1000 Introduction to International Studies (3 hours)
- INTL 1500 The World System since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3300 Governments and Politics of Eastern Europe (3 hours)
- MEDC 2800 Cultural Diversity in the Media (3 hours)
- MULC 2010 American Cultural Pluralism (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 3350 Philosophical Ethics (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3370 Feminist Philosophy (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2550 The Politics of Development (3 hours)
- RELG 2050 Religion and Human Values (3 hours)

International Relations

(Majors)

This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Learning Outcomes

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

- Demonstrate knowledge of key subfields and theories of international relations as a discipline.
- Identify major actors and institutions of international relations and know their functions.
- Analyze international issues from perspectives other than their own.
- Display familiarity with foreign cultures and languages.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 42 required credit hours with the Department of History, Politics, & International Relations
- Study abroad residency requirement of at least one term (eight weeks) outside the United States
- 12 international language credit hours (or advanced proficiency)
- Applicable University Global Citizenship Program hours
- Electives

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

Students are required to complete 42 credit hours within the department, including methods, a research requirement (fulfilled by taking the seminar, Bachelor thesis, or a designated upper-division course) and senior overview.

A minimum of 18 credit hours of international relations at Webster University is required.

At least 12 credit hours of upper-level (3000-level or above) coursework in the department with an international focus must be completed in addition to methods and overview. Note: In Leiden, Geneva, Athens, Thailand and Ghana, the research requirement and overview are satisfied by the seminar course (INTL 4600).

To satisfy the study abroad residency, students may study at one of Webster University’s international campuses or at an approved alternative location. International students who have lived outside of the country of their home campus are exempt from this requirement.

Students are required to have significant international language experience. This requirement can be met by completing the full elementary and intermediary sequence in a single foreign language (usually consisting of four 3-credit hour sequential courses), completing a 3000-level or 4000-level course in a foreign language with a grade of C- or better, or by passing an advanced-level proficiency examination. This requirement will be waived for students whose native language is not English and who are studying in English. Their mastery of English as a second language fulfills the requirement.

Curriculum

The 42 credit hours required for the international relations major include the following:

- INTL 1050/POLT 1050 Introduction to International Relations (3 hours)
or INTL 2680 International Relations Theory (3 hours)
or POLT 1080 Introduction to Comparative Politics (3 hours)
or POLT 1060 Introduction to American Politics (3 hours)
or POLT 2250 Politics in the Industrialized World (3 hours)
or POLT 2550 The Politics of the Developing World (3 hours)
or INTL 2700 Methods of Political Inquiry (3 hours)
or POLT 2600 Research Methods and Approaches in Political Science (3 hours)
or INTL 1500 The World System since 1500 (3 hours)
or A 2000-level or above HIST course with an international focus (3 hours)
or Three of the following sub-field courses (9 hours):

• INTL 2680 International Relations Theory (3 hours)
• POLT 1080 Introduction to Comparative Politics (3 hours)
• POLT 1060 Introduction to American Politics (3 hours)
• POLT 2250 Politics in the Industrialized World (3 hours)
• POLT 2550 The Politics of the Developing World (3 hours)
• INTL 2700 Methods of Political Inquiry (3 hours)
• POLT 2600 Research Methods and Approaches in Political Science (3 hours)
• INTL 1500 The World System since 1500 (3 hours)
Majors

- INTL 2030 International Law (3 hours)
- INTL 3100 International Political Economy (3 hours)
- INTL 3310 Conduct of Foreign Policy (3 hours)
- INTL 3800 International Security (3 hours)
- INTL 3500 Environmental and Energy Security (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 4000 Research Requirement (to be taken in conjunction with a designated 3000-level or 4000-level course) (0 hours)
- INTL 4620 Senior Overview (0-1 hours)
- INTLPOLT/HIST electives (15 hours, 9 of which must have an international focus)

Special Requirements

Students studying at the Vienna campus have the following additional requirements. They complete these courses in addition to the core requirements listed above:

- POLT 1070 Introduction to Political Theory (3 hours) and INTL 2680 International Relations Theory (3 hours) (3 additional hours; 6 hours total)
- SOCI 2750 Introduction to Measurement and Statistics (3 hours)
- ECON 2030 Principles of Macroeconomics (3 hours) or ECON 2000 Survey of Economics (3 hours)
- Complete two additional courses from the sub-field course list in the core requirements. Only one security course (INTL 3500 Environmental and Energy Security or INTL 3800 International Security) can be used. (6 hours)
- INTL 4700 Senior Thesis (4 hours)

Special Study Opportunities

- HRTS 1100 Introduction to Human Rights (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 4910 Comparative Economic Problems (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- BUSN 4650 International Business (3 hours)

Courses in the emphases (international economics; migration and refugee studies) are also considered pre-approved electives for the INTL major. Qualified students may take selected graduate-level courses in international business and international relations as part of an international relations major with permission of the department and the instructor of the course.

Emphasis in International Economics (48 hours)

This emphasis is available at the St. Louis home campus and at the Geneva campus.

Emphasis-Specific Learning Outcomes

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

- Identify the costs and the benefits of the global economy.
- Demonstrate their ability to define and critically analyze economic problems.
- Understand basic macroeconomic and microeconomic concepts.

Required Courses for the Emphasis in International Economics

Students in St. Louis and Geneva may elect an emphasis in international economics by fulfilling the above core requirements for international relations and by structuring five of their courses (15 hours) around the following list:

- ECON 2030 Principles of Macroeconomics (3 hours)
- ECON 2000 Survey of Economics* (3 hours)
- ECON 2020 Principles of Microeconomics (3 hours)
- or ECON 2030 Intermediate Macroeconomics (3 hours)
- or ECON 3700 Economics of Development (3 hours)
- or ECON 3720 International Trade and Finance (3 hours)
- or ECON 4600 Comparative Economic Systems (3 hours)
- or ECON 4910 Comparative Economic Problems (3 hours)
- or INTL 4280 International Economics (3 hours)
- or INTL 3290 Politics of International Economic Problems (3 hours)
- or INTL 3300 International Economic Integration (3 hours)
- or INTL 3500 Environmental and Energy Security (3 hours)
- or INTL 3800 International Security (3 hours)
- or ECON 4900 History of Economic Thought (3 hours)

*Students using credit for ECON 2000 cannot count ECON 2020 or ECON 2030 toward the emphasis.

Emphasis in Migration and Refugee Studies (48 hours)

This emphasis is only available at the Geneva campus.

Required Courses for the Emphasis in Migration and Refugee Studies

Students in Geneva may elect an emphasis in migration and refugee studies by fulfilling the above core requirements for international relations and by structuring five of their elective courses (15 hours) around the following list:

- SOCI 2000 Issues in Contemporary Society: Sociocultural Factors Behind Migration and Refugee Movements (3 hours)
- HIST 2360 Refugee and Migration Movements (3 hours)
- POLT 3310 Conduct of Foreign Policy (3 hours)
- INTL 3400 Comparative Politics (subtitled Refugee and Migration) (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 3500 Advanced Studies in International Law (subtitled International Refugee Law) (3 hours)
- INTL 4280 International Economics (3 hours)
- INTL 4600 International Relations Seminar (subtitled Refugee and Migration Studies) (3 hours)
- Field Experience (0 hours)

International Studies (BA)

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

Program Description

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

Learning Outcomes

By the end of the program, students will be able to:

- Compare different cultural, religious, belief and value systems.
- Demonstrate an understanding of different political and economic systems in the world.
Degree Requirements
A minimum of 128 credit hours consisting of the following:

• 39 required credit hours for the major
• Language proficiency up to the 3000-level
• International travel through a Webster study abroad program or ISTL 2500 Approved International Studies Internship
• Applicable University Global Citizenship Program hours
• Electives

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

• ISTL 1000 Introduction to International Studies (3 hours)
• ANTH 1100 Introduction to Cultural Anthropology (3 hours)
• INTL 1500 World Systems (3 hours)
• ECON 2030 Macroeconomics (3 hours)
• RELG 1060 World Religions (3 hours)
• ISTL 4500 Capstone Seminar in International Studies (3 hours)
• 9 credit hours (6 hours above 3000-level) in one of the regional concentrations
• 12 credit hours (9 hours above 3000-level) in one of the thematic concentrations

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

For a concentration in Asia:
• ARHS 2320 Introduction to Asian Art (3 hours)
• HIST 2030 Topics in Asian History (3 hours)
• ISTL 3550 Advanced Topics in International Studies (with appropriate subtitle) (3 hours)
• MNGT 3100 Issues in Management: Asian Culture and Business (3 hours)
• RELG 2070 Introduction to Religions of the East (3 hours)

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

For a concentration in Europe:
• ARHS 2210 Intercultural History of Art (3 hours)
• ARHS 3150 Baroque Art (3 hours)
• ARHS 3110, ARHS 3120, or ARHS 3130 (3 hours)
• ENGL 3900 Myth and Classical Literature (Homer, Virgil, and Dante) (3 hours)
• ENGL 2020 Introduction to British Writers (3 hours)
• ENGL 2030 Major British Writers II (3 hours)
• ENGL 4020 Heroic Themes (Malory, Spenser, and Milton) (3 hours)
• ENGL 4030 Literature of Latin America (3 hours)
• ENGL 4150 Shakespeare I (3 hours)
• ENGL 4160 Shakespeare II (3 hours)
• FLST 2060 Modern World Cinema (3 hours)
• HIST 2210 Early Modern Europe (3 hours)
• HIST 2320 Topics in Latin American History (3 hours)
• JOUR 1120 Global Affairs Reporting (3 hours)
• JOUR 3750 Environmental Journalism and Communications (3 hours)
• MEDC 3260/INTL 3260 International Communications (3 hours)
• ADVT 3910 International Advertising (3 hours)
• THEA 2030 History of Theatre (3 hours)

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

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

• ARHS 2320 Intercultural History of Art (3 hours)
• ARHS 2320 Introduction to Asian Art (3 hours)
• ARHS 3150 Baroque Art (3 hours)
• ARHS 3110, ARHS 3120, or ARHS 3130 (3 hours)
• ENGL 3900 Myth and Classical Literature (Homer, Virgil, and Dante) (3 hours)
• ENGL 2020 Introduction to British Writers (3 hours)
• ENGL 2030 Major British Writers II (3 hours)
• ENGL 4020 Heroic Themes (Malory, Spenser, and Milton) (3 hours)
• ENGL 4030 Literature of Latin America (3 hours)
• ENGL 4150 Shakespeare I (3 hours)
• ENGL 4160 Shakespeare II (3 hours)
• JOUR 1120 Global Affairs Reporting (3 hours)
• JOUR 3750 Environmental Journalism and Communications (3 hours)
• MEDC 3260/INTL 3260 International Communications (3 hours)
• ADVT 3910 International Advertising (3 hours)
• THEA 2030 History of Theatre (3 hours)

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

• HIST 2020 Topics in Modern Europe History (3 hours)
• HIST 2320 Topics in Latin American History (3 hours)
• HIST 2200 History of Medieval Society (3 hours)
• HIST 2210 Early Modern Europe (3 hours)
• HIST 3000 History of Ideas (3 hours)
• HIST 3150 International Affairs (3 hours)
• HRTS 2500 Current Problems in Human Rights (3 hours)
• HRTS 3160 Human Rights in Film—Documentary (3 hours)
• HRTS 3170 Human Rights in Film—Narrative (3 hours)
• HRTS 3210 Prejudice and Discrimination (3 hours)
• HRTS 3400 Human Rights and the Environment (3 hours)
• HRTS 3500 International Human Rights Law (3 hours)
The following list of courses fit this description:

- INTL 2030 International Law (3 hours)
- INTL 2570 Multinational Corporations (3 hours)
- INTL 3550 International Economic Integration (3 hours)
- INTL 3740 International Organizations (3 hours)
- ISLT 2600 Natural Systems and Sustainable Ecologies (3 hours)
- MNGT 2400 International Management (3 hours)
- ANTH 2500 Peoples and Cultures (3 hours)
- BUSN 4650 International Business (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- POLT 1050 Introduction to International Politics (3 hours)
- POLT 2550 Politics of Development (3 hours)
- POLT 3400 Comparative Politics (3 hours)
- SCIN 1520 Environment (3 hours)
- SOCI 3380 Transnational Crime (3 hours)
- SPAN 3150 Culture and Civilization of the Spanish Speaking World: Latin America (1-3 hours)

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

- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2510 The First Philosophers (3 hours)
- PHIL 2520 Philosophic Classics: Early Modern Europe (3 hours)
- PHIL 3100 Literature and Philosophy (3 hours)
- PHIL 4050 Topics in the History of Philosophy (3 hours)
- RELG 3180 Judaism (3 hours)
- RELG 3190 Christianity (3 hours)

Topics-based Courses
Topics-based courses that vary from semester to semester may fulfill one of the regional or thematic areas based on the particular content of the class for that semester with the approval of the ISC.

The following list of courses fit this description:

- ARHS 4600 Topics in Art History (3 hours)
- FLST 2050 History of Film (3 hours)
- FLST 3160 Topics in Film (3 hours)
- HIST 2070 Topics in Non-Western History (3 hours)
- HIST 3060 History Roundtable (3 hours)
- HIST 4600 History Seminar (3 hours)
- ANTH 2500 Peoples and Cultures (3 hours)
- ILC 2150 Topics in Culture (1-3 hours)
- ILC 4150 Contemporary Issues (1-3 hours)
- MECO 3150 Topics in Media Communications (1-3 hours)
- MECO 3700 Topics in International Communications (3-6 hours)
- MECO 3800 Topics in Cultural Diversity (3 hours)
- MNGT 4330 International Marketing (3 hours)
- MUSC 1070 Topics in Music (3 hours)
- PHIL 4050 Topics in the History of Philosophy (3 hours)
- POLT 2550 Politics of Development (3 hours)
- POLT 4100 Advanced Studies in International Politics (3-4 hours)
- POLT 4200 Advanced Studies in Political Theory (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3-4 hours)
- SPAN 4250 Topics in Literature (1-3 hours)
- SPAN 4650 Advanced Topics (1-3 hours)

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

**Journalism (BA)**

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

**Program Description**
The journalism major prepares students to work as professionals in the field, and they will learn the essential elements of reporting, writing and producing news and features for a variety of media, including print, broadcast and online. Students will complete two semesters in a student-run news organization, including the university's award-winning Journal and may elect to complete an internship with a professional news organization.

**Learning Outcomes**
Successful graduates of this program will be able to:

- Identify and evaluate potential news stories that will impact, inform and engage a defined audience.
- Construct the most compelling and effective ways to tell a story based upon an analysis of purpose, audience and available media. This includes taking advantage of multimedia to tell stories in a global context in more complete and meaningful ways.
- Gather and evaluate the validity and reliability of information as well as to evaluate the veracity of the sources from which information comes through:
  - The process of interviewing.
  - Research and public records search.
  - Database-driven, computer-assisted reporting.
- Evaluate and comprehend the ethical and legal implications of one's journalistic publication decisions.
- Apply entrepreneurial and relationship-building skills in order to compete effectively for professional employment opportunities.

**Portfolio Review for Journalists**
Seniors majoring in Journalism must complete a portfolio review with a panel of faculty within the School of Communications after taking these classes:

- JOUR 1020 Introduction to Media Production for Journalists
- JOUR 1030 Fundamentals of Reporting
- JOUR 2110 Production Techniques
- JOUR 2140 Advanced Reporting
- JOUR 3000 Newspaper Production Workshop

Students' online digital portfolios are judged on both the quality and presentation of the material. Faculty members consider accuracy, creativity, content and technical expertise in the work presented, and the professionalism of delivery.

**Degree Requirements**
A minimum of 128 credit hours consisting of the following:

- 51 required credit hours
- Applicable University Global Citizenship Program hours
- Electives
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 (3 hours)
  - with concurrent enrollment in-
  JOUR 1020 Introduction to Media Production for Journalism (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
  - with concurrent enrollment in-
  JOUR 2110 Production Techniques (3 hours)
- JOUR 2170 Copyreading/News Editing (3 hours)
- JOUR 3300 Newspaper Production Workshop (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 4700 Professional Development in Journalism (3 hours)

One of the following (3 hours):

- JOUR 3580 Radio News Reporting and Production (4 hours)
- JOUR 3590 Television News Reporting and Producing (3 hours)
- JOUR 3600 Online Journalism Production (3 hours)

One of the following (3 hours):

- JOUR 4620 Senior Overview (3 hours)
- MEDC 4950 Internship* (3 hours)
  "Capstone Course"

In addition to the above required courses, students must choose 9 credit hours from the following:

- COAP 2000 Introduction to Web Programming (3 hours)
- JOUR 1830 Broadcast Delivery and Interpretation (3 hours)
- JOUR 1930 Sports Broadcasting (3 hours)
- JOUR 2070 History of Broadcasting (3 hours)
- JOUR 2300 Journalism: Layout and Design (3 hours)
- JOUR 2350 Outdoor/Nature Journalism (3 hours)
- JOUR 2360 History and Principles of American Journalism (3 hours)
- JOUR 2380 Free Expression and the First Amendment (3 hours)
- JOUR 2600 Introduction to Digital Journalism (3 hours)
- JOUR 2750 Reporting Disaster Stories (3 hours)
- JOUR 2850 Radio-TV News Reporting (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- JOUR 3060 Community Reporting (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 3090 Covering Global Conflicts (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- JOUR 3750 Environmental Journalism and Communications (3 hours)
- LEGL 4800 Advanced Topics in Law (3 hours)
  (may be repeated for credit if content differs)
- LEGL 4600 Legal Seminar (3 hours)
  (may be repeated for credit if content differs)
- LEGL 4800 Advanced Topics in Law (3 hours)

Legal Studies (BA)

This program is offered by the College of Arts & Sciences/Legal Studies Department. It is available at the St. Louis home campus and at the Gateway campus.

Program Description

The bachelor of arts in legal studies is approved by the American Bar Association (ABA) and is the only ABA program in the St. Louis area. The degree is designed to meet the ever-changing needs of the paralegal profession and prepares students to enter the legal profession. We offer a solid, broad-based education including legal specialty courses. Students will learn both the theoretical and practical aspects of the law as they gain paralegal knowledge and an understanding of the ethical framework in which legal professionals function.

Learning Outcomes

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

- Demonstrate the fundamentals of legal reasoning and analysis.
- Comprehend the Code of Professional Responsibility to be able to address ethical dilemmas faced by lawyers and legal assistants.
- Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Explain the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
- Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
- Distinguish the significant role that legal assistants/paralegals have in the legal world and the practical skills necessary to function in it.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major. At least 18 of the 51 required credit hours for the legal studies major must be taken at Webster University.

Curriculum

The 51 credit hours required for the legal studies major include the following:

- LEGL 2080 Topics in Law (3 hours)
- LEGL 2400 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 4610 Tort Law Practice (3 hours)
- LEGL 4620 Contract Law Practice (3 hours)
- LEGL 4830 Real Estate Law Practice (3 hours)
- LEGL 4840 Corporations and Business Organizations (3 hours)
- LEGL 4850 Computers and the Law (3 hours)
- LEGL 4910 Senior Overview (3 hours)

6 credit hours from the following:

- LEGL 4600 Legal Seminar (3 hours)
- LEGL 4800 Advanced Topics in Law (3 hours)
Auditions are accepted. Sites are available to prospective theatre students. No video following fall session. Both on-campus and off-campus audition held each year during the spring semester for entrance into the major in theatre at Webster University. Auditions/interviews are required for all students planning to enter the major in theatre at Webster University. Special Requirements

Transfer students must complete 18 credit hours of American Bar Association (ABA) required courses in residence at Webster University. These courses include the following:

- LEGL 3000 Legal Ethics (3 hours)
- LEGL 4490 Advanced Paralegal Procedures (3 hours)
- LEGL 4470 Methods of Legal Research and Writing II (3 hours)
- LEGL 4480 Computerized Legal Research (3 hours)
- LEGL 4800 (or above) (6 hours)

All other coursework for the legal studies major may be transferred in only at the discretion of the Legal Studies program. Approval for these transfer credits must come from Legal Studies advisors.

### Lighting Design (BFA)

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

#### Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

#### Learning Outcomes

At the end of their training, students will demonstrate an effective design process that integrates their abilities to:

- Develop a design concept for a production in a collaborative process with a director and a creative team.
- Analyze comprehensively the lighting needs of a play.
- Implement strong research skills.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation.

#### Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

### Degree Requirements

- 102 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

### Global Citizenship Program for Theatre BFAs

- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

**NOTE:** Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

### Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- SCIN 1410 Light, Sound and Electricity (3 hours)
- THEA 2020 History of the Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of the Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

### Management (BA)

This program is offered by the Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

#### Program Description

The management program examines the relationship between an organization, its leaders and employees. This program is designed to help students develop the competencies as both a business professional and scholar practitioner with the capabilities to drive growth and innovation. In this program, students will acquire skills necessary to effectively manage people, analyze management problems, develop sound business practice and communicate effectively.

The BA in management is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
Learning Outcomes
A student who successfully completes the program requirements will be able to:

- Analyze, understand and evaluate how legal, social, economic and global issues affect business.
- Integrate key theories to manage people, processes and resources in a diverse organization.
- Use appropriate tools and technology to critically analyze and interpret key business information.
- Apply concepts regarding ethics and corporate responsibility and how they impact managerial decisions.
- Build upon ambiguous and incomplete information to draft, support and defend innovative solutions to complex managerial challenges.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Special Requirements
Students are required to complete at least 39 credit hours in management courses, including MNGT 2100 Management Theory and Practices, MNGT 3400 Human Resource Management, courses in accounting, law and economics, as well as a capstone. The required minimum distribution of coursework varies, depending on the emphasis selected by the student.

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of Business and Management at Webster University.

Required courses must be completed at Webster University once the student begins to matriculate at Webster University. Transfer courses taken prior to enrollment at Webster University may be used to substitute for required courses if accepted by the chair.

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 3280 Introduction to Business Law.

Required Courses
- ACCT 2010 Financial Accounting (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3500 Marketing (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- PHIL 2110 Introduction to Ethics (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours) (Preferred)
- BUSN 2750 Introduction to Business Statistics (3 hours)
- MNGT 4900 Managerial Policies and Strategies (Capstone) (3 hours)

Choose one of the following:
- MNGT 4330 International Marketing (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4100 International Management (3 hours)

Management (BA) with an Emphasis in Health Care Administration
This program is offered by the Walker School of Business & Technology/Management Department, however, new applications are no longer being accepted for this program.

The Walker School of Business & Technology is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) for BS, BA, MBA, MA, MS and doctoral programs in the Business and Management departments.

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.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

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.

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)
Management (BA) with an Emphasis in Human Resource Management

This program offered by the Walker School of Business & Technology/Management Department. It is available at the St. Louis campus, at the Westport campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Required Courses
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3420 Labor-Management Relations (3 hours)
- MNGT 4400 Personnel Law (3 hours)
- MNGT 4420 Compensation Management (3 hours)
- MNGT 3500 Marketing (3 hours)

Optional Courses
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- PHIL 2110 Introduction to Ethics (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)

Choose one of the following:
- MNGT 4330 International Management (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4100 International Management (3 hours)

No more than one course completed with a grade of D may count toward fulfilling the specific requirements of the major.

Management (BA) with an Emphasis in International Business

This program offered by the Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and select international campuses. Please see the Locations Offering Undergraduate Programs section of the catalog for a list of campuses where this program is offered.

Required Courses
- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (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 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3420 Labor-Management Relations (3 hours)
- MNGT 4400 Personnel Law (3 hours)
- MNGT 4420 Compensation Management (3 hours)
- MNGT 3500 Marketing (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- PHIL 2110 Introduction to Ethics (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)
- BUSN 2750 Introduction to Business Statistics (3 hours)

Choose one of the following:
- MNGT 4330 International Management (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- MNGT 4100 International Management (3 hours)
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.

### Required Courses
- ACCT 2010 Financial Accounting (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- MNGT 3320 Business Law: International (12 hours)
- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3500 Marketing (3 hours)
- BUSN 3710 Entrepreneurial Finance (3 hours)
- PHIL 2110 Introduction to Ethics (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)
  or BUSN 2750 Introduction to Business Statistics (3 hours)
- MNGT 4100 International Management (3 hours)
- MNGT 4330 International Marketing (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- MNGT 4940 Global Competitive Strategies (Overview) (3 hours)

### International Electives
One from each of the four international areas:

- International History, International Politics, International Relations, general course on an international topic (12 hours)

### Language

Language chosen and courses are dependent on initial incoming capability and progress. Students would typically focus on only one foreign language. A reasonable capability in a foreign language is required. Students can establish their capability by successfully completing 12 credit hours (at least 6 credit hours of which must be at the 2000-level) or by passing an intermediate level language competency examination. If a student successfully completes a major or minor in a foreign language, they will also have met the language requirement for the international business emphasis.

Students whose native language is not English and who are studying in English will be considered to have achieved their foreign language requirement if they successfully pass an ESL test of their English proficiency. The 12-credit-hour requirement must be completed through other coursework from the curriculum.

A student can substitute another foreign language, subject to the approval of the chair of the Department of Management, if that student successfully passes written and oral examinations in that language.

### Special Requirements

Students are required to complete at least 45 credit hours consisting of the following:

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

### Degree Requirements

A study residency of at least one term (eight weeks) outside the United States or an international internship/practicum in the United States is strongly recommended. For the study residency, students may attend one of Webster University’s international campuses or an approved alternative location. Students unable to study outside the United States can take an international internship (3 to 6 credit hours) with an approved firm or organization in the United States involved in international activities.

### Management (BA) with an Emphasis in Marketing

This program is offered by the Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

The Walker School of Business & Technology is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) for BS, BA, MBA, MA, MS and doctoral programs in the Business and Management departments.

### 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.

### Special Requirements

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.
Management Information Systems (BS)

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department, and is only available at the St. Louis home campus.

Program Description
The bachelor of science degree in management information systems integrates technology and business concepts, providing students the knowledge and skills they will need to solve current and future IT related business challenges.

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

- Demonstrate mastery of information systems management in the following core areas:
  - Application of information technology solutions
  - Project management
  - Data and information management
  - Core business concepts
  - Write and orally communicate technical material effectively and professionally
  - Apply problem-solving skills and the knowledge of information systems management to formulate solutions

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

All upper-level (3000 and above) courses must be taken at Webster University.

Required Courses
- COSC 1560 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3410 Computer Security (3 hours)
- COSC 3500 IT Project Management (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- ACCT 2010 Financial Accounting I (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2100 Business Communications (3 hours)
- BUSN 4300 Business Ethics (3 hours)
- CSIS 4810 Integrated Enterprise Systems (3 hours)
- CSIS 4820 Advanced Integrated Enterprise Systems (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 3500 Marketing (3 hours)
- MNGT 4920 Marketing Strategies (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)

Mathematics (BS)

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department, and is only available at the St. Louis home campus.

Program Description
Mathematics is a powerful tool used in the natural and social sciences for understanding and predicting the world around us. It also has a beauty of logic and structure within itself, as well as being useful for a wide variety of applications. Students interested in the natural and social sciences are encouraged to have a second major or a minor in mathematics. Graduates with a major in mathematics would be employed anywhere there is a need to solve numerical and logical problems.

Learning Outcomes
- Students will demonstrate critical thinking skills in the area of mathematics.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate in depth knowledge of calculus.
- Students will demonstrate comprehension with a variety of mathematics, chosen from applied and/or theoretical topics.
- Students will gain basic computer programming skills.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 51 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the mathematics BS
- Electives

Global Citizenship Program for Mathematics BS
Requirements are modified to allow one course with the MATH prefix to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Required Courses
At least 30 of the required 51 mathematics credit hours must be taken at Webster University.

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2450 Introduction to Abstract Mathematics (3 hours)
- MATH 3000 Calculus III (5 hours)
- MATH 3010 Discrete Mathematics (3 hours)
- MATH 3020 Numerical Analysis (3 hours)
Mathematics (Pre-Engineering) (BS)

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department, and is only available at the St. Louis home campus.

Program Description
Webster University offers a dual degree program in engineering with Washington University and Missouri University of Science and Technology. This program leads to a BS in mathematics from Webster University and a BS in engineering from Washington University or Missouri University of Science and Technology. Students in the pre-engineering program combine high-quality professional engineering education with a strong background in the humanities, mathematics and the natural and social sciences. The programs at Washington University and Missouri University of Science and Technology include biomedical engineering, computer science, computer engineering, electrical engineering, systems science and engineering, chemical engineering and mechanical engineering. The professional degrees offered in each area are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

Learning Outcomes
• Students will demonstrate critical thinking skills in the area of mathematics.
• Students will demonstrate the ability to solve problems related to the program content.
• Students will demonstrate in depth knowledge of calculus.
• Students will demonstrate comprehension with a variety of mathematics, chosen from applied and/or theoretical topics.
• Students will gain basic computer programming skills.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

• 48 required credit hours (additional courses may be needed based on chosen engineering field)
• Applicable University Global Citizenship Program hours, with accommodations for the mathematics BS
• Electives

Global Citizenship Program for Mathematics BS
Requirements are modified to allow one course with the MATH prefix to satisfy both a requirement of the major and also the GCP ‘Quantitative Literacy’ requirement.

Required Courses
At least 30 of the required 48 mathematics credit hours must be taken at Webster University.

• MATH 1610 Calculus I (5 hours)
• MATH 1620 Calculus II (5 hours)
• MATH 2450 Introduction to Abstract Mathematics (3 hours)
• MATH 3000 Calculus III (5 hours)
• MATH 3010 Discrete Mathematics (3 hours)
• MATH 3040 Differential Equations (3 hours)
• MATH 3160 Linear Algebra (3 hours)
• MATH 3200 Statistics (3 hours)
• MATH 3610 Probability (3 hours)

The following courses are required to complete the pre-engineering transfer requirements:

• CHEM 1100 General Chemistry I (3 hours)
• CHEM 1101 General Chemistry Lab I (1 hour)
• COSC 1550 Computer Programming I (3 hours)
• PHYS 2030 University Physics I (3 hours)
• PHYS 2031 University Physics I: Lab (1 hour)
• PHYS 2040 University Physics II (3 hours)
• PHYS 2041 University Physics II: Lab (1 hour)

Depending on the selected engineering major, the following electives are additionally required to support transfer to the engineering school.

For chemical engineering and biomedical engineering majors only:

• BIOL 1550 Essentials of Biology I (4 hours)
• BIOL 1551 Essentials of Biology I: Lab (1 hour)
• CHEM 1110 General Chemistry II (3 hours)
• CHEM 1111 General Chemistry II: Lab (1 hour)
• CHEM 2100 Organic Chemistry I (3 hours)
• CHEM 2101 Organic Chemistry I: Lab (1 hour)
• CHEM 2110 Organic Chemistry II (3 hours)
• CHEM 2111 Organic Chemistry II: Lab (1 hour)

In addition, there are some department-specific requirements:

Biomedical Engineering

• BIOL 1560 Essentials of Biology II (4 hours)
• BIOL 1561 Essentials of Biology II: Lab (1 hour)

Computer Science & Computer Engineering

• COSC 1560 Computer Programming II (3 hours)

Media Communications (BA)

This program is offered by the School of Communications/Communications and Journalism Department. It is available online, at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description
The BA in media communications enables students to become familiar with several areas within the communications curriculum. Students will take a core that will ground them in media theory,
writing and production, and then select a 12-hour concentration within the programs of the School of Communications.

**Learning Outcomes**

Successful graduates of this program will be able to:

- Critically analyze media messages.
- Demonstrate strategic use of media in context.
- Demonstrate creative problem solving through the application of professional knowledge and skills.

**Portfolio Review Course Requirements**

Students must pass a portfolio review, ordinarily in their junior year. To be eligible for the review, students must complete 15 credit hours in the School of Communications, including MEDC 1010, EPMD 1000 or JOUR 1020, and nine additional hours within the School of Communications.

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EPMD 1000 Introduction to Media Production</td>
<td>3 hours</td>
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<tr>
<td>or JOUR 1020 Introduction to Media Production</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 1010 Introduction to Mass Communications</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 1050 Introduction to Media Writing</td>
<td>3 hours</td>
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<tr>
<td>or JOUR 1030 Fundamentals of Reporting</td>
<td>3 hours</td>
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<tr>
<td>MEDC 1630 Media Literacy</td>
<td>3 hours</td>
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<tr>
<td>MEDC 2200 Ethics in the Media</td>
<td>3 hours</td>
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<tr>
<td>MEDC 2800 Cultural Diversity in the Media</td>
<td>3 hours</td>
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<tr>
<td>or MEDC 3260 International Communications</td>
<td>3 hours</td>
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<tr>
<td>MEDC 4100 The Law and the Media</td>
<td>3 hours</td>
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<tr>
<td>SPCM 1280 Interpersonal Communications</td>
<td>3 hours</td>
</tr>
<tr>
<td>MEDC 4620 Senior Overview/Thesis** (3-6 hours)</td>
<td>3-6 hours</td>
</tr>
<tr>
<td>or MEDC 4950 Internship**</td>
<td>3 hours</td>
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</tbody>
</table>

**Motion Media Production (BA)**

This program is owned by the School of Communications/Electronic and Photographic Media Department, however, this program is not currently being offered.

**Program Description**

The motion media production program offers a systematic and thorough approach to learning the craft and aesthetics of motion media production. Early in the program, students learn about the history and current situation of media production and communication. They will also develop and execute their own projects. Required courses are structured so students can complete them within three years. As students progress through the program, they can focus on different areas of interest and use media crossovers to create individual projects or become part of creative collaborations. The interdisciplinary nature of the program allows students to explore a variety of production areas, ranging from narrative to documentary, artistic and commercial productions.

**Learning Outcomes**

Successful graduates of the program will be able to:

- Apply technical knowledge in the execution of pre-production, production and post-production of motion media.
- Analyze global media production, working from a theoretical and historical context, to then apply this knowledge in the process of creating motion media.
- Recognize, apply or present ideas to their peers, using basic terminology and procedures of motion media production, including aesthetic and theoretical terminology.

**Degree Requirements**

A minimum of 128 credit hours consisting of the following:

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

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANIM 1020 3D Animation Production: Core Concepts</td>
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<tr>
<td>or ANIM 1040 Storyboarding</td>
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<tr>
<td>or INTM 2800 Storyboard Techniques for Visual Media</td>
<td>3 hours</td>
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<tr>
<td>or JOUR 1000 Audio Production I</td>
<td>3 hours</td>
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<tr>
<td>or AUDI XXXX Elective course in Audio at 2000-level, 3000-level or 4000-level</td>
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<tr>
<td>or FTVP 4000 Professional Development</td>
<td>3 hours</td>
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<tr>
<td>or FTVP 1200 Camera and Light</td>
<td>3 hours</td>
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<tr>
<td>or FLST 1800 Film Appreciation</td>
<td>3 hours</td>
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<tr>
<td>or FLST 1000 Film and Television Appreciation</td>
<td>3 hours</td>
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<tr>
<td>or FLST 2050 History of Film</td>
<td>3 hours</td>
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<tr>
<td>or FLST 2060 Modern World Cinema</td>
<td>3 hours</td>
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<tr>
<td>or FLST 4160 Survey of Film Theory and Criticism</td>
<td>3 hours</td>
</tr>
<tr>
<td>or FTVP 1000 Introduction to Film, Television and Video Production</td>
<td>3 hours</td>
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<tr>
<td>or FTVP 2400 Motion Graphics</td>
<td>3 hours</td>
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<td>or FTVP 3000 Storylab</td>
<td>3 hours</td>
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<tr>
<td>or INTM 1600 Introduction to Interactive Media</td>
<td>3 hours</td>
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<tr>
<td>or MEDC 1500 Applied Media Aesthetics</td>
<td>3 hours</td>
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<tr>
<td>or MEDC 3190 Introduction to Media Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>or MEDC 4620 Senior Overview/Thesis (for Vienna)</td>
<td>6 hours</td>
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<tr>
<td>or PHOT 1010 Digital Basic Photography</td>
<td>3 hours</td>
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<tr>
<td>or SCPT 2900 Scriptwriting</td>
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</table>
Music (BA)

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

Program Description
The bachelor of arts (BA) degree with a major in music is designed for a broad understanding of the music discipline through the study of performance, music theory and music literature. The BA program allows a student to investigate diverse areas of music within a flexible curricular framework.

All students in the BA music degree program must complete a senior thesis.

Admission and Audition Requirements
To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department’s website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses
Core Music Courses
- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810 Musicianship I-III (6 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (2-3 hours) (taken in junior or senior year only)

Performance Courses
- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 4001/MUSC 4002/MUSC 4003/MUSC 4004/MUSC 4005 Applied Music (12 hours)
- MUSC 1090, MUSC 1085, MUSC 2001, MUSC 2501 Class or Applied Piano (2-4 hours) (minimum two semesters required)

Major Ensemble
6 hours over 8 semesters to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4950 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensemble (combo) (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4611, MUSC 4612, MUSC 4613, MUSC 4614 Thesis sequence (4 hours)

A minimum of 6 credit hours selected from:
- MUSC 2820 Musicianship IV (2 hours)
- MUSC 4001-MUSC 4005 Applied Music (2 hours)
- MUSC 3010 Composition (3 hours)
- MUSC 3050 Music Software Applications (2 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3170 Jazz History I (3 hours)
- MUSC 3180 Jazz History II (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3520 History of Popular Song Styles (3 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4170 Piano Literature (2 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4250 Voice Pedagogy I (2 hours)
- MUSC 4260 Piano Pedagogy I (2 hours)
- MUSC 4360 The Working Musician (3 hours)

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

Students pursuing the BA in voice must enroll in MUSC 0990. Through a successful Pre-Recital Hearing for the music faculty, BA students are allowed to present a non-required recital. This recital does not replace the senior thesis requirement, but the recital may include material from the thesis project.

Music (BM) in Composition

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

Program Description
The composition program at Webster focuses primarily on contemporary concert music. Students are also encouraged to explore many other musical styles and technologies such as jazz, electronic, computer and MIDI applications. Faculty composers work directly with composition majors. Numerous opportunities exist for the performance of students’ works, including the Webster New Music Ensemble.

Degree Requirements
128 required credit hours to include:

- 90-91 required credit hours in major
Majors

- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for the Bachelor of Music
- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses
- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-V (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-V (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses
- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 4001/MUSC 4002/MUSC 4003/MUSC 4004/MUSC 4005 Applied Music (six semesters) (12 hours)
- MUSC 4950 New Music Ensemble (after 2 semesters, may be repeated as elective concurrently with Major Ensemble) (2 hours)

Major Ensemble
6 hours over 8 semesters to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Composition Courses
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 3010, MUSC 3020 Composition (6 hours)
- MUSC 3070, MUSC 3080 Orchestration I, II (5 hours)
- MUSC 4010 Composition (four 16-week terms, 2 credits per term) (8 hours)
- MUSC 4020 Sixteenth-Century Counterpoint (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)

Supportive Courses
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (six consecutive semesters required; minimum four hours of applied instruction in individual lessons) (6 hours)
- AUDI 1200 Introduction to MIDI (3 hours)
- MUSC 3050 Music Software Applications (2 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)

Suggested Electives
- AUDI 1100, 2000 Audio Production I, II (6 hours)
- AUDI 4000 Music Recording (3 hours)
- AUDI 4300 Advanced MIDI Applications: Film Scoring (3 hours)
- MUSC 4340, MUSC 4350 Jazz Scoring and Arranging I, II (6 hours)

Senior Project in Composition
The student must submit a major composition project and present a recital of works completed at Webster University of at least 45 minutes in length. The student must also have a minimum of three public performances of original works during the freshman, sophomore and junior years.

Music (BM) in Composition

(Songwriting)

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

Program Description
The bachelor of music in composition (songwriting) is designed for the student who wishes to pursue a career as a composer, author and performer of original songs. In both private applied study and the classroom setting, students in the songwriter track refine their skills as songwriters/composers, vocalists, lyricists and accompanists (normally on piano and/or guitar). Extensive applied instruction on primary and secondary instruments is coupled with traditional, jazz and commercial music theory and history. Students in this program present a final concert of original works and a fully-produced compact disc.

Degree Requirements
A minimum of 128 credit hours to include:
- 116-17 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music
- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar
Music Performance

Music (BM) in Instrumental Performance

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810 Musicianship I-III (6 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 4002 Applied Primary Instrument (piano, guitar, or voice) (16 credits)

Major Ensemble

6 hours over eight semesters to be selected from:

- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)
- MUSC 4950 Webster University Jazz Singers (1 hour per semester)

Composition Courses

- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 3010 Composition (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3510 Arranging for Popular Styles (3 hours)
- MUSC 3520 History of Popular Song Styles (3 hours)
- MUSC 3530 Lyric Writing (3 hours)
- MUSC 4010 Composition (10 hours)

Supportive Courses

- Secondary Instrument: Class Piano, Secondary and Non-Major Piano OR Applied Voice (six consecutive semesters required; minimum four hours of applied instruction in individual lessons)
- AUDI 1100 Audio I (3 hours)
- AUDI 1200 Introduction to MIDI (3 hours)
- AUDI 2000 Audio II and AUDI 2050 Practicum (6 hours)
- AUDI 2300 Pro Tools (3 hours)
- AUDI 3600 MIDI Applications: Sequencing (3 hours)
- MUSC 1370, MUSC 1380 Jazz Theory I, II (6 hours)
- MUSC 3050 Music Software Applications (2 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4360 The Working Musician (3 hours)
- MUSC 4370 Marketing for Musicians (3 hours)
- MUSC 4000 Senior Recital (0 hours)

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

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 outstanding artists/teachers on the full-time and adjunct faculty.

Music majors with an instrumental performance emphasis will perform in Webster University ensembles, and may be assigned to assist with choral concerts, musical theatre performances or Opera Studio as designated by the faculty.

Students whose performance area is organ follow the curriculum for bachelor of music in instrumental performance, except that MUSC 4030 and 3 credit hours of music electives replace the 6 credit hours of piano.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department’s website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

- 91-93 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.
Webster University 2018-2019 Undergraduate Studies Catalog

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 4004 Applied Music (major instrument) (24 hours, with at least two of these credit hours focusing on literature and pedagogy)
- MUSC 4190 Orchestral Literature (3 hours)
- Junior and Senior Recital (0 hours)
- MUSC 4950 Chamber Music (4 hours)

Major Ensemble

8 hours over 8 semesters to be selected from:

- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (six consecutive semesters required; minimum four hours of applied instruction in individual lessons) (6 hours)
- MUSC 3070, MUSC 3080 Orchestration I, II (5 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3420 Advanced Instrumental Conducting (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)

Degree Requirements

128 credit hours to include:

- 91-95 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820 Musicianship I, II (4 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 4003 Applied Music (major instrument) (8 hours)
- MUSC 2300, MUSC 2305, MUSC 2310 Jazz Improvisation I, II, III (6 hours)
- MUSC 2315 Jazz Improvisation IV (if not studying in Vienna) (2 hours)
- MUSC 3300, MUSC 3310 Jazz Improvisation V, VI (6 hours)
- Senior Overview (0 hours)

Major Ensemble

8 hours over 8 semesters to be selected from:

- MUSC 4950 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensemble (combo) (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)

Audio and Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (four consecutive semesters required; minimum two hours of applied instruction in individual lessons) (4 hours)
- MUSC 1370, MUSC 1380 Jazz Theory I, II (6 hours)
- MUSC 2370, MUSC 2375, MUSC 2380 Jazz Theory III, IV, V (6 hours)

Music (BM) in Jazz Studies - Music Technology

This program is offered by the Leigh Gertrude College of Fine Arts/ Department of Music, and is only available at the St. Louis home campus.

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, Jazz Collective or Jazz Singers in addition to an academic curriculum that balances courses in jazz and classical music instruction. Students in this program also complete a significant amount of audio courses.
Music (BM) in Jazz Studies - Performance

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

Program Description
Webster offers 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, Jazz Collective or Jazz Singers in addition to an academic curriculum that balances courses in jazz and classical music instruction.

Degree Requirements
128 credit hours to include:
- 94-98 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music
- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Core Music Courses
- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820 Musicianship I, II (4 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses
- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 4003 Applied Music (major instrument) (16 hours)
- MUSC 2300, MUSC 2305, MUSC 2310 Jazz Improvisation I, II, III (6 hours)
- MUSC 2315 Jazz Improvisation IV (if not studying in Vienna) (2 hours)
- MUSC 3300, MUSC 3310 Jazz Improvisation V, VI (6 hours)
- Junior and Senior Recitals (0 hours)

Major Ensemble
8 hours over 8 semesters to be selected from:
- MUSC 4950 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Ensemble (combo) (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)

Supportive Courses
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (four consecutive semesters required; minimum two hours of applied instruction in individual lessons) (4 hours)
- MUSC 1370, MUSC 1380 Jazz Theory I, II (6 hours)
- MUSC 2370, MUSC 2375, MUSC 2380 Jazz Theory III, IV, V (6 hours)
- MUSC 2385 Jazz Theory VI (if not studying in Vienna) (2 hours)
- MUSC 3170, MUSC 3180 Jazz History I, II (6 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4320 Jazz Education Methods (2 hours)
- MUSC 4340, MUSC 4350 Jazz Scoring and Arranging I, II (6 hours)

Music (BM) in Music Direction for Musical Theatre

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

Program Description
The bachelor of music in musical theatre music direction is designed for the students who wished to pursue a career as a professional music director for musical theatre. Extensive applied instruction and classes on technique, coaching and musical theatre performance styles, as well as ensemble experience, constitute the core of the curriculum.

Piano or voice will be the primary instrument for all students in this degree. The instrument that is not the main instrument will be considered the secondary instrument.

Degree Requirements
A minimum of 128 credit hours to include:
- 99-100 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
Majors

- Electives

Global Citizenship Program for Bachelor of Music
- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses
- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 musicianship I-IV (8 hours)
- MUSC 2910 Applied Musicianship for Musical Theatre (3 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses
- MUSC 0990 Master Class (0 hours)
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 4002 Applied Voice (or MUSC 4001 Applied Piano) (16 hours)
- MUSC 4950 New Music Ensemble (after 2 semesters, may be repeated as elective concurrently with Major Ensemble) (2 hours)

Major Ensemble
8 hours over eight semesters to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)
- MUSC 4950 Webster University Jazz Singers (1 hour per semester)

Supportive Courses
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (eight consecutive semesters required; minimum four hours of applied instruction in individual lessons) or MUSC 2002 Secondary Instrument: Applied Voice (8 hours)
- MUSC 3010 Composition (3 hours)
- MUSC 3050 Music Software Applications (2 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 2006 Applied Conducting (four semesters required) (4 hours)
- MUSC 4710 Music Directing Practicum (assisting Conservatory or other shows, 4 semesters required) (4 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy (4 hours)
- MUSC 4610 Readings in Music Directing (two semesters required, one hour each) (2 hours)
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Musical Theatre (3 hours)
- THEA 1080, THEA 2080 Studio Acting I, II (6 hours)

Students in this degree should also audit both Musical Theatre Dance Styles courses (MUTH 2410, MUTH 2420), during the sophomore or junior years. A year of ballet enrollment is also encouraged, but not required. Survey of Music Business (MUSC 4360) in encouraged, but not required.

Music (BM) in Piano Performance

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

Program Description
The bachelor of music in 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.

Music majors with a piano performance emphasis may perform in University-sponsored ensemble concerts, including choral concerts, musical theatre performances or Opera Studio as designated by the faculty.

All music majors with an emphasis in piano performance must spend a minimum of one hour per week accompanying vocalists and/or instrumentalists, beginning with the sophomore year or earlier at the discretion of the teacher.

Students with a piano performance emphasis are expected to perform in a student recital at least twice every semester.

Admission and Audition Requirements
To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department’s website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements
Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements
- 96-97 required credit hours
Global Citizenship Program for Bachelor of Music

- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses

- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 4001 Applied Piano (24 hours)
- MUSC 4170, MUSC 4175, MUSC 4180 Piano Literature I, II, III (6 hours)
- Junior and Senior Recital (0 hours)
- MUSC 4950 Chamber Music (4 hours)

Major Ensemble

8 hours over eight semesters to be selected from:

- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (six consecutive semesters required; minimum four hours of applied instruction in individual lessons) (6 hours)
- MUSC 3070, MUSC 3080 Orchestration I, II (5 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4020 Sixteenth-Century Counterpoint (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4260, MUSC 4270 Piano Pedagogy I, II (3 hours)

Music (BM) in Vocal Performance

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

Program Description

The BM in voice is designed for the student who wishes to pursue a career as a professional performer. Extensive applied instruction and classes on technique, repertoire in various languages and performance styles, as well as ensemble experience, constitute the core of the curriculum.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department’s website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

- 94-95 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for bachelor of music
- Electives
- Elective credit hours in foreign language

Global Citizenship Program for Bachelor of Music

- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.
Required Courses
Core Music Courses
- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)
- MUSC 4700 Advanced Variable Topic (taken in junior or senior year only) (2-3 hours)

Performance Courses
- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 0990 Master Class (taken every semester) (0 hours)
- MUSC 4002 Applied Voice (24 hours)
- MUSC 2127 Vocal Diction Practicum (three semesters required, each with a different language topic) (3 hours)
- MUSC 4140 Lyric Diction (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- Junior and Senior Recital (0 hours)
- MUSC 4900 Opera Studio (4 hours)

Major Ensemble
8 hours over eight semesters to be selected from:
- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women’s Chorus (1 hour per semester)

Supportive Courses
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Secondary Instrument: Class Piano, Secondary and Non-Major Piano (six consecutive semesters required; minimum four hours of applied instruction in individual lessons) (6 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)

Music Education (BMEd) with an Emphasis in Choral Music K-12
This program is offered by the Leigh Gerdine College of Fine Arts/Department of Music, and is only available at the St. Louis home campus.

Program Description
Webster offers two degree tracks in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. These programs are designed for students who wish to teach music in elementary, middle or secondary school music programs.

Admission and Audition Requirements
To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations.

Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department’s website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
- Required courses
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music education
- Electives

Global Citizenship Program for Bachelor of Music Education
- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses
Core Music Courses
- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Musicianship I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)

Supportive Courses
- MUSC 3410 Conducting I (3 hours)
- MUSC 3430 Choral Conducting and Literature (3 hours)
- MUSC 4001, MUSC 4002 Applied Music: Piano/Voice (12 hours)
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501, MUSC 2502 Applied Music: Secondary and Non-Major Piano/Voice (only one semester MUSC 1080 or MUSC 1085 allowed toward this requirement) (6-7 hours)
- MUSC 2200 Intro to Music Education (2 hours)
- MUSC 3050 Music Software Applications (2 hours)
- MUSC 3210 Elementary School Music Methods (3 hours)
- MUSC 3220 Behavior Management in the Music Classroom (1 hour)
- MUSC 3230 Secondary Choral/General Music Methods (2 hours)
- MUSC 3240 Teaching Reading in the Music Classroom (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4250 Vocal Pedagogy (2 hours)
- MUSC 4080 Secondary Choral Methods and Literature (3 hours)
- MUSC 0790 Piano Proficiency (0 hours)
- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
A minimum of 128 credit hours consisting of the following:

Degree Requirements

Major Ensembles

7 hours to be selected from the following:

- MUSC 4900 Webster University Concert Choir (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Women's Chorus (1 hour per semester)

All music education majors also complete:

1. The School of Education’s required Global Citizenship Program courses satisfying the state education requirements; and
2. The following courses:
   - EDUC 2000 Beginning Practicum in Education (Grade of B or better) (1 hour)
   - EDUC 2110 Communication in Education (3 hours)
   - EDUC 2300 Child and Adolescent Development (3 hours)
   - EDUC 2800 Foundations in Education (Grade of B or better) (3 hours)
   - EDUC 2900 Education of Students with Exceptionalities (3 hours)
   - EDUC 3010 Practicum: K-12 Choral Music (1 hour)
   - EDUC 3100 Learning, Teaching, and Assessment (3 hours)
   - EDUC 3070 Orchestration I (3 hours)
   - EDUC 3050 Music Software Applications (2 hours)
   - EDUC 3210 Elementary School Music Methods (3 hours)
   - EDUC 3220 Behavior Management in the Music Classroom (1 hour)
   - EDUC 4000 Apprentice Teaching Seminar (1 hour)
   - EDUC 4120 General Music Literature (3 hours)
   - EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
   - EDUC 4983 Apprentice Teaching: Choral Music K-12 (13 hours)

Major Education (BMEd) with an Emphasis in Instrumental Music

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

Program Description

Webster offers two degree tracks in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. These programs are designed for students who wish to teach music in elementary, middle or secondary school music programs.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an in-person audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department’s website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- Required courses
- Electives

Global Citizenship Program for Bachelor of Music Education

- FRSH 1200 First Year Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010, MUSC 1020, MUSC 2010, MUSC 2020 Music Theory I-IV (12 hours)
- MUSC 1810, MUSC 1820, MUSC 2810, MUSC 2820 Music History I-IV (8 hours)
- MUSC 2030, MUSC 2040 Survey of Music History I, II (6 hours)

Supportive Courses

- MUSC 2000 Introduction to Music Education (2 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3420 Advanced Instrumental Conducting (3 hours)
- MUSC 4001, MUSC 4003, MUSC 4004 Applied Music: Instrumental Studies (12 hours)
- MUSC 2000 Applied Music: Secondary Instrumental Studies
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501, MUSC 2502 Applied Music: Secondary and Non-Major Piano/Voice (only one semester MUSC 1080 or MUSC 1085 allowed toward this requirement) (4-5 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 (3 hours)
- MUSC 3210 Elementary School Music Methods (3 hours)
- MUSC 3220 Behavior Management in the Music Classroom (1 hour)
- MUSC 3240 Teaching Reading in the Music Classroom (3 hours)
- MUSC 4220 Instrumental Music Methods (3 hours)
- MUSC 4320 Jazz Education Methods (2 hours)
- MUSC 0890 Recital Attendance (six semesters required) (0 hours)
- MUSC 0790 Piano Proficiency (0 hours)
- MUSC 0990 Master Class (six semesters required) (0 hours)

Major Ensemble

7 hours to be selected from the following:

- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4960 Jazz Ensemble (1 hour per semester)
Musical Theatre (BFA)

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

Program Description
It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Webster University’s Conservatory of Theatre Arts offers an intense four-year actor’s training program leading to a BFA degree in acting or musical theatre. Both performance programs are based on a block of courses called the Conservatory. Complementing this program, musical theatre students take music and dance courses, and both acting and musical theatre students complete elective liberal arts courses that balance the curriculum and provide a well-rounded education.

Learning Outcomes
At the end of their training, students will demonstrate an effective musical theatre process that integrates their abilities to:

• Respond freely with their vocal and physical instrument.
• Implement strong research and text analysis skills.
• Activate their free imagination.
• Utilize a variety of dialects.
• Work in a variety of styles and mediums.
• Recognize major trends in the history of the American musical.
• Recognize cultural and historical forces that form the background for dramatic literature.
• Sing with a free, technically proficient and authentic voice.
• Dance proficiently in a variety of musical theatre styles.
• Sing choral parts proficiently in the musical theatre canon of ensemble singing styles.
• Apply their understanding of music theory and musicianship to the musical theatre repertory.

All music education majors also complete:
1. The School of Education’s required Global Citizenship Program courses satisfying the state education requirements; and
2. The following courses:

- EDUC 2000 Beginning Practicum in Education (Grade of B or better) (1 hour)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2300 Child and Adolescent Development (3 hours)
- EDUC 2800 Foundations in Education (Grade of B or better) (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3011 Practicum: K-12 Instrumental Music (1 hour)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4435 Inclusive Practices for the General Education Teacher (3 hours)
- EDUC 4984 Apprentice Teaching: K-12 Instrumental Music (13 hours)

Special Requirements
Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements
• 114-117 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs
• FRSH 1200 First Year Seminar
• 3 credit hours from courses designated ‘ Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
• 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
• 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
• KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses
• CONS 1010, CONS 1020, CONS 2010, CONS 2020 (the Conservatory sequence or its equivalent) (32 hours)
• MUTH 3010, MUTH 3020, MUTH 4010, MUTH 4020 (the Musical Theatre sequence or its equivalent) (20 hours)
• MUSC 1000 Fundamentals of Musicianship (3 hours)
• MUSC 1015 Music Theory for Musical Theatre (3 hours)
• MUSC 1080, MUSC 1085, MUSC 2001 Applied Music: Class Piano, Secondary and Non-Major Piano (2-5 hours)
• MUSC 1800 Basic Musicianship for Musical Theatre (2 hours)
• MUSC 2910 Applied Musicianship for Musical Theatre III (3 hours)
• MUSC 4002 Applied Music: Voice (16 hours)
• MUTH 1030 History of American Musical Theatre (3 hours)
• DANC 1010 Ballet I (2 hours)
• DANC 1020 Ballet I (2 hours)
• DANC 1090 Jazz I (2 hours)
• DANC 1100 Jazz I (2 hours)
• DANC 1230 Tap Dance I (2 hours)
• DANC 1240 Tap Dance I (2 hours)
• MUTH 2410 Musical Theatre Dance Styles I (2 hours)
• MUTH 2420 Musical Theatre Dance Styles I (2 hours)

2 hours from the following:
- MUSC 4900 Webster University Concert Choir (1 hour)
- MUSC 4950 Vocal Jazz Ensemble (1 hour)

12 hours from the following:
- DANC 2010 Ballet II (3 hours)
- DANC 2020 Ballet II (3 hours)
- DANC 2090 Jazz I I (3 hours)
- DANC 2100 Jazz II (3 hours)
- DANC 2230 Tap Dance II (2 hours)
Nursing (BSN)

This program offered by the College of Arts & Sciences/Nursing Department. It is available online, at the St. Louis home campus, at the Kansas City campus and at select St. Louis-area corporate partner sites.

Program Description
The bachelor of science in nursing (BSN) program is designed for the registered nurse who wishes to advance his or her knowledge in nursing, the sciences and the liberal arts. The program helps the registered nurse develop analytic and communication skills for professional excellence.

The BSN curriculum focuses on holistic health promotion for the individual student, the profession, the individual client, the family, groups and the community. There is a strong emphasis on the nurse's personal development, the needs and future of the profession and the broad, accountable nursing role that is needed and expected by today's health care consumer. The program prepares the registered nurse for generalist nursing practice. A variety of faculty members, student experiences and learning environments are used to meet program and individual student goals.

The program is tailored to working adults, offering part-time enrollment and eight-week terms. To accommodate individuals’ unique learning preferences, classes are offered in two formats: face-to-face or online. Eligible students attend evening face-to-face classes at our St. Louis-area corporate partner sites. Typically, students complete the nursing curriculum in 2 to 2.5 years depending on if courses are taken in the summer. Frequently, students must take additional Global Citizenship Program and/or elective courses to fulfill degree requirements. Nursing faculty advisors discuss additional requirements during the admission interview.

The RN-BSN program is accredited by the Accreditation Commission for Education in Nursing:
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

Learning Outcomes
Upon completion of the program, the graduate will be able to:

- Demonstrate professionalism in nursing practice.
- Apply leadership skills to promote a culture of quality care and patient safety.
- Discuss research and evidence as it applies to professional nursing practice.
- Describe the role of information technology in professional nursing practice.
- Demonstrate basic understanding of the impact of health policy, finance, social, political and regulatory processes on the healthcare system.
- Advocate for the client’s needs in a diverse, global environment.
- Collaborate with clients and other healthcare professionals to promote quality care.
- Apply principles of health promotion and prevention to individuals, families and populations.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 25 credit hours in upper division nursing coursework
- 3 credit hours in the required Global Keystone Seminar
- 26 credit hours in designated University Global Citizenship Program hours, with accommodations for the nursing RN-BSN, and prerequisite courses
- 32 credit hours of lower-division nursing coursework
- 42 elective hours

Global Citizenship Program for Nursing RN-BSN

- FRSH 1200: First Year Seminar (satisfied by an Associate Degree in Nursing or an Associate in Applied Science Degree)
- 3 credit hours from courses designated ‘Roots of Cultures’ (satisfied by prerequisite Humanities course)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ (satisfied by prerequisite Psychology and Sociology courses)
- 3 credit hours from courses designated ‘Global Understanding’ or ‘Arts Appreciation’ (satisfied by prerequisite course in second language or arts appreciation)
- 3 credit hours from courses designated ‘Physical & Natural World’ (satisfied by prerequisite Physical Science courses)
- 3 credit hours from courses designated ‘Quantitative Literacy’ (satisfied by prerequisite Statistics or other ‘Quantitative Literacy’ course)
- KEYS 4XXX: Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are satisfied in meeting the requirements for the major.

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

Curriculum
Required Courses

- NURS 3010 Concepts of Professional Nursing (3 hours)
- NURS 3020 Lifespan Health Assessment for RNs (3 hours)
- NURS 3270 Evidence-Based Practice for Nurses (3 hours)
- NURS 3410 Health Promotion and Education (3 hours)
- NURS 4110 Interprofessional Collaboration (3 hours)
- NURS 4240 Organizational and Systems Leadership (3 hours)
- NURS 4250 Population Health: Clinical Prevention with Families and Communities (3 hours)
- NURS 4410 Health Care Policy, Finance, and Regulatory Environments (3 hours)
- NURS 4480 Capstone Portfolio (1 hour)
- Global Keystone Seminar (3 hours)

Prerequisites
All registered nurse (RN) applicants must successfully establish college credit hours in the following areas:

- English (3 hours)
- General Psychology (3 hours)
- General Sociology (3 hours)
- Physical Sciences (PHW) (8 hours)
- Statistics* or other quantitative literacy (QL) course (3 hours)
- Humanities (3 hours)
- Second language study or arts appreciation (3 hours)

*Statistics is recommended for students who want to pursue graduate level studies.
Majors

Special Requirements
To progress through the program, nursing courses (NURS) must be completed with a grade of “C” or higher. In addition, in courses with a clinical component, students must receive a grade of “Satisfactory” in the clinical portion of the course in order to pass the course. Unsatisfactory completion of the clinical component of the course results in automatic failure of the course. Students may repeat a specific nursing course only one time, and no more than two nursing courses may be repeated during the program.

Admission
Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements and review the Special Admission Requirements listed below specific for RN-BSN program.

Special Admission Requirements
RN-BSN applicants must also:

• Provide proof of current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have a scheduled NCLEX exam within three months of beginning the program. Progression through the program is contingent on maintenance of an unencumbered nursing licensure.
• Provide transcripts from nursing schools and all colleges from which academic credit has been granted.
• Demonstrate a cumulative GPA of 2.5 on 4.0 scale in previous scholastic work.
• Complete the Webster University undergraduate application and submit the application fee.
• Submit a résumé.
• Complete an advising interview with a faculty member.
• Successfully and satisfactorily complete a drug screen and criminal background check, plus submit other required documents including, but not limited to, a health history; a vaccination/immunization profile (influenza, HepB, TDap/ Td, MMR, and varicella); annual TB test/screen; evidence of American Heart Association CPR certification; a copy of current personal health insurance card; and a signed student contract.

Send all supplemental application materials to:
Office of Admission
470 E. Lockwood Ave.
St. Louis, MO 63119-3194
OR submit electronically to: admit@webster.edu

Transfer Credit for the RN to BSN Program
Webster University may accept up to 98 lower-division credit hours, including lower-division credit hours earned beyond the first associate’s degree and for credit by examination, for registered nurse (RN) students seeking a bachelor of science in nursing. This may include credit hours advanced by the community college for licensed practical nurse (LPN) advanced placement. Please refer to the nursing department for more information.

Program Description
In the Philosophy Department, we cultivate habits of thinking critically and communicating effectively about significant matters to help people live more attentive, responsive, creative and meaningful lives.

Students with a major in philosophy select: art and creativity; ethics and social justice; or an individualized emphasis. We also offer a minor in philosophy (which may be completed fully online) and a certificate in practical and interdisciplinary ethics. Students who choose philosophy as their second major, or students who minor in philosophy, may satisfy a significant number of requirements through completion of GCP (Global Citizenship Program) courses.

See also the Philosophy Department website (external to catalog).

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

• Critically analyze arguments and assumptions, as well as to provide evidence for claims.
• Explain philosophical concepts, arguments and perspectives and the ways in which they are culturally situated.
• Apply philosophical ideas to respond to concrete situations and current problems, both local and global.
• Demonstrate attentiveness to the power imbalances that might prevent members of marginalized groups from leading more meaningful and equitable lives.
• Create their own positions and effectively communicate their ideas.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

• 36 required credit hours
• 3 international language credit hours
• Applicable University Global Citizenship Program hours
• Electives

Philosophy courses completed with a grade of C- or lower do not count toward fulfilling the specific course requirements of the major.

International Language Requirement
A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used 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.

For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum
The 36 credit hours required for the philosophy major include the following:

• PHIL 3000 Proseminar (3 hours, 1 credit hour each)
• PHIL 3340 Global Ethics (3 hours)
• PHIL 4600 Capstone (3 hours)

Philosophy (BA)

This program is offered by the College of Arts & Sciences/ Philosophy Department, and is only available at the St. Louis home campus.
6 credit hours from the following:

- PHIL 2510 The First Philosophers (3 hours)
- PHIL 2520 Philosophical Classics: Early Modern Europe (3 hours)
- PHIL 2525 The Scientific Revolution and the Enlightenment (3 hours)
- PHIL 4050 Topics in the History of Philosophy (3 hours)

3 credit hours from the following:

- PHIL 3370 Feminist Philosophy (3 hours)
- PHIL 3371 Feminist Philosophy and Technology (3 hours)
- PHIL 3372 Feminist Philosophy: The Second Sex (3 hours)

9 credit hours, one course from each category:

**Category A: Living, Flourishing, Creating**

- PHIL 1200 The Meaning of Life (3 hours)
- PHIL 2200 Philosophy of Happiness (3 hours)
- PHIL 2370 Feminist & Gender Theory (3 hours)
- PHIL 2540 American Philosophy (3 hours)
- PHIL 2550 Existentialism (3 hours)
- PHIL 2580 African American Philosophy (3 hours)
- PHIL 3100 Literature and Philosophy (3 hours)
- PHIL 3120 Philosophy and Art (3 hours)
- PHIL 3200 Philosophy of Religion (3 hours)
- PHIL 3220 Transforming the Self (3 hours)
- PHIL 3320 Continental Philosophy (3 hours)
- PHIL 3420 Philosophy of Race (3 hours)

**Category B: Ethical Reasoning, Caring, Valuing**

- PHIL 2300 Social & Political Philosophy (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2330 Philosophy and Technology (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2390 Philosophy of Sex & Love (3 hours)
- PHIL 2400 Human Rights & Animals Rights (3 hours)
- PHIL 3350 Philosophical Ethics (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3400 Human Rights & the Environment (3 hours)
- PHIL 3590 Theories of Human Rights (3 hours)

**Category C: Learning, Knowing, Understanding**

- PHIL 2000 Making Decisions (3 hours)
- PHIL 2020 Formal Logic (3 hours)
- PHIL 3300 Theory of Knowledge (3 hours)
- PHIL 3310 Philosophy of Science (3 hours)
- PHIL 3850 Philosophy of Mind (3 hours)

9 credit hours from one of the emphases listed below

**Emphasis in Art and Creativity**

In philosophy with an emphasis in art and creativity, students apply philosophical ideas to concrete situations and artistic practice to illuminate works of art and to provide vivid illustration of the relevance of philosophical concepts, arguments and theories to human life and creation.

**Emphasis-Specific Learning Outcomes**

Upon completion of the program, students will be able to explain philosophical concepts, arguments, and perspectives—especially those related to art and creativity—and the ways in which they are culturally situated.

**Art and Creativity emphasis requirements**

6 credit hours from the following:

- PHIL 3100 Literature and Philosophy (3 hours)
- PHIL 3110 Philosophy and Film (3 hours)
- PHIL 3120 Philosophy and Art (3 hours)
- PHIL 3220 Transforming the Self (3 hours)

3 hours from the following:

- ART 1000 Introduction to Studio Art (3 hours)
- ART 1010 Creative Strategies (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- AUDI 1000 Audio Production I for Non-Majors (3 hours)
- AUDI 1100 Audio Production I for Majors (3 hours)
- CONS 1010 Conservatory I (8 hours)
- THEA 1080 Studio Acting I (3 hours)
- DANC 1010 Ballet I (2 hours)
- DANC 1020 Ballet II (2 hours)
- DANC 1090 Jazz I (1-2 hours)
- DANC 1100 Jazz II (1-2 hours)
- DANC 1110 Modern I (1-2 hours)
- DANC 1120 Modern II (1-2 hours)
- DANC 1220 Improvisation (2 hours)
- DANC 1230 Tap Dance I (2 hours)
- DANC 1240 Tap Dance II (2 hours)
- DANC 1550 Stagecraft for Dance (1-2 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- JOUR 1020 Introduction to Media Production for Journalism (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- PHOT 1000 Photo I (3 hours)
- PHOT 1010 Digital Basic Photography (3 hours)
- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 2190 Creative Writing: Translation (3 hours)
- MUSC 1080 Beginning Class Piano (2 hours)
- MUSC 1085 Intermediate Class Piano (2 hours)
- MUSC 1090 Beginning Guitar (2 hours)
- MUSC 1095 Intermediate Guitar (2 hours)
- MUSC 2000 Applied Music: Secondary and Non-Major (2 hours)
- MUSC 2001 Applied Piano: Secondary and Non-Major (2 hours)
- MUSC 2002 Applied Voice: Secondary and Non-Major (2 hours)
- MUSC 2126 Class Voice (2 hours)
- MUSC 4001 Applied Music: Piano (2-5 hours)
- MUSC 4002 Applied Music: Voice (2-5 hours)
- MUSC 4003 Applied Music: Jazz Studies (2-5 hours)
- MUSC 4004 Applied Music: Instrumental Studies (2-5 hours)
- MUSC 4005 Applied Music: Organ (2-5 hours)
- MUSC 4900 Webster University Concert Choir (1 hour)
- MUSC 4910 Webster University Chamber Singers (1 hour)
- MUSC 4920 Webster University Women’s Chorus (1 hour)
- MUSC 4940 Webster University Orchestra (1 hour)
- MUSC 4950 Webster University Chamber Music Ensembles (1 hour)
- MUSC 4960 Webster University Jazz Ensembles (1-2 hours)
- MUSC 4970 Webster University Jazz Collective (1 hour)
- MUSC 4980 Webster University Wind Ensemble (1 hour)
- MUSC 4990 Webster University Opera Studio (1 hour)

**Emphasis in Ethics and Social Justice**

In philosophy with an emphasis in ethics and social justice, students apply philosophical ideas to respond to concrete situations and current ethical and social problems, both local and global.
Emphasis-Specific Learning Outcomes

Upon completion of the program, students will be able to explain philosophical concepts, arguments and perspectives—especially those related to ethics and social justice—and the ways in which they are culturally situated.

Emphasis in Ethics and Social Justice requirements

9 credit hours from the following:

- ETHC 1000 Issues and Problems in Ethics (1 hour)
- ETHC 2000 Intermediate Issues in Ethics (3 hours)
- ETHC 3000 Advanced Issues in Ethics (3 hours)
- PHIL 2300 Social & Political Philosophy (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2330 Philosophy and Technology (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2370 Feminist & Gender Theory (3 hours)
- PHIL 2390 Philosophy of Sex and Love (3 hours)
- PHIL 2400 Human Rights and Animal Rights (3 hours)
- PHIL 2540 American Philosophy (3 hours)
- PHIL 2580 African American Philosophy (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3400 Human Rights and the Environment (3 hours)
- PHIL 3420 Philosophy of Race and Ethnicity (3 hours)
- PHIL 3590 Theories of Human Rights (3 hours)

Individualized Emphasis

In philosophy with an individualized emphasis, students apply philosophical ideas to respond to a range of concrete situations and current problems of their choosing, both local and global. Students select elective courses in consultation with an advisor, reflecting on and documenting their learning in an emphasis portfolio.

Emphasis-specific learning outcomes are defined no later than a student’s junior year, in consultation with a full-time faculty member in the Philosophy department.

Individualized Emphasis Electives

9 credit hours in courses with PHIL or ETHC prefixes, selected in consultation with a full-time faculty member in the Philosophy department.

Photography (BA)

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Geneva campus.

Program Description

Through the curriculum for the BA in photography at Webster University, students learn to be technically proficient, versatile, imaginative and capable of working in a variety of photographic fields and technical environments. Photography majors graduate with a solid grounding in the aesthetic and the communicative aspects of the medium. Students take courses in a variety of formats (small, medium and large), materials (black/white and color) and technical environments (chemical and digital). Students become familiar with a variety of approaches (journalistic, commercial/editorial and scientific), while concentrating on one.

Learning Outcomes

Successful graduates of this program will be able to demonstrate:

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

Portfolio Review Course Requirements

- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)
- 3 additional PHOT production credit hours (3 hours)

Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Transfer students must take a minimum of 15 credit hours of courses coded PHOT at Webster University.

Required Courses

- PHOT 0100 Photography Portfolio Review (0 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- PHOT 0200 Photo Program Monthly Meeting (0 hours)
- PHOT 1000 Photo I (3 hours)
- PHOT 2000 Photo II (3 hours)
- PHOT 2040 History of Photography (3 hours)
- MEDC 2200 Ethics in the Media (3 hours)
- PHOT 2500 Photojournalism (3 hours)
- PHOT 3120 Studio Photography and Lighting (3 hours)
- PHOT 3190 Digital Photographic Imaging (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- PHOT 4700 Professional Development in Photography* (3 hours)
- MEDC 4950 Internship (3 hours)

*Capstone Course

In addition, a minimum of one of the following sets of courses:

For a concentration in commercial/studio: (6 credit hours)

- PHOT 4030 Topics in Studio Photography: Digital Studio (3 hours)
- PHOT 4030 Topics in Studio Photography: People and Portraits (3 hours)

For a concentration in photojournalism: (6 credit hours)

- PHOT 3760 Topics in Editorial Photography (3 hours)
- PHOT 4870 Advanced Photojournalism (3 hours)

For a concentration in magazine/editorial: (6 credit hours)

- PHOT 4030 Topics in Studio Photography: People and Portraits (3 hours)
- PHOT 3760 Topics in Editorial Photography (3 hours)

In addition, a minimum of 6 credit hours from the following:

- PHOT 2870 International Photojournalism (online) (3 hours)
- PHOT 3195 Digital Photo Imaging II (3 hours)
- PHOT 4000 Photo Workshop (3 hours)
Political Science (BA)

This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department, and is only available at the St. Louis home campus.

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

- Put contemporary political issues in historical context and use historical facts to build arguments about politics.
- Demonstrate familiarity with the political institutions and processes of the United States.
- Understand and evaluate the international and transnational dimensions of particular problems and policies.
- Demonstrate familiarity with several methods and analytical approaches used by political scientists to examine political institutions and processes.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 42 required credit hours in the Department of History, Politics, & International Relations
- 30 of the required 42 credit hours must be in political science, including INTL 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.
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

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

Political science students must take a minimum of 6 credit hours of HIST and at least 12 credit hours of upper-level coursework (3000-level 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.

International Language Requirement
- A minimum of three hours in a foreign language is required. Courses used towards the International Language requirement may also be used to fulfill global citizenship requirements or a major/ minor in a foreign language.
- Transfer students who have completed their 3 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 whose native language is not English are exempt from the foreign language requirement.

Curriculum
Political science majors must complete at least 30 credit hours in political science* including:

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

Additional Required Courses (12-13 hours)
- POLT 4000 Research Requirement (0 hours)
  (to be taken in conjunction with a designated 3000-level or 4000-level course)
- Senior overview (0-1 hours)
- History courses (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).

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.

Emphasis in Public Law

Emphasis-Specific Learning Outcomes
Upon completion of the program, students will be able to:

- Put contemporary political issues in historical context and to use historical facts in building arguments about politics.
- Demonstrate familiarity with the political institutions and processes of the United States.
- Understand and evaluate the international and transnational dimensions of particular problems and policies.
- Demonstrate familiarity with several methods and analytical approaches used by political scientists to examine political institutions and processes.
- Demonstrate familiarity with the structures and processes of the judicial branch of both state and U.S. governments.
- Analyze and evaluate the role of the judiciary as a political actor.

Required Courses for the Emphasis in Public Law
In addition to the core courses required for the political science major, students will complete the following requirements for the emphasis in public law:

- INTL 2030 International Law (3 hours)
- POLT 2400/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 (3 hours)
- POLT 4350 Advanced Studies in Judicial Politics (3 hours)
- Three additional credit hours in upper division courses within the department
- Two courses with a HIST prefix
Psychology (BA)

Students graduating with a bachelor of arts (BA) in psychology will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate program prior to finishing their BA at Webster in the event they need to take additional coursework.

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
- Describe the research methods and statistical techniques used in psychology.
- Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 49 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- 39 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- INTM 2000 Writing for Interactive Media (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- PBRL 1010 Fundamentals of Strategic Communications (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2400 Introduction to Professional Writing (3 hours)
- MEDC 4950 Professional Media Practicum (3 hours)

Students must also choose an area of concentration in which they will complete 12 hours in one of the following disciplines (beyond the courses in the core): ADVT, JOUR, PBRL, SCPT, WRIT.

Psychology (BA)

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of arts (BA) in psychology is designed to provide students with a foundation in the field of psychology. Students will gain an understanding of the complexity and diversity of human behavior and the psychological theories and concepts which help explain human behavior. Consequently, students who have successfully completed the degree may be able to apply psychological principles to become a more effective manager, supervisor or educator. In addition, some students may be able to pursue a variety of career and graduate opportunities within psychology, counseling and related fields (e.g. nursing).

Students graduating with a bachelor of arts (BA) in psychology will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate program prior to finishing their BA at Webster in the event they need to take additional coursework.

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
- Describe the research methods and statistical techniques used in psychology.
- Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 49 required credit hours in the psychology major (52 required for emphasis in mental health)
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- PSYC electives (18 hours for BA, 9 hours for emphasis in mental health)

Special Requirements
- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within required 49 (or 52) hours, 24 hours must be at the 3000-level and above, with at least 12 hours at the 4000-level.
- No more than 6 credit hours obtained in senior thesis, practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 49 (or 52) credit hours required for the major. However, students may use any number of thesis, practica, independent learning experiences, etc. toward their overall bachelor degree requirements of 128 credit hours.
- Transfer students can apply up to 15 credit hours of approved PSYC course work from other colleges/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.
International Language Requirements

- A minimum of 3 hours in a non-native language (expertise demonstrated by coursework or testing) are 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 whose native language is not English and who are studying English will be considered to have achieved their foreign language requirement if they successfully pass an ESL test of their English proficiency (e.g., TOEFL). Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 49 credit hours required for the bachelor of arts in psychology include the following:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 3925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (1 hour)
- PSYC Electives (18 hours)

At least ONE course from each of the following content areas:

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Physiological Psychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to Clinical Psychology (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)

Emphasis in Mental Health (52 credit hours)

The bachelor of arts (BA) in psychology with an emphasis in mental health is designed to provide an understanding of how cognitive, behavioral, personality and social factors are involved in mental health and illness. Students who have successfully completed the degree will be prepared to pursue a variety of graduate and career opportunities within mental health-oriented fields (e.g., counseling, nursing, psychology, social work).

Students graduating with a bachelor of arts (BA) in psychology with an emphasis in mental health will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their BA at Webster in the event they need to take additional coursework.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes for the bachelor of arts in psychology, students will be able to:

- Discuss the psychological and behavioral processes in mental health and illness.

Required Courses for the Emphasis in Mental Health

The 52 credit hours required for the bachelor of arts in psychology with an emphasis in mental health include the following:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4225 Introduction to Clinical Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Physiological Psychology (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (1 hour)
- PSYC Electives (9 hours)

A least TWO courses from the following:

- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3175 Community Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4400 Human Sexuality (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4700 Psychological Tests and Measurements (3 hours)

Psychology (BS)

This program is offered by the College of Arts & Sciences/ Psychology Department. It is available at the St. Louis home campus and at select international campuses. Please see the
Program Description
The bachelor of science (BS) in psychology is designed to provide the biological, cognitive, personality and social contexts for understanding the behavior of individuals throughout their lifespan. Students who successfully complete the BS in psychology will have the foundation, research skills and data analysis expertise to succeed in a MA/PhD psychology graduate program (e.g. clinical psychology, experimental psychology, etc.).

Students graduating with a bachelor of science (BS) in psychology will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their BS at Webster in the event they need to take additional coursework.

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Detail the biological and genetic underpinnings of human behavior.
- Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
- Describe the research methods and statistical techniques used in psychology.
- Develop a research hypothesis based on the available literature in psychology and then collect, analyze and interpret data to address the question.
- Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 65 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the psychology BS
- Electives

Global Citizenship Program for Psychology BS
For students completing the psychology BS, MATH 1430 will satisfy both the requirements of the major and the GCP 'Quantitative Literacy' requirement. In addition, WRIT 1010 will satisfy the requirements of the major and the GCP 'Written Communication' skill requirement. BIOL 1010 and BIOL 1040 cannot be used to complete GCP requirements.

Special Requirements
- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the required 65 hours, 30 hours must be at the 3000-level and above with at least 12 hours at the 4000-level.
- No more than 6 credit hours total obtained in senior thesis, practica, independent learning experiences, reading courses, directed study and assessment of prior learning may be applied toward the 65 credit hours required for a major.
- Transfer students can apply up to 15 credit hours of approve PSYC course work from other universities towards the PSYC major.

Curriculum
The 65 credit hours required for the bachelor of science in psychology include the following:

Non-Psychology Core Requirements (13 hours):
- WRIT 1010 Composition (3 hours)
- MATH 1430 College Algebra (3 hours)
- BIOL 1010 Human Biology (4 hours)
- BIOL 1040 Human Genetics (3 hours)

Psychology Core Requirements (37 hours):
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychological Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (1 hour)
- PSYC Electives (15 hours)

At least ONE course from EACH of the following content areas (15 hours):

Biological Perspectives
- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Physiological Psychology (3 hours)

Clinical and Counseling Perspectives
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to Clinical Psychology (3 hours)

Lifespan Development Perspectives
- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives
- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives
- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

Public Relations (BA)
This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

Program Description
The public relations major combines a strong base in academic study with opportunities to test concepts through projects with actual clients. Writing proficiency is a necessary element of the major, as writing and knowledge of target audiences form the basic foundation of good public relations.

Students learn theories and gain hands-on experience in creating strategic information programs, internal communications plans, media relations and special events as they build their professional portfolios using all available formats of media (print, video, radio and television, and social media, digital and electronic applications).

Students learn from practicing professionals who are their professors, lecturers, mentors and clients, bringing real-world substance to the major. Internships augment the experience.

Learning Outcomes
Successful graduates of this program will be able to:

- Apply research practices and methodologies to gather information that informs public relations target audience analysis and organizational public relations problem solving and decision making.
- Create public relations plans that use defined goals, measurable objectives, strategies, tactics and evaluations.
- Create, package and edit public relations message content and distribute it through appropriate media to select target audiences of business and non-profit organizations.
- Evaluate the effectiveness of public relations plans in meeting their defined goals and objectives.
- Conduct themselves with professionalism in project management, client relationships, portfolio development, presentations and work relationships.

Portfolio Review Course Requirements
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- JOUR 1020 Introduction to Production for Journalism (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- PBRL 2800 Organizational Internal Communications (3 hours)

Degree Requirements
A minimum of 128 credit hours consisting of the following:

- 42 required hours in the public relations program
- 18 required hours in the communications and journalism department
- Applicable University Global Citizenship Program hours
- Electives
- Successful passing of portfolio review

Required Courses
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- PBRL 2400 New Media Messaging (3 hours)
- PBRL 2800 Organizational Internal Communications (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- PBRL 3600 Public Relations Cases, US & Global (3 hours)
- PBRL 4250 Media Relations (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)
- PBRL 4920 Public Relations Campaigns* (3 hours)
- MEDC 4950 Internship (3 hours)
- or PBRL 4620 Senior Overview (3 hours)

*Capstone Course
In addition, a minimum of 9 credit hours from the following:
(Although any combination of these courses can be taken to fulfill the 9-hour requirement, courses are grouped by topic for those students who want to focus on a particular track by taking multiple classes in that area of study.)

- MEDC 2800 Cultural Diversity in the Media (3 hours)
- MEDC 3260 International Communications (3 hours)
- PBRL 3150 Topics (1-3 hours)
- PBRL 4050 Special Events (3 hours)
- PBRL 4700 Professional Development in Public Relations (3 hours)

Visual Communications
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 3500 Visual Communications for Advertising and Public Relations (3 hours)

Business and Management
- MNGT 3700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)

Speech Communications
- SPCM 1280 Interpersonal Communications (3 hours)
- SPCM 2200 Group Communications (3 hours)
- SPCM 2400 Persuasion (3 hours)
- SPCM 3500 Presentations for Media Professionals (3 hours)

Required Courses in the Department of Communications and Journalism
In addition to the 42 credit hours required in the Public Relations program, the following 18 credit hours are required to provide all students with a solid foundation in communication and journalism theory and applications.

- JOUR 1020 Introduction to Production for Journalism (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- MEDC 1010 Introduction to Mass Communications (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- MEDC 2800 Cultural Diversity in the Media (3 hours)
- MEDC 3260 International Communications (3 hours)
- MEDC 4100 The Law and the Media (3 hours)

Minors Encouraged
Public relations students are strongly encouraged to pursue a minor (18 hours). Academic programs of particular relevance to the public relations BA are:

- Advertising and Marketing Communications
- Business
- Journalism
- Management
- Political Science
Religion and Global Society (BA)

This program is offered by the College of Arts & Sciences/Religious Studies Department, and is only available online.

Program Description
A 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; and the influence of science, new technology and new forms of communication.

Learning Outcomes
Upon completion of this program, students will have:
- Examined the ambiguous influences and dynamics giving rise to globalization, both contemporary and historical, and the roles religion continues to play in those dynamics.
- Gained familiarity with cultures and religions in different parts of the world, so as to be able to analyze and weigh religious influences on social, cultural and political structures.
- Demonstrated skills in critical thinking, via the ability to compare familiar and unfamiliar perspectives in written and oral communication.
- Addressed issues of social responsibility by exposure to other ways of thinking about core social issues.
- Developed practical and ethical skills by doing field projects in which students encounter diverse religious practices and beliefs.
- Achieved individual creative excellence through individualized assignments enabled through online technology.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
- 30 required credit hours in religious studies
- 12 required credit hours in arts and sciences courses, which may include RELG courses
- Applicable University Global Citizenship Program hours
- Electives

Required courses completed with a grade lower than C- will not count toward fulfilling the major.

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.

Curriculum
The 42 credit hours required for the religion and global society major include the following:

Core Courses (30 hours)
- RELG 1041 Religion and 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 Media Culture (3 hours)
- RELG 2411 Religion and Scientific Theory (3 hours)
- RELG 2431 Ecology & Spirituality (3 hours)
- RELG 2501 Gender, Belief Systems & Globalization (3 hours)
- RELG 3051 Religion and Human Rights (3 hours)
- RELG 4551 Religion & Global Issues (3 hours)
- RELG 4800 Portfolio Review (0-1 hours)

Arts and Sciences Required Courses (12 hours):
- 3 credits at the 1000-level
- 3 credits at the 2000-level
- 6 credits at the 3000-level or 4000-level

Religious Studies (BA)

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

Learning Outcomes
Upon completion of the program, students will have:
- Studied a broad range of the world’s religious systems and traditions and learned about their various influences on human cultures, societies, histories and personal values.
- Gained informed familiarity with the beliefs and practices of more than one religious and spiritual tradition.
- Learned to compare and contrast diverse religions and their cultural contexts through an emphasis on religious traditions, or on religions in relation to the arts and humanities or on religions in relation to the social sciences.
- Developed skills in critical thinking and open inquiry, clear and thoughtful oral and written communication, informed analysis and creative expression.
- Addressed issues of social responsibility by exposure to other ways of thinking about core social issues.

Degree Requirements
A minimum of 128 credit hours consisting of the following:
- 42 required credit hours
- Of the 42 required credit hours, at least 12 credit hours of courses for the major must be completed at the 3000-level and 4000-level.
- Applicable University Global Citizenship Program hours
- Electives

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

The requirements for 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.

Of the required 42 credit hours to complete a BA in religious studies, a minimum of 18 credit hours must be taken at Webster University.

Special Requirements
Up to 9 hours of coursework from cognate disciplines may count toward religious studies major requirements. This can include up to 9 hours of foreign language coursework in one language.

In special cases, up to 9 hours of foreign language coursework beyond the elementary level may count toward the religious studies major requirements.
No more than 6 credit hours of coursework outside the classroom structure — such as in a course in reading, independent study or 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.

Curriculum
The 42 credit hours required for the religious studies major include the following:

Core Courses
- 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)
- RELG 4800 Portfolio Review (0-1 hours)
- RELG 4000-level electives (6 hours)
- Emphasis electives (see below) (21 hours)

6 credit hours from the following:
- 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)
- RELG 3211 African Christianities (3 hours)

Emphasis in Religious Traditions
The emphasis in religious traditions is designed to encourage students to explore, by contrast and comparison, different religious traditions of the world.

Required Courses for the Emphasis in Religious Traditions
12 credit hours from the following:
- RELG 1060 World Religions (3 hours)
- RELG 2032 Global Christianities (3 hours)
- RELG 2075 Introduction to Buddhism (3 hours)
- RELG 2085 Introduction to Judaism (3 hours)
- RELG 2201 Islam and the State (3 hours)
- RELG 2350 Sacred Texts (3 hours)
- RELG 2420 Religion and Culture (3 hours)
- 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)
- RELG 3211 African Christianities (3 hours)

Emphasis in Religion and the Social Sciences
The emphasis in religion and the social sciences is designed to encourage students to explore religion as it relates to complex issues of human behavior, culture and society that are addressed by disciplines in the social sciences like anthropology, psychology, sociology and so forth.

Required Courses for the Emphasis in Religion and the Social Sciences
12 credit hours from the following:
- RELG 2410 Religion and Science (3 hours)
- RELG 2411 Religion and Scientific Theory (3 hours)
- RELG 2420 Religion and Culture (3 hours)
- RELG 2430 Environments and Religion (3 hours)
- RELG 2431 Ecology and Spirituality (3 hours)
- RELG 2440 Religion and Social Action (3 hours)
- RELG 2450 Death and Dying (3 hours)
- RELG 2500 Gender, Culture, and Religion (3 hours)
- RELG 2501 Gender, Belief Systems, and Globalization (3 hours)
- RELG 3030 Topics in Religion and Society (3 hours)
- RELG 3070 Topics in Religion and Psychology (3 hours)
- RELG 3600 Field Experience in Religion (1-6 hours)
- RELG 4555 International Field Experience in Religion (1-6 hours)

Scene Design (BFA)
This program is offered by the Leigh Gerdine College of Fine Arts/Conservatory of Theatre Arts, and is only available at the St. Louis home campus.

Program Description
It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes
At the end of their training in scene design, students will be able to:
- Analyze the script/characters and develop an advanced, coherent visual concept that takes into account style, period and creative research for theatrical use.
- Research and analyze any period of history with attention to historical context, period style and representative details.
Majors

- 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 design models.
- Choose/suggest set construction materials for execution of designs, based on understanding of construction material features.
- Work with the director, other designers and the actors in a collaborative production process.
- Conduct shop visits to answer/solve emerging questions.
- Guide the shops through the production process, with attention to set construction, scenic painting, prop, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

- 99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

**Scene Painting (BFA)**

This program is offered by the Leigh Geridine College of Fine Arts' Conservatory of Theatre Arts, and is only available at the St. Louis home campus.

**Program Description**

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

**Learning Outcomes**

At the end of their training, students will demonstrate an effective scenic art process that integrates their abilities to:

- Work collaboratively and display strong social skills.
- Analyze a play comprehensively.
- Implement strong research skills.
- Execute a design successfully.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Organize a scenic art process.
- Solve problems creatively.
- Master skills in layout and construction.
- Organize and supervise a team of scenic artists.
- Address the needs of performers and directors.
- Operate within a budget.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

- 99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (6 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
Scriptwriting (BA)

This program offered by School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

Program Description
The major in scriptwriting provides students with a structured approach to understanding the craft of writing scripts for film, television and other electronic media. By analyzing scripts and producing their own creative work, students learn character development, plot, structure, suspense and tension, as well as the conventions of various genres.

Learning Outcomes
Successful graduates of this program will be able to:

• Use appropriate industry standard for format.
• Employ the elements of storytelling for visual media (action, image, dialogue).
• Demonstrate effective structural strategies.
• Present engaging characters.
• Combine suspense, tension and other techniques to affect an audience's emotional response.

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

A minimum of 128 credit hours consisting of the following:

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

Required Courses

- ENGL 2170 Playwriting (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)
- 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)
- SCPT 2900 Scriptwriting (3 hours)
- SCPT 3110 Script Analysis (3 hours)
- SCPT 3400 Television Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SCPT 4400 Advanced Television Scriptwriting: Genres (3 hours)
- SCPT 4500 Advanced Scriptwriting (3 hours)
- SCPT 4620 Senior Overview* (3 hours)
- SCPT 4700 Professional Development in Scriptwriting (3 hours)

*Capstone course

Self-Designed Interdisciplinary Major (BA)

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

Program Description
Any St. Louis-based Webster University student may pursue a self-designed major (SIM), combining coursework from multiple departments and academic subject areas. The SIM fulfills the requirement for in-depth study just as a traditional major does. Written by the student, the SIM proposal must be reviewed and approved by the Faculty SIM Committee. The SIM student receives their BA from the College of Arts & Sciences.

Degree Requirements

Students must meet all Webster University graduation requirements, including applicable University Global Citizenship Program courses. Any SIM, like all majors at Webster University, must meet the residency requirement of successful completion of at least 30 of the final 36 credit hours registered for and earned directly from Webster University. Any undergraduate degree-seeking student at Webster University with a cumulative grade point average of 2.8 is eligible to petition for a SIM.

Curriculum

Self-designed interdisciplinary majors include:

- 36 to 64 hours of coursework with a minimum of 12 credits completed at the 3000-level or 4000-level
- Courses drawn from at least two distinct academic departments or interdisciplinary programs and at least three different disciplines
- 15 hours of the major core taken after the SIM proposal is approved
- A senior overview project
- Applicable University Global Citizenship Program hours

Interested students must submit a SIM proposal by the beginning of their senior year. For forms and more information, contact simmajor@webster.edu.

Sociology (BA)

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

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:
Majors

- 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 society.
- Evaluate the diversity within and across countries.
- Assess, explain, and predict the effect of structural factors on personal, social and organizational issues.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 43 required credit hours within the sociology major.
- Of the required 43 hours, 21 hours must be at the 3000-level and above, with at least 9 hours at the 4000-level.
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

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

No more than 6 credit hours obtained in practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 43 credit hours required for a major.

Transfer students can apply up to 15 credit hours of approved SOCI course work from other colleges/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.

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.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 43 credit hours required for the sociology major include the following:

- 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)
- Sociology Electives (12 hours)

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

Social Interaction and Change

- SOCI 2175 Social Movements (3 hours)
- SOCI 2680 Topics in Social Informatics (3 hours)
- SOCI 3175 Social Psychology (3 hours)
- SOCI 4175 Globalization and Social Change (3 hours)

Social Institutions

- SOCI 2275 Topics in Social Institutions (3 hours)
- SOCI 4276 Organizational Theory (3 hours)
- SOCI 3276 Sociology of Media and Technology (3 hours)

Crime, Deviance, and Social Control

- SOCI 2300 Topics in Deviance and Social Control (3 hours)
- SOCI 2375 Global Social Problems (3 hours)
- CRIM 3300 Criminology Theory (3 hours)
- SOCI 3380 Transnational Crime (3 hours)

Inequality

- SOCI 2400 Topics in Inequality (3 hours)
- SOCI 3450 Sex and Gender (3 hours)
- SOCI 3475 Race and Ethnicity (3 hours)
- SOCI 4475 Class, Status, and Power (3 hours)

Demography and Community

- SOCI 2575 Urban Sociology (3 hours)
- SOCI 3575 Environmental Sociology (3 hours)
- SOCI 4575 Demography and Social Network Analysis (3 hours)

Sound Design (BFA)

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

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training in sound design, students will be able to:

- Analyze the script and locations and develop an advanced, coherent, aural concept that takes into account style, period and creative research for theatrical use.
- Research the period of any production and develop a design concept that uses period specific and appropriate sound effects and music.
- Present design concepts with directors, designers, faculty members and fellow students.
- Create paperwork for the director, stage manager and sound engineer to communicate the concept and needs for the sound design.
- Use creative thinking and problem solving skills to 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

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

• 107 required credit hours
• Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
• Electives

Global Citizenship Program for Theatre BFAs

• FRSH 1200 First Year Seminar
• 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
• 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
• 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
• KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

• CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
• ART 1110 Introduction to Drawing (3 hours)
• DESN 1210 Design Concepts (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)
• MUSC 1000 Fundamentals of Musicianship Approaches to the Media (2 hours)
• MUSC 1050 Introduction to Music Appreciation (3 hours)
• SCIN 1410 Light, Sound and Electricity (3 hours)
• THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
• THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
• THEA 2050 History of Theatre: 1915 to Present (3 hours)
• THEA 2050 History of Theatre: 1915 to Present (3 hours)
• Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Recommended Electives:

• AUDI 1200 Intro to MIDI (3 hours)
• AUDI 4000 Music Recording (3 hours)

Spanish (BA)

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

Learning Outcomes

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

• Recognize and appraise the complexities of a culture or cultures different from their own.
• Identify multiple cultural perspectives based on original texts and cultural materials.
• Critically analyze their own culture and its place in the world.
• Question cultural stereotypes.
• Demonstrate successful and sensitive communication, both orally and in writing, with people from another culture through an understanding of their language and culture.
• Relate their personality, values and complex thoughts in a language other than their native one.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

• 36 required credit hours (at minimum) in the language of the student's major
• A minimum of 24 of the 36 required credit hours in the specific foreign language must be at the 3000-level or above.
• A minimum of 9 credit hours must be successfully completed at Webster at the 3000-level or above. These 9 credit hours must include SPAN 3090, SPAN 3100 or SPAN 4090; 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 term (minimum 6-8 weeks) abroad in a country where the target language is spoken or an alternative cultural/linguistic experience approved by the department.
• A cumulative grade average of B or better in courses taken in the language of the major.
• A portfolio review and demonstration of oral proficiency (advanced low level on ACTFL scale) in a departmental overview (ILC 4700).
• Applicable University Global Citizenship Program hours
• Electives

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000-level may only be taken pass/fail with permission of the chair of the department.

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

Translation certificate courses (those with TRSL and TRSP prefixes) 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.

Speech Communication Studies (BA)

This program is offered by the School of Communications/Communications and Journalism Department. It is available at the St. Louis home campus and at select U.S. campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The undergraduate degree in speech communication studies provides students with an understanding of the process of oral communication, including communication in both presentational...
Majors

and relational contexts. Students are exposed to a variety of theory and skill development opportunities ranging from forensics and presentational applications to rhetorical and relational awareness, competence and analysis. The program offers opportunities to study in three areas: interpersonal/relation communication, professional speaking and performance and a comprehensive general approach to the field. Each program incorporates course work from a variety of discipline areas to provide a comprehensive theoretical and practical curriculum.

Learning Outcomes

Successful graduates of this program will be able to:

- Differentiate between effective interpersonal communication and ineffective interpersonal communication.
- Critically relate rational communication principles to messages and contexts.
- Use strategies to effectively adapt messages, oral and written, to audiences in an effort to achieve communication goals.
- Uphold the importance of communication competence as central to transforming students for global citizenship and individual excellence.

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 course work in their culminating senior overview or an internship.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Required Courses

- SPCM 1040 Public Speaking (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- SPCM 1280 Interpersonal Communication (3 hours)
- POLT 1550 Introduction to Political Argumentation and Debate (3 hours)
- or SPCM 2000 Forensics (3 hours)
- SPCM 2200 Group Communication (3 hours)
- SPCM 2400 Persuasion (3 hours)
- SPCM 2600 Nonverbal Approaches to Media Analysis (3 hours)
- SPCM 3300 Navigating Relationships (3 hours)
- SPCM 3600 Rhetoric (3 hours)
- MEDC 3800 Studies in Cultural Diversity: Communication and Diverse Populations (3 hours)
- SPCM 4500 Conflict Resolution (3 hours)
- SPCM 4600 Communication Theory (3 hours)
- SPCM 4616 Communication Research Analysis (3 hours)
- SPCM 4620 Senior Overview* (3 hours)
- or MEDC 4950 Internship* (3 hours)

*Capstone Course

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

- EPMD 1000 Introduction to Media Production (3 hours)
- JOUR 2380 Free Expression and the First Amendment (3 hours)
- MEDC 1630 Media Literacy (3 hours)
- MEDC 2200 Media Ethics (3 hours)
- MEDC 3190 Introduction to Media Research (3 hours)
- MEDC 4100 Law and the Media (3 hours)
- POLT 3550 Competitive Political Argumentation and Debate (3 hours)
- SPCM 3100 Communication as Storytelling (3 hours)
- SPCM 3150 Topics in Communication (3 hours)
- SPCM 3500 Presentations for Media Professionals (3 hours)
- SPCM 4610 Readings (3 hours)

Sports Communication (BA)

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

Program Description

The many manifestations of sports constitute a large and growing industry with an expanding need for professional communicators stretching across--children's after school activities, adults' exercise, leisure, gym classes, and amateur leagues; the high school, college and professional leagues that fill stadiums; newspaper columns, talk radio and television channels; retail sporting goods, video games, fantasy sports and sports betting.

This major will prepare students for those professional roles and to be critically reflective audience participants. The sports communication degree explores the various aspects of the sports industry, focusing on communication strategies and media. The program provides a unique balance of theory and practice that spans the breadth of sports cultures. The sports communication curriculum also frames core and elective course work in a way that builds a solid foundation with flexibility for the pursuit of individual interests within sports fields.

The combination of a broadly framed curriculum and a senior capstone internship or thesis project equips students for a variety of careers as professional sports communicators.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate an understanding of the academic field of sports communication.
- Communicate effectively about sports and related matters as they pertain to specific audiences and sports-related contexts.
- Apply communication skills as they connect multiple areas of sports communication in discussion, analysis and/or the creation of academic and professional work.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

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

Required Courses

- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 1060 Introduction to Media Production for Journalists (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- or JOUR 1030 Fundamentals of Reporting (3 hours)
- SPTC 1800 Sports Communication (3 hours)
- ADVT 1940 Introduction to Marketing Communication (3 hours)
Areas of Study

Although any combination of these courses can be taken to fulfill the degree requirements, courses can be grouped by areas for students who want to focus on a particular aspect within sports communication.

**Journalism**
- ADVT 1940 Introduction to Marketing Communication (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- FTVP 1000 Introduction to Film, Video, and Television Production (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- PBRL 4050 Special Events (3 hours)
- PBRL 4250 Media Relations (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)
- SPTC 3500 Presentations for Media Professionals (3 hours)
- SPTC 3800 Topics in Sports Communication (3-9 hours)
- SPTC 4610 Readings in Sports Communication (3 hours)
- SPTC 4620 Senior Overview in Sports Communication (3 hours)

**Production**
- ADVT 1940 Introduction to Marketing Communication (3 hours)
- or PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- FTVP 1000 Introduction to Film, Video, and Television Production (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- SPTC 3500 Presentations for Media Professionals (3 hours)

**Marketing**
- ADVT 1940 Introduction to Marketing Communication (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- PBRL 4050 Special Events (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)

**Sports Information**
- BUSN 4747 Sports Operations and Logistics (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)

In addition, a minimum of 9 credit hours must be chosen from the following:

- MEDC 2200 Ethics in the Media (3 hours)
- MEDC 3190 Introduction to Media Research (3 hours)
- ECON 3737 The Business of Sports (3 hours)
- SPTC 4100 Culture of Sports and Society (3 hours)
- MEDC 4100 Law and the Media (3 hours)
- SPTC 4600 Sports Media Strategies (3 hours)
- MEDC 4950 Professional Media Internship (3 hours)
- or SPTC 4620 Senior Overview (3 hours)

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**Stage Management (BFA)**

This program is offered by the Leigh Germain College of Fine Arts/Conservatory of Theatre Arts, and is only available at the St. Louis home campus.

**Program Description**

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

**Learning Outcomes**

At the end of their training, students will demonstrate an effective stage management process that integrates their abilities to:

- Communicate well with others.
- Make decisions based on learning.
- Solve problems creatively.
- Address the needs of performers and directors.
- Analyze comprehensively the needs of a play.
- Implement strong research skills.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Establish and oversee an effective rehearsal process.
- Create a coherent prompt book.
- Organize a production process.
- Call a production successfully.

**Special Requirements**

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. 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
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

**Global Citizenship Program for Theatre BFAs**

- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
Majors

- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- MUSC 1000 Fundamentals of Musicianship or piano proficiency (2 hours)

Recommended Electives

Recommended electives are to be accomplished by the end of the third year. The purpose is to provide the necessary opportunities to explore the variety of disciplines of study that naturally complement the student's theatre training. These areas are:

- Art or music history (3 hours)
- Drama literature (3 hours)
- Social sciences, behavioral sciences, philosophy or religion (3 hours)

Technical Direction (BFA)

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

Program Description

It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes

At the end of their training, students will demonstrate an effective production process that integrates their abilities to:

- Work collaboratively and display strong social skills.
- Analyze a design comprehensively.
- Implement strong research skills.
- Execute a design successfully.
- Recognize trends in theatre history and visual styles.
- Master skills in design presentation and development.
- Organize and supervise a construction team.
- Solve problems creatively.
- Master skills in layout and construction.
- Address the needs of performers and directors.
- Operate within a budget.
- Lead the shops through the production process, with attention to set construction, scenic painting, props, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

- 98 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (2 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- SCIN 1410 Patterns of Light, Sound and Electricity (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Theatre Studies and Dramaturgy (BA)

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

Program Description

The study and analysis of theatre require an interdisciplinary approach. Students must learn about playwriting, acting, directing, design and production. They must hone critical skills, delve into historical research and practice effective communication. The theatre studies and dramaturgy program challenges students to analyze the content of performances as well as the contexts in which they occur. Moreover, students must learn to put theoretical thinking into creative action by participating directly in the making
of theatre. Asking students to approach theatre both as an object of scholarly study and as a process of production, the program offers training for future theatre makers, educators, critics and scholars. It introduces students to professional paths in the performing arts such as dramaturgy, play development, advocacy and arts administration. It also prepares students for success in other fields that value interpretation, exploration and collaboration.

Learning Outcomes
By completing the theatre studies and dramaturgy program, students will:

- Recognize and describe cultural and historical forces that form the background for theatrical practices in a global context.
- Speak with fluency about theatre history and theatre practices today.
- Display critical and creative thinking skills through course assignments as well as through production and independent work.
- Demonstrate strong writing skills, in a variety of genres (expository, creative, business, etc.) and for a variety of audiences (scholars, audience members, funders, etc.).
- Exhibit strong research skills, applied both to course assignments and to production work.
- Probe current theatre-making structures and investigate career paths within the collaborative field.
- Apply skills learned in classes to actual theatre production and/or theatre-related practices.

Admission and Special Requirements

Admission Requirement
In addition to completing the Webster University admissions application, students who intend to pursue the theatre studies and dramaturgy major must submit a sample essay highlighting critical skills directly to the theatre department and interview with the head of the program, either in person or remotely.

Special Program Requirements
Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major. Students will spend one semester studying abroad. Students will also undertake a practicum capstone assignment to complete program requirements. All in-residency (Webster Groves) students should attend the 0-credit THEA 0060 Theatre Studies & Dramaturgy Meeting every semester.

Degree Requirements
A minimum of 128 credit hours consisting of the following:

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

Required Courses: 33 credit hours

- THEA 1000 Production Applications (2 hours)
- THEA 1080 Studio Acting I (3 hours)
- THEA 2060 Introduction to Dramaturgy and Play Analysis (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 2100 Introduction to Theatre Design (3 hours)
- THEA 3710 Directing I (2 hours)
- THEA 4060 Advanced Dramaturgy Seminar (3 hours)
- ENGL 2170 Playwriting (3 hours)
- ENGL 2500 Global Dramatic Literature (3 hours)
- THEA 4620 Practicum (2 hours)

Required Distribution: 18 Credit Hours
6 credits in literature (from courses below, although other literature courses could be approved):

- ENGL 2210 Literature into Film (3 hours)
- ENGL 2250 Literary London (3 hours)
- ENGL 3050 Topics in Drama (3 hours)
- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3500 Contexts (3 hours)
- ENGL 4150 Shakespeare I (3 hours)
- ENGL 4160 Shakespeare II (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

3 credits in theatre skills (from sample courses below):

- THEA 2080 Studio Acting II (3 hours)
- THEA 3720 Directing II (2 hours)
- THEA 3070 Creative Dramatics: Social Issues (3 hours)
- THEA 3030 Topics in Theatre (2-3 hours)
- THEA 3040 Topics in Theatre (2-3 hours)
- THEA 4500 London Theatre (3 hours)
- ENGL 4400 Advanced Writing Workshop/Playwriting (3 hours)
- ENGL 2190 Creative Writing Translation (3 hours)

3 credits in the history of a cognate art (from courses below, although other relevant courses could be approved as substitutes):

- ARHS 2210 Intercultural History of Art (3 hours)
- ARHS 2320 Introduction to Asian Art (3 hours)
- ARHS 2350 Introductory Topics in Art History (3 hours)
- DANC 2210 Dance History (3 hours)
- FLST 2050 History of Film (3 hours)
- MUSC 2030 Survey of Music History I (3 hours)
- MUSC 2040 Survey of Music History II (3 hours)

3 credits in professional writing skills (from sample courses below):

- WRIT 2072 Writing for Change (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2400 Introduction to Professional Writing (3 hours)
- WRIT 3100 Report and Proposal Writing (3 hours)

3 credits of an International Language

Wig and Makeup Design (BFA)

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

Program Description
It is our mission to train our future colleagues to become visionaries, creators and leaders in the next generation of American professional theatre.

Learning Outcomes
At the end of their training in wig and makeup design, students will be able to:

- Display strong reading and writing skills, in a variety of genres (expository, creative, business, etc.) and for a variety of audiences (scholars, audience members, funders, etc.).
- Demonstrate strong research skills, applied both to course assignments and to production work.
- Display critical and creative thinking skills through course practices today.
- Speak with fluency about theatre history and theatre practices today.
- Recognize and describe cultural and historical forces that form the background for theatrical practices in a global context.
- Demonstrate strong writing skills, in a variety of genres (expository, creative, business, etc.) and for a variety of audiences (scholars, audience members, funders, etc.).
- Exhibit strong research skills, applied both to course assignments and to production work.
- Probe current theatre-making structures and investigate career paths within the collaborative field.
- Apply skills learned in classes to actual theatre production and/or theatre-related practices.
Major Requirements

- Analyze the script/characters and develop an advanced, coherent visual concept that takes into account style, period and creative research for theatrical use.
- Research any period of fashion history with attention to historical context, silhouette, period accessories, makeup and hairstyle.
- Analyze period silhouette and manipulate wig shapes for character and concept.
- Create a coherent, conceptual world of the play through wig, makeup and hair design with attention to the specific style needs of opera, ballet, musical, theatre for young audiences and other performance styles.
- Illustrate wig and makeup designs through drawing and color application with attention to wig and makeup detail for opera, ballet, musical, theatre for young audiences and music video.
- Choose wig and hair accessories based on understanding of facial structure, hair texture and color.
- Work with the director, other designers and the actors in a collaborative production process.
- Conduct a fitting with each actor in the designed wig and/or specialty makeup.
- Lead a team of wig and makeup specialists through the production process, with attention to the number of various wigs and makeup applications used, possible wig modifications, ventilation, crafts, budget and time management.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session. Both on-campus and off-campus audition sites are available to prospective theatre students. No video auditions are accepted.

Degree Requirements

- 97 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- FRSH 1200 First Year Seminar
- 3 credit hours from courses designated ‘Roots of Cultures’ (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designed ‘Social Systems & Human Behavior’ or ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’ (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. ‘Arts Appreciation’ is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 (the Conservatory sequence or its equivalent) (72 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (4 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1220 Design: 3-D (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)

Women, Gender, and Sexuality Studies (BA)

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

Program Description

This is an interdisciplinary program that takes an intersectional, transnational, feminist approach to the study of women, gender and sexuality. The program investigates how assumptions about gender and sexuality inform social, cultural and political practices that both reproduce and resist hierarchies of power. Courses examine the intersections of gender and sexuality with other significant categories and identities such as race, ethnicity, class, age, religion, ability, nationality, immigrant status and body size. Through a student-centered approach, faculty inspire students to engage with local, national and international communities to effect social justice. Students can earn a major or minor in WGST or a minor in LGBTQ studies.

Learning Outcomes

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

- Describe sex/gender systems in terms of intersecting structural and institutional constraints.
- Explain how feminist theories of gender and sexuality relate to activism and social justice work.
- Analyze how assumptions about gender and sexuality inform social, cultural and political practices that both reproduce and resist hierarchies of power.
- Identify women of diverse backgrounds who have shaped their societies in recognized and unrecognized ways, both locally and globally.
- Critically analyze, interpret and integrate interdisciplinary and transnational source materials, and produce original scholarship in women, gender and sexuality studies.

Degree Requirements

A minimum of 128 credit hours consisting of the following:

- 37 required credit hours in the women, gender, and sexuality studies program
- Within the required 37 hours, 12 hours must be at the 3000-level and above
- 3 international language credit hours
- Applicable University Global Citizenship Program hours
- Electives

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

No more than 6 credit hours obtained in practica, independent learning experiences, reading courses and assessment of prior-learning may be applied toward the 37 credit hours required for a major.

Transfer students can apply up to 15 credit hours of approved WGST course work from other colleges/universities towards the WGST major.
Curriculum

The 37 credit hours required for the women, gender, and sexuality studies major include:

Students must take 10 core credit hours including:

- WGST 1020 Introduction to Women, Gender, and Sexuality Studies (3 hours)
  or WGST 1010 Women, Gender, and Sexuality Around the World (3 hours)
- WGST 2010 Feminist and Gender Theory (3 hours)
  or WGST 3370 Feminist Philosophy (3 hours)
- WGST 3710 Feminist Research Methods (1 hour)
- WGST 4650 Women, Gender, and Sexuality Studies Capstone (3 hours)

Students must take 6 credit hours in each of the categories below (12 credit hours total):

Category I - 6 credit hours

- WGST 2030 Introduction to LGBTQ Studies (3 hours)
- WGST 2040 Queer Theory (3 hours)
- WGST 2260 Men and Masculinities (3 hours)
- WGST 2275 LGBTQ Families (3 hours)
- WGST 2350 LGBTQ Cultural History (3 hours)
- WGST 2475 Bisexualities (3 hours)
- WGST 2610 Women, Gender, and Sexuality in Social Justice Organizations (3 hours)
- WGST 3080 Theorizing Sexualities (3 hours)
- WGST 3230 Domestic Violence (3 hours)
- WGST 3235 Cross-Cultural Masculinities (3 hours)
- WGST 3270 Female Sexuality and Society (3 hours)
- WGST 3350 Feminist Criminology (3 hours)
- WGST 4240 Feminism and Families (3 hours)
- WGST 4330 Global Sex/Gender Systems (3 hours)

Category II - 6 credit hours

- WGST 2050 Topics in LGBTQ Studies: LGBTQ Literature (3 hours)
- WGST 2060 Politics and Gender (3 hours)
- WGST 2080 LGBTQ Persons and the Law (3 hours)
- WGST 2320 Women in World Religions (3 hours)
- WGST 2325 Goddesses (3 hours)
- WGST 2370 U.S. Women’s History (3 hours)
- WGST 2620 Women and the Law (3 hours)
- WGST 2680 Transnational Feminisms (3 hours)
- WGST 3200 Gender and Sexuality in the Arts (3 hours)
- WGST 4220 Gender, Justice, and Human Rights (3 hours)

Students must take 15 additional credit hours comprised of women, gender, and sexuality studies courses (any course offered with a WGST prefix or cross-listed with a WGST prefix).
Advertising and Marketing Communications

Minor
18 Credit Hours
This program is offered by the School of Communications/Communications and Journalism Department. It is available at the St. Louis home campus and at the Cha-Am campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student’s major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses
- 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 and marketing communications to help plan their specific programs.

Africana Studies

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
The minor in Africana studies offers students an interdisciplinary perspective on the historic and contemporary experiences of African and African-descended peoples worldwide. Its broad liberal arts curriculum integrates the arts, social-cultural, and political-economic study of African peoples and examines the centrality of “Africa” in understanding the contemporary world. Unique to the Africana studies minor at Webster University is the opportunity to study abroad at the Accra, Ghana campus, where students may experience firsthand many of the social-cultural and political-economic issues introduced in the classroom.

Program Goals and Learning Objectives
- Students will gain an understanding and appreciation of the contributions Africa and peoples of African descent have made to the arts, sciences and humanities.
- Students will develop the ability to think, write and speak analytically by learning to critically analyze mainstream cultural norms and values from an African centered perspective.
- Students will gain a greater appreciation for ethnic and cultural diversity by studying the global dimension of the African experience.
- Students will learn the interdisciplinary nature of knowledge creation.
- Through experiential learning, by engaging students in various site visits and excursions outside of the classroom, students will learn firsthand about many of the social institutions and cultural forms they are studying.

Required Courses
- AFCS 1000 Introduction to Africana Studies (3 hours)
- AFCS 1500 Survey of African History* (3 hours)
- AFCS 2500 African Diaspora Experiences (3 hours)
- or ANTH 2500 Peoples and Cultures: African Diaspora (3 hours)
- AFCS 2700 Origins and Development of Pan-Africanism* (3 hours)

Elective Courses
6 hours from the following list of approved courses:
- AFCS 2200 Globalization and Contemporary Africa (3 hours)
- AFCS 3000 Topics in Africana Studies (3 hours)
- AFCS 3200 African Women and Development* (3 hours)
- ANTH 2000 Issues in Contemporary Anthropology: Introduction to African American Studies (3 hours)
- HIST 2050 Topics in African History (3 hours)
- HIST 2320 African-American History (3 hours)
- POLT 3400 Comparative Politics: African Area Studies (3 hours)
- PHIL 2580 African American Philosophy (3 hours)
- PHIL 3420 Philosophy of Race and Ethnicity (3 hours)
- RELG 3210 African Religions (3 hours)
- RELG 3211 African Christianities (3 hours)

*Courses marked with * are only available at the Webster Accra, Ghana campus. Completion of the minor requires a minimum of 6 credit hours for the minor completed at the Webster Accra, Ghana campus.

Animation Production

Minor
18 Credit Hours
This program is offered by the School of Communications/Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

The minor in animation production is designed to give students from all academic disciplines within the university an opportunity to explore the basic principles, theory and practice of animation. Students will have the freedom to take a wide range of animation classes to supplement the core requirements.

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 choose to receive the minor or the certificate in animation production, but not both.
Learning Outcomes
The student will:
  • Demonstrate animation principles and techniques.
  • Develop and execute fundamental aspects of an animated production.
  • Tell stories in long and short format.

Required Courses
  • ANIM 1000 Animation I (3 hours)
  • ANIM 1010 Animation II (3 hours)
  • SCPT 3500 Writing Screenplays for Film (3 hours)
  • Additional hours of ANIM courses (9 hours)

Anthropology: Archaeology Focus

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses
  • ANTH 1100 Introduction to Cultural Anthropology (3 hours)
  • ANTH 1300 Introduction to Archaeology (3 hours)
  • Anthropology Electives (6 hours from the following list of approved courses):
    • HIST 1010 The Greeks: From Agamemnon to Alex the Great (3 hours)
    • ANTH 1200 Human Origins (3 hours)
    • ANTH 1400 Introduction to Geography (3 hours)
    • ANTH 2100 Topics in Archaeology* (3 hours)
    • ANTH 2100 Advanced Topics in Archaeology* (3 hours)
    • ANTH 3875 Anthropology Lab (3 hours)
  • Anthropology or Archaeology Electives (6 hours)

*Courses marked with an asterisk are only available at the Webster Athens campus.

Art

Minor
21 Credit Hours
This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

A minor in art should include a minimum of 3 credit hours of art history and 18 credit hours of art studio.

Art History and Criticism

Minor
21 Credit Hours
This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

A minor in art history and criticism 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 and criticism should include a minimum of 3 credit hours of art studio and 18 credit hours of art history.

Audio Production

Minor
18 Credit Hours
This program is offered by the School of Communications/Audio Aesthetics and Technology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

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 minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses
  • EPMD 1000 Introduction to Media Production (3 hours)
  • AUDI 1100 Audio Production I for Majors (2 hours)
  • AUDI 1101 Audio Production I Lab for Majors (1 hour)
  • AUDI 1200 MIDI (3 hours)
  • AUDI 2000 Audio Production 2 (3 hours)
  • AUDI 2050 Audio Production Practicum (3 hours)
  • Additional 3 credit hours of AUDI course work at the 2000-level or above

Biology

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Biological Sciences Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses
  • BIOL courses (18 hours)
Minors

Business

Minor
18 Credit Hours
This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses
• ACCT 2010 Financial Accounting (3 hours)
• ACCT 2025 Managerial Accounting (3 hours)
• BUSN 2750 Introduction to Statistics (3 hours)
• ECON 2000 Survey of Economics (3 hours)
• FINC 3210 Principles of Finance (3 hours)
• MNGT 2100 Management Theory and Practices (3 hours)

Chemistry

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Biological Sciences Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses
• CHEM courses (18 hours)

Computer Applications

Minor
18 Credit Hours
This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

A minor in computer applications is defined as 18 credit hours of courses from the computer applications COAP 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 and ability to use several common computer applications.

Required Courses
• COAP courses (18 hours)

Computer Science

Minor
18 Credit Hours
This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

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

Learning Outcomes
• Students will demonstrate critical thinking skills.
• Students will demonstrate the ability to solve problems related to the program content.
• Students will demonstrate a basic understanding of major concepts and principles of computer systems.
• Students will be able to design and build a simple computer program using techniques and models from the computer science program.
• Students will be able to document a computer program.

Required Courses
• COSC courses (18 hours)

Criminology and Criminal Justice

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
The minor in criminology and criminal justice provides students with a multidisciplinary approach to crime and deviance, with particular emphasis on providing the critical thinking skills that enable students to explain, predict and prevent crime and victimization.

Learning Outcomes
By the end of the program, students will be able to:
• Identify the strengths and weaknesses of major criminological theories.
• Describe the development of the criminal justice system and its role in the political process.
• Analyze the policy implications of criminological theories.
• Apply principles of crime prevention to effectively reduce crime and victimization.
• Compare the theoretical foundations of crime analysis to predict and analyze patterns of crime

Required Courses

Core Courses
• CRIM 1100 Introduction to Criminology and Criminal Justice (3 hours)

15 hours from any of the following electives:
• Any course with the CRIM prefix not listed above
• LEGL 2400 Introduction to Law (3 hours)
• LEGL 3500 Criminal Litigation (3 hours)
• PSYC 3125 Abnormal Psychology (3 hours)
• PSYC 4550 Drugs and Chemical Dependency (3 hours)
• SOCI 2375 Global Social Problems (3 hours)
• SOCI 2380 White Collar Crime (3 hours)
• SOCI 3380 Transnational Crime (3 hours)
• SOCI 4300 Radical Violent Extremism (3 hours)
• WGST 3230 Domestic Violence (3 hours)

Recommended Course
• SOCI 2825 Introduction to Research Methods (3 hours)

Cultural Anthropology

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Special Requirements
In addition to the general University requirements for a minor:
• Students who transfer in Introduction to Cultural Anthropology must take an additional 3 credit hour ANTH elective at Webster University.

Required Courses
• ANTH 1100 Introduction to Cultural Anthropology (3 hours)
• ANTH 2500 Peoples and Cultures (3 hours)
• Anthropology Electives (12 hours, of which 6 hours are at 3000-level or above)

Data Analytics

Minor
18 Credit Hours
This program is offered by the Walker School of Business & Technology/Math & Computer Science Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
Data analytics encompasses a wide range of technologies to support analyzing business data, transforming information and generating intelligence. Technologies play important roles in data analytics systems and form the foundation of its architecture. Studies show that there is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The minor program is created to meet this demand, helping students understand underlying concepts and methodologies that are used in data analytics processes.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help business users perform better decision making.

Courses used to fulfill a major may not be used to fulfill a requirement for a minor. Students may choose to receive the minor or certificate but not both.
Learning Outcomes

- Student will be able to demonstrate critical thinking skills in the field of data analytics.
- Student will be able to demonstrate the ability to solve problems related to the program content.
- Student will be able to analyze, design and document a system component using appropriate data analytics techniques and models.
- Student will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Required Courses

- STAT 1100 Descriptive Statistics (3 hours)
- COAP 2560 Electronic Spreadsheet (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)

Economics

Minor
18 Credit Hours

This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses

Three core ECON classes (9 hours)

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

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

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

Educational Psychology

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Psychology Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description

The educational psychology minor is appropriate for students who are considering pursuing a career in education and wish to deepen their understanding of human behavior by exploring relevant psychological theories and concepts.

Learning Outcomes

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in field of educational psychology.
- Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
- Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.

Special Requirements

In addition to the general University requirements for a minor:

- The educational psychology minor can be earned by students completing the BA and BS in psychology provided they do not count any of the 18 hours listed under the required minor course list towards the major. This restriction does not apply to the prerequisite course list.
- Students who transfer any required course for the minor (e.g., PSYC 2200) must take an additional 3 credit hour PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.
Prerequisite Courses
- PSYC 1100 Introduction to Psychology (3 hours)

Required Courses
- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2400 Educational Psychology (3 hours)

Elective Courses
Choose 9 hours from the following list of courses:
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)

English
Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/English Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Only ENGL classes may count toward the minor in English.

Required Courses
- ENGL courses (18 hours)

European Studies
Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department. It is available at the St. Louis home campus and at the Vienna campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
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.

Learning Outcomes
Students who minor in European studies will be able to:
- Demonstrate familiarity with major events, literary, philosophic and artistic movements in European history.
- Describe the distinctive qualities of European commerce, law and/or communications.

Required Courses
18 credit hours in European studies, divided as follows:

European History & Politics (6 hours)
- HIST 1010 Topics in History* (3 hours)
- HIST 2000 Social History* (3 hours)
- HIST 2010 Topics in Medieval and Early Modern European History (3 hours)
- HIST 2020 Topics in Modern European History (3 hours)
- HIST 2060 Topics in the History of Gender and the Family* (3 hours)
- HIST 2090 Encounters with History* (3 hours)
- HIST 2200 History of Medieval Society (3 hours)
- HIST 2210 Early Modern Europe (3 hours)
- HIST 2250 The Age of Total War: Europe 1890-1945 (3 hours)
- HIST 2240 Contemporary Europe: 1945 – Present (3 hours)
- HIST 2250 History of Russia (3 hours)
- HIST 2280 History of England (3 hours)
- HIST 2300 History of Disease and Medicine* (3 hours)
- HIST 3060 History Roundtable* (may be repeated if topics differ) (3 hours)
- HIST 4200 Advanced Studies in European History (3 hours)
- HIST 4600 History Seminar* (may be repeated if topic differs) (3 hours)
- POLT 2250 Politics in the Industrialized World (3 hours)
- POLT 3400 Comparative Politics* (3 hours)
- POLT 4100 Advanced Studies in International Politics* (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics* (3 hours)
- POLT 4600 Political Science Seminar* (3 hours)

Commerce & Communications (6 hours)
- BUSN 1200 Introduction to Business* (3 hours)
- BUSN 4650 International Business (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- MNGT 3400 Human Resource Management* (3 hours)
- MNGT 3420 Labor & Management Relations* (3 hours)
- MNGT 3450 Principles of Organizational Behavior* (3 hours)
- MNGT 3500 Marketing* (3 hours)
- MNGT 3510 Advertising* (3 hours)
- MNGT 3600 Management in the Arts* (2-3 hours)
- MNGT 4100 International Management (3 hours)
- MNGT 4330 International Marketing (3 hours)
- ECON 3100 Issues in Economics* (3 hours)
- ECON 4600 Comparative Economic Systems (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- ECON 4900 History of Economic Thought (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 3120 Global Affairs Reporting (3 hours)
- JOUR 3150 Topics in Modern Media* (3 hours)
- JOUR 3190 Topic in International Journalism (3 hours)
- JOUR 4220 Advanced Global Journalism (3 hours)
- MEDC 3260 International Communications (3 hours)
- ILC 2150 Topics in Culture* (1-3 hours)
- FREN 3150 French Civilization (1-3 hours)
- GRMN 3150 Culture and Civilization of German-Speaking Countries (1-3 hours)
- ILC 4150 Contemporary Issues* (1-3 hours)
- ILC 4650 Advanced Topics* (3 hours)
- LEGL 4600 Legal Studies Seminar* (3 hours)
- HIST 3050 Economic History (3 hours)
- HIST 3100 Diplomatic History (3 hours)
- HIST 3150 International Affairs (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3700 International Organizations (3 hours)
- INTL 4280 International Trade (3 hours)
- INTL 4600 International Relations Seminar (3 hours)

European Arts & Expression (6 hours)
- ENGL 2020 Major British Writers I (3 hours)
- ENGL 2030 Major British Writers II (3 hours)
Minors

- ENGL 2035 Major British Writers II: 18th-19th c. novelists (3 hours)
- ENGL 2110 Perspectives* (3 hours)
- ENGL 2210 Literature into Film* (3 hours)
- ENGL 3500 Contexts* (3 hours)
- ENGL 3900 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)
- GNST 1400 Civilization and the Arts* (3 hours)
- GNST 2000 Topics in the Liberal Arts* (3 hours)
- ILC 3250 Introduction to Literature* (3 hours)
- THEA 2030 History of the Theater: Greeks to Elizabethan (3 hours)
- THEA 2040 History of the Theater: Restoration to 1915 (3 hours)
- THEA 2050 History of the Theater: 1915 to Present (3 hours)
- THEA 3030 Topics in the Theater* (2-3 hours)
- THEA 3040 Topics in the Theater* (2-3 hours)
- ARHS 3110 Intercultural History of Art (3 hours)
- ARHS 3010 Greek and Roman Art (3 hours)
- ARHS 3120 High and Late Renaissance Art (3 hours)
- ARHS 3130 Northern Renaissance Art (3 hours)
- ARHS 3150 Baroque Art (3 hours)
- ARHS 3210 Nineteenth-Century Art (3 hours)
- ARHS 3250 History of Modern Art (3 hours)
- MUSC 1050 Introduction to Music Appreciation (3 hours)
- MUSC 1070 Topics in Music* (3 hours)
- PHIL 2080 Topics in Philosophy* (3 hours)
- PHIL 2300 Social and Political Philosophy* (3 hours)
- PHIL 2510 The First Philosophers (3 hours)
- PHIL 2520 Philosophic Classics: Early Modern Europe (3 hours)
- PHIL 3100 Literature and Philosophy* (3 hours)
- PHIL 3120 Philosophy and Art* (3 hours)
- PHIL 3320 Continental Philosophy (3 hours)
- PHIL 3350 Philosophical Ethics* (3 hours)
- PHIL 4050 Topics in the History of Philosophy* (3 hours)
- RELG 2030 Contemporary Topics* (3 hours)
- RELG 2080 Introduction to Western Religions (3 hours)
- RELG 3180 Judaism (3 hours)
- RELG 3190 Christianity (3 hours)
- RELG 4040 Belief Systems* (3 hours)
- RELG 4400 Spiritual Paths and Classics* (3 hours)
- RELG 4550 Advanced Study in Religion* (3 hours)

*This 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.

Film Studies

Film, Television and Video Production

Minor
18 Credit Hours

This program is offered by the School of Communications/Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses
- MEDC 1010 Introduction to Mass Communications (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2050 History of Film (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 4160 Survey of Film Theory and Criticism (3 hours)

Finance

Minor
18 Credit Hours

This program is offered by the Walker School of Business & Technology/Business Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses
- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- FINC 3600 Financial Management (3 hours)
- FINC 3800 Financial Markets and Institutions (3 hours)
- FINC 4210 Investments (3 hours)
French

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Special Requirements
In addition to the general University requirements for a minor:

• No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.
• All 18 credit hours must be earned at Webster University and must be in the same language.
• Language recognition credit hours can count toward a minor.
• Only three credit hours taught in English (e.g. ILC 2150), with a topic related to the target language, can be counted toward the minor.

General Psychology

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Psychology Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
The general psychology minor is appropriate for students who are pursuing a career that has a significant connection to psychology and who wish to deepen their understanding of human behavior by exploring relevant psychological theories and concepts.

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

• Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
• Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
• Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.

Special Requirements
In addition to the general University requirements for a minor:

• The general psychology minor cannot be earned by students currently majoring in psychology (BA, BA with an emphasis in mental health, BS).
• Students who transfer any required course for the minor (e.g., PSYC 1100, PSYC 2300) must take an additional 3 credit hour PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.

General Science

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Biological Sciences Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses

• PSYC 1100 Introduction to Psychology (3 hours)
• PSYC 2300 Lifespan Development (3 hours)
• PSYC 3125 Abnormal Psychology (3 hours)
• PSYC 3325 Applied Learning Theory (3 hours)
  or PSYC 3350 Cognitive Psychology (3 hours)
• PSYC 3600 Social Psychology (3 hours)
• PSYC 3775 Personality Theory (3 hours)

German

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Special Requirements
In addition to the general University requirements for a minor:

• No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.
• All 18 credit hours must be earned at Webster University and must be in the same language.
• Language recognition credit hours can count toward a minor.
• Only three credit hours taught in English (e.g. ILC 2150), with a topic related to the target language, can be counted toward the minor.

German Studies

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.
Minors

Program Description
The German studies minor uses the same distribution areas of the German studies major but requires fewer credit hours per area.

Special Requirements
In addition to the general University requirements for a minor:

- Only one course may have a grade of “P”.
- Only one ILC 2150 course, with a topic related to the target language, can be counted towards the minor.

Required Courses

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

Graphic Design

Minor
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Learning Outcomes

- Demonstrate an awareness of drawing as a means to develop ideas.
- Define, identify and illustrate design concepts and terminology.
- Critically analyze design in various forms.
- Utilize technical knowledge and skills applicable to the field of graphic design.

Required Courses

- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1500 Digital Visualization (3 hours)

Elective Courses

- DESN 1220 Design: 3-D (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 2500 Design for Digital Portfolios (3 hours)
- ART 3080 Text and Image (3 hours)
- ART 3610 Printmaking: Silkscreen (3 hours)
- ART 3690 Book Arts (3 hours)
- ART 3730 Color Photographics (3 hours)

Health Psychology

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/History Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
The health psychology minor is appropriate for students who wish to explore the application of psychology to the field of health.

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in the field of health psychology.
- Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
- Discuss the factors contributing to diversity, multiculturalism and inequality with an international context.

Special Requirements
In addition to the general University requirements for a minor:

- The health psychology minor can be earned by students completing the BA and BS in psychology provided they do not count any of the 18 hours listed under the required minor course list towards the major. This restriction does not apply to the prerequisite course list.
- Students who transfer any required course for the minor (e.g., PSYC 3125) must take an additional 3 credit hour PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.

Prerequisite Courses

- PSYC 1100 Introduction to Psychology (3 hours)

Required Courses

- PSYC 4300 Health Psychology (3 hours)
- PSYC 4650 Physiological Psychology (3 hours)

Elective Courses

12 credit hours from the following courses:

- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)
- PSYC 4400 Human Sexuality (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)

History

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.
Special Requirements
In addition to the general University requirements for a minor:

• Students majoring in political science or international relations are not permitted to double-count courses toward their major and minor requirements.

Required Courses

• HIST courses (18 hours)

Note: INTL 1500 The World System since 1500 counts toward the 18 credit hours required.

Interactive Digital Media

Minor
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Cha-Am campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

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

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

Required Courses

• INTM 1600 Introduction to Interactive Digital Media (3 hours)
• INTM 2200 Visual Design for Interactive Digital Media (3 hours)
• Additional hours of INTM courses (12 hours)

International Human Rights

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/Institute for Human Rights and Humanitarian Studies. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses

Core Courses

• HRTS 1100 Introduction to Human Rights (3 hours)
• HRTS 2500 Current Problems in Human Rights (3 hours)

Elective Courses

Students may choose 12 credit hours from the following, including at least 6 credit hours with an HRTS prefix:

• HRTS 2086 Topics in Human Rights (3 hours)
• HRTS 3080 Advanced Topics in Human Rights (3 hours)
• HRTS 3160 Human Rights in Film: Documentaries (3 hours)
• HRTS 3170 Human Rights in Film: Narrative Films (3 hours)
• HRTS 3200 Human Rights Area Studies (3 hours)
• HRTS 3210 Prejudice and Discrimination (3 hours)
• HRTS 3400 Human Rights and the Environment (3 hours)
• HRTS 3500 International Human Rights Law (3 hours)
• HRTS 3590 Theories of Human Rights (3 hours)
• HRTS 3600 Topics in Mass Violence (3 hours)
• HRTS 3700 Human Rights and Business (3 hours)
• HRTS 4500 Human Rights Field Experience (1-6 hours)
• ANTH 4260 Globalization (1-4 hours)
• ANTH 3130 Race and Ethnicity (3 hours)
• SOCI 4475 Class, Status and Power (3 hours)
• ANTH 4330 Gender and Sex (3 hours)
• ENGL 1060 Protest Literature (3 hours)
• ETHC 1000 Issues and Problems in Ethics (3 hours)
• HIST 2050 Topics in African History (3 hours)
• HIST 2040 Topics in Latin American History (3 hours)
• HIST 2070 Topics in Non-Western History (3 hours)
• INTL 1500 The World System since 1500 (3 hours)
• INTL 2030 International Law (3 hours)
• INTL 3300 Governments and Politics of Eastern Europe (3 hours)
• ISTL 1000 Introduction to International Studies (3 hours)
• MEDC 2800 Cultural Diversity in the Media (3 hours)
• MULC 2010 American Cultural Pluralism (3 hours)
• PHIL 2320 Contemporary Moral Problems (3 hours)
• PHIL 2340 Bioethics (3 hours)
• PHIL 2360 Environmental Ethics (3 hours)
• PHIL 3350 Philosophical Ethics (3 hours)
• PHIL 3360 Global Information Ethics (3 hours)
• PHIL 3370 Feminist Philosophy (3 hours)
• POLT 1080 Introduction to Comparative Politics (3 hours)
• POLT 2550 The Politics of Development (3 hours)
• PSYC 3225 Holocaust (3 hours)
• PSYC 3275 Genocide (3 hours)
• RELG 2050 Religion and Human Values (3 hours)

International Relations

Minor
18 Credit Hours

This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

Special Requirements
In addition to the general University requirements for a minor:

• Students majoring in political science or international relations are not permitted to double-count courses toward their major and minor requirements.

Required Courses

• INTL courses (18 hours)

Japanese

Minor
Minors

18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Special Requirements
In addition to the general University requirements for a minor:

- No more than 6 credit hours at the elementary level (1000 - 1990) may be counted toward the 18 credit hours for a minor.
- All 18 credit hours must be earned at Webster and must primarily be related to Japanese language and culture.
- Language recognition credit hours can count toward a minor.
- Up to six credit hours taught in English (for example ILC 2150), with a topic related to the target language, can be counted toward the minor.

LGBTQ Studies

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Students may complete both the LGBTQ minor and the WGST major, but must take the full number of credits for each, and may not double count a course for both.

Program Description
The LGBTQ studies minor is a multidisciplinary and interdisciplinary program that will give students a strong foundation for knowledge in lesbian, gay, bi, trans* and queer history and culture. The minor examines sexualities and identities as complex, social, historical, and cultural formations and processes. Rather than understand sexualities and identities as merely features of private intimacy or as a result of unchanging biological forces, the LGBTQ minor approaches the study of sexualities and identities in relation to the social construction of race, ethnicity, class, age, religion, ability, nationality, immigrant status, body size and citizenship. This minor takes a global perspective on activism, social and historical change and cross-cultural understandings of sexualities and identities.

Learning Outcomes
Students in this minor are expected to be able to:

- Demonstrate the complexity of ways social hierarchies related to gender, sexualities, race or ethnicity have developed historically, cross-culturally and trans nationally.
- Describe the LGBTQ histories of feminist, gender and sexuality social movements and their intersections with other social movements.
- Appraise and critique LGBTQ feminist, gender, and sexuality theories about social, anthropological, historical, literary and cultural analyses.
- Synthesize and communicate various approaches to the analysis of data, texts and perspectives concerning LGBTQ lives.

Core Courses
A total of any 18 credit hours from the list below:

- WGST 2030 Introduction to LGBTQ Studies (3 hours)
- WGST 2040 Queer Theory (3 hours)
- WGST 2050 Topics in LGBTQ Studies (3 hours)
- WGST 2080 LGBTQ Persons and the Law (3 hours)
- WGST 2275 LGBTQ Families (3 hours)
- WGST 2350 LGBTQ Cultural History (3 hours)
- WGST 2475 Bisexualities (3 hours)
- WGST 3050 Issues in LGBTQ Studies (3 hours)
- WGST 3200 Gender and Sexuality in the Arts (3 hours)
- WGST 3080 Theorizing Sexualities (3 hours)

Up to 6 credit hours from other WGST courses with relevant LGBTQ content may count toward the LGBTQ studies minor, subject to approval by the Women, Gender, and Sexuality Studies Program director.

We strongly recommend that students take both WGST 2030 Introduction to LGBTQ Studies and WGST 2040 Queer Theory.

Legal Studies

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/Legal Studies Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
The minor in legal studies is appropriate for students who are pursuing a career that has a significant connection to law and legal matters and who wish to deepen their understanding of the legal system. The legal studies minor will complement the skills gained in a student’s major discipline by including the study of the
origins and sources of law accompanied by practical assignments including legal research, legal reasoning and legal writing.

The legal studies minor is not intended to prepare students to work as paralegals or legal assistants. Students intending to work as paralegals or legal assistants should choose the paralegal certificate or BA in legal studies.

Please note only the paralegal certificate and the BA in legal studies are approved by the American Bar Association.

Required Courses

- LEGL courses (18 hours)

Management

Minor

18 Credit Hours

This program is offered by the Walker School of Business & Technology/Management Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses

- MNGT courses (18 hours)

Mathematics

Minor

18 Credit Hours

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- A minor in mathematics is defined as 18 credit hours of MATH courses numbered 1500 and above from the mathematics course listings. All 18 credit hours must be taken at Webster University.
- MTHT courses may not be used for the mathematics minor.

Learning Outcomes

- Students will demonstrate critical thinking skills.
- Students will demonstrate the ability to solve problems related to the program content.
- Students will demonstrate knowledge of Calculus.
- Students will become acquainted with a variety of mathematics, chosen from applied and/or theoretical topics.

Required Courses

- MATH courses (18 hours)

Media Communications

Minor

18 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses

- MEDC 1010 Introduction to Mass Communication (3 hours)
- Additional credit hours in the School of Communications (15 hours)

Media Literacy

Minor

18 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses

- MEDC 1010 Introduction to Mass Communication (3 hours)
- Additional credit hours in the School of Communications (15 hours)

And 15 additional credit hours from the following:

- MEDC 1050 Introduction to Media Writing (3 hours)
- MEDC 1630 Media Literacy (3 hours)
- MEDC 2630 Studies in Media Literacy (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/Thesis (3-6 hours)
- MEDC 4850 Seminar in Media Studies (3 hours)

Multicultural Studies

Minor
Minors

18 Credit Hours
This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description
Multicultural studies provides a complement to a student’s overall educational experience by encompassing a wide range of perspectives on the cultural experience in the United States. By exploring the varying identities and communities that form the United States, students will gain a better understanding of both other cultures and their own. Coursework in multicultural studies will provide students with the background and tools necessary for effective and responsible citizenship in our multicultural society. Students may elect either a minor in multicultural studies or a certificate in diversity and identity in the U.S.

Required Courses

Core Courses
- MULC 1100 Introduction to Multicultural Studies (3 hours)
- MULC 4900 Independent Research Project (3 hours)

12 credit hours from the following qualifying courses (6 or more must be at or above 3000-level):
- MULC 2000 Topics in Multicultural Studies (3 hours)
- MULC 4650 Seminar in Multicultural Studies (3 hours)
- 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)
- ARHS 2400 Indigenous Arts of the World (3 hours)
- EDUC 2900 The Exceptional Individual (3 hours)
- EDUC 3150 Education in a Diverse Society (3 hours)
- EDUC 4440 Inclusion Strategies in the Regular Classroom (3 hours)
- ENGL 1060 Protest Literature (3 hours)
- ENGL 2086 Contemporary Multiethnic Literature of the U.S. (3 hours)
- HIST 1500 American Studies: Native Americans (3 hours)
- HIST 2320 African-American History (3 hours)
- HIST 3060 History Roundtable: The Life and Legacy of Malcolm X (3 hours)
- 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)
- MUSC 3170 Jazz History I (3 hours)
- MUSC 3180 Jazz History II (3 hours)
- PHIL 3370 Feminist Philosophy (3 hours)
- POLT 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 Global Social Problems (3 hours)
- SOCI 4475 Class, Status, and Power (3 hours)
- WGST 1010 Women, Gender, and Sexuality Around the World (3 hours)

Other relevant courses may be substituted upon petition to and approval by the Multicultural Studies Committee.

A list of courses appropriate for the multicultural studies minor will be published in the course schedule each semester; please check for any new or topics courses which fulfill the minor. Please note that the content of topics and issues courses may vary; one should therefore confirm that the course being taught is a qualifying course.

Music

Minor

18 Credit Hours
This program is offered by the Leigh Gerdine College of Fine Arts/Department of Music, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

A music minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University (auditions required; see specific course requirements listed below). Courses used to fulfill a major may not also be used to fulfill a requirement for the music minor.

Students who wish to minor in music should contact the Department of Music to request a meeting with the department chair, who will determine admittance to the minor.

Required Courses
The minor in music requires 18 credit hours to be successfully completed through the music theory, music history, and music performance courses:
- MUSC 2030, MUSC 2040 or MUSC 3170, MUSC 3180 (6 hours)
- MUSC 1010, MUSC 1020 (6 hours)
- MUSC 4900, MUSC 4910, MUSC 4920, MUSC 4940, MUSC 4960, MUSC 4970, MUSC 4980 (2-4 hours)

Philosophy

Minor

18 Credit Hours
This program is offered by the College of Arts & Sciences/Philosophy Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

This program can be completed fully online.

For information on general requirements for a minor, see Academic Policies and Procedures.

Required Courses
- PHIL courses (18 hours)
Photography

Minor
18 Credit Hours
This program is offered by the School of Communications/Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses
- EPMD 1000 Introduction to Media Production (3 hours)
- Additional credit hours of PHOT courses (15 hours)

Political Science

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

For information on general requirements for a minor, see Academic Policies and Procedures.

Special Requirements
In addition to the general University requirements for a minor:
- Students majoring in political science or international relations are not permitted to double-count courses toward their major and minor requirements.

Required Courses
- POLT courses (18 hours)

Note: INTL 1500 The World System since 1500 counts toward the 18 credit hours required.

Professional Writing

Minor
18 Credit Hours
This program is offered by the College of Arts & Sciences/English Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- 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.

Program Description
The minor in professional writing is designed for students who want to learn about - and prepare to meet - the writing and other communication challenges found in business, nonprofit, governmental and community settings.

Students who pursue the minor can choose from courses in areas such as journalism, writing for public relations and advertising, screenplay and scriptwriting, creative writing and business and technical writing, as well as editing, linguistics and rhetoric and cross-cultural communication.

Required Courses
18 credit hours from the following courses:
- ADVT 2910 Writing for Advertising (3 hours)
- ANTH 2300 Culture and Communication (3 hours)
- ENGL 2150 Creative Writing: Poetry (3 hours)
- ENGL 2160 Creative Writing: Fiction (3 hours)
- ENGL 2170 Creative Writing: Playwriting (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)
- ENGL 3450 Reading and Writing Autobiography (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
- JOUR 2170 Copyreading/News Editing (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- JOUR 3150 Topics in Modern Media (Film Criticism, Editorial Writing, Zines and the Art of Self Publishing, Entertainment Journalism, and others upon approval of English Dept.) (3 hours)
- JOUR 4170 Investigative Journalism (3 hours)
- JOUR 4380 Magazine Journalism (3 hours)
- MEDC 1050 Introduction to Media Writing (3 hours)
- SPCM 3600 Rhetoric (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SCPT 4400 Television Scriptwriting (3 hours)
- SCPT 4500 Advanced Scriptwriting (3 hours)
- WRIT 2072 Writing for Change (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2500 Writing About Science (3 hours)
- WRIT 3000 Professional Writing Practicum (1-3 hours)
- WRIT 3100 Report and Proposal Writing (3 hours)
- WRIT 3200 Technical Writing (3 hours)
- WRIT 4000 Topics in Professional Writing (3 hours)

Students should consult with the professional writing program advisor in order to tailor the program to their specific interests.

Public Relations

Minor
18 Credit Hours
This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- 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.
Minors

- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

**Required Courses**
- MEDC 1010 Introduction to Mass Communications (3 hours)
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- Additional credit hours of PBRL (9 hours)

**Religious Studies**

**Minor**
**18 Credit Hours**

*This program is offered by the College of Arts & Sciences/Religious Studies Department, and is only available at the St. Louis home campus.*

For information on general requirements for a minor, see Academic Policies and Procedures.

**Required Courses**
- RELG courses (18 hours)

**Scriptwriting**

**Minor**
**18 Credit Hours**

*This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.*

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

**Required Courses**
- MEDC 1050 Introduction to Media Writing (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- SCPT 3110 Script Analysis (3 hours)
- SCPT 3150 Topics (3 hours)
- SCPT 3400 Television Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SCPT 4090 Screenplay Development (3 hours)
- SCPT 4400 Advanced Television Scriptwriting: Genres (3 hours)
- SCPT 4500 Advanced Scriptwriting (3 hours)

**Sociology**

**Minor**
**18 Credit Hours**

*This program is offered by the College of Arts & Sciences/Anthropology & Sociology Department, and is only available at the St. Louis home campus.*

For information on general requirements for a minor, see Academic Policies and Procedures.

**Special Requirements**
- Only SPAN course credits can be counted towards the minor in Spanish. ILC 2150 courses cannot count toward the Spanish minor.
- All 18 credit hours must be earned at Webster University and must be in the same language.
- Language recognition credit hours can count toward a minor.
- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.

**Spanish**

**Minor**
**18 Credit Hours**

*This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.*

For information on general requirements for a minor, see Academic Policies and Procedures.

**Special Requirements**
- Only SPAN course credits can be counted towards the minor in Spanish. ILC 2150 courses cannot count toward the Spanish minor.
- All 18 credit hours must be earned at Webster University and must be in the same language.
- Language recognition credit hours can count toward a minor.
- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.

**Speech Communication Studies**

**Minor**
**18 Credit Hours**

*This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.*

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should...
contact his or her advisor or the department chair to discuss an appropriate substitution.

- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses
- Any 18 credit hours from SPCM courses.
- Students may also count POLT 1550 or POLT 3550 or MEDC 3800 toward this minor.
- A minimum of 6 credit hours must be at the 3000-level or 4000-level.

Sports Communication

Minor
18 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact his or her advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same area of emphasis.

Required Courses
- Any 18 hours of courses with a SPTC department code may be taken as part of this program.
- Additionally the following courses may be counted for this minor:
  - ADVT 3200 Sports Marketing Communications (3 hours)
  - BUSN 4747 Sports Operations and Logistics (3 hours)
  - ECON 3737 The Business of Sports (3 hours)
  - JOUR 3050 Sports Reporting (3 hours)

Sustainability Studies

Minor
18 Credit Hours

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

For information on general requirements for a minor, see Academic Policies and Procedures.

One of the defining challenges of the twenty-first century is how to transform human societies to meet everyone's needs while preserving the natural environment upon which we rely. The minor in sustainability studies provides students with an understanding of the complex, interconnected systems that affect ecological health, economic welfare and social justice; the ability to recognize and analyze challenges to human and environmental health and well-being; and the skills to help transform local and global communities into sustainable ones. Our program emphasizes the integration of knowledge from a variety of disciplines, ranging from the sciences to the arts and values experiential learning.

Learning Outcomes

Students who earn the minor in sustainability studies will be able to:

- Explain and analyze the complex local and global systems that provide the foundation for environmental and human health and well-being.
- Integrate knowledge of ecological, economic and social systems in order to frame challenges to sustainability and produce potential solutions.
- Communicate to explain and influence how individual and collective actions affect the environmental and social sustainability of interrelated systems.
- Evaluate policies, practices and belief systems for their environmental, economic and social sustainability.
- Apply principles of sustainability to transform their own lives, workplaces and local and global communities.

Requirements

A minimum of 18 credit hours distributed as follows:

- SUST 1000 Introduction to Sustainability Studies (3 hours)
- SUST 4500 Sustainability in Action (3 hours)

Research and Communications (choose one):

- JOUR 3750 Environmental Journalism and Communication (3 hours)
- SUST 1100 Enhancing Campus Sustainability (3 hours)
- WRIT 2072 Writing for Change (3 hours)

Science and Sustainability (choose one):

- SCIN 2530 Global Ecologies and Sustainable Living (3 hours)
- SCIN 1610 When Rivers Run Wild: Watersheds, Floods, and Risk (3 hours)
- SCIN 1520 Environment (3 hours)
- SCIN 1521 Environment: Lab (1 hour)

Social Science and Sustainability (choose one):

- ANTH 3490 Environmental Anthropology (3 hours)
- SCIN 3575 Environmental Sociology (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
- INTL 3500 Environmental and Energy Security (3 hours)
- POLT 2500 Interdisciplinary Approaches to Politics: Sex, Drugs, and Garbage (3 hours)

Arts and Humanities and Sustainability (choose one):

- HRTS 3400 Human Rights and the Environment (3 hours)
- PHIIL 2360 Environmental Ethics (3 hours)
- RELG 2430 Environment and Religion (3 hours)

Other relevant courses may be substituted with the approval of the Sustainability Studies Committee. SUST topics course will count as indicated in specific course descriptions at the time they are offered.

Theatre

Minor
Minors

18 Credit Hours

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

For information on general requirements for a minor, see Academic Policies and Procedures.

To complete a minor in theatre, students must take a minimum of 18 credits hours from the courses listed below. Courses used to fulfill a requirement for any major may not also be used to fulfill a requirement for the minor in theatre. The Conservatory of Theatre Arts strongly encourages students to take advantage of the courses available at our international campuses. CONS prefix courses are not available to theatre minors.

Theatre Courses

- THEA 1005 Theatre Going (1 hour)
- THEA 1050 Theatre Appreciation (3 hours)
- THEA 1080 Studio Acting I (2-3 hours)
- THEA 2100 Introduction to Theatre Design (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 2060 Introduction to Dramaturgy and Play Analysis (3 hours)
- THEA 2080 Studio Acting II (3 hours)
- THEA 3030 Topics in Theatre (2-3 hours)
- THEA 3040 Topics in Theatre (3 hours)
- THEA 3060 Theatre in the Elementary Classroom (3 hours)
- THEA 3070 Creative Dramatics: Social Issues (3 hours)
- THEA 4060 Advanced Dramaturgy and Play Analysis (3 hours)
- THEA 4500 London Theatre (3 hours)
- MUTH 1030 History of American Musical Theatre (3 hours)
- ENGL 4150 Shakespeare I (3 hours)
- ENGL 4160 Shakespeare II (3 hours)

Website Development

Minor

18 Credit Hours

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available at the St. Louis home campus and at the Geneva campus.

For information on general requirements for a minor, see Academic Policies and Procedures.

A minor in website development is defined as 18 credit hours of courses from the website development certificate program course listings taken at Webster University. This minor may be taken in lieu of the certificate program. Students may choose to receive either the minor or certificate but not both.

Web Site Development Certificate Courses

- COAP 2000 Introduction to Web 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 Advanced Web Scripting (3 hours)
- COAP 3110 Interactive Site Development (3 hours)
- COAP 3180 Web Databases (3 hours)

All courses available via the Internet.

Women, Gender, and Sexuality Studies

Minor

18 Credit Hours

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

For information on general requirements for a minor, see Academic Policies and Procedures.

Program Description

This is an interdisciplinary program that takes an intersectional, transnational, feminist approach to the study of women, gender and sexuality. The program investigates how assumptions about gender and sexuality inform social, cultural and political practices that both reproduce and resist hierarchies of power. Courses examine the intersections of gender and sexuality with other significant categories and identities such as race, ethnicity, class, age, religion, ability, nationality, immigrant status and body size. Through a student-centered approach, faculty inspire students to engage with local, national and international communities to effect social justice. Students can earn a major or minor in WGST or a minor in LGBTQ studies.

Required Courses

- 18 credits from any of the WGST courses listed in the catalog

Strongly Recommended

- WGST 1020 Introduction to Women, Gender, and Sexuality Studies (3 hours)
- WGST 2010 Feminist and Gender Theory (3 hours)
- WGST 4650 Women, Gender, and Sexuality Studies Capstone (3 hours)
Animation Production

Certificate
21 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

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.

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes
Successful graduates of this program will be able to:

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

Requirements

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

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

- ANIM 1040 Storyboarding (3 hours)
- ANIM 2000 Advanced Animation (3 hours)
- ANIM 2010 Experimental Animation (3 hours)
- ANIM 3010 Voicing Your Creation (3 hours)
- ANIM 2000 Advanced Animation (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 3910 Art for the Elementary Grades (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)
- PSYC 4085 Psychiatric Disorders (3 hours)
- PSYC 4200 Introduction to Counseling (3 hours)

Art Therapy

Certificate
24 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

The art therapy certificate covers the prerequisites established by the American Art Therapy Association (AATA). The purpose of the certificate is to introduce students to the field of art therapy, to enhance their personal use of arts processes and to prepare them to utilize art education methods and fine arts skills in therapeutic arts environments such as children's arts camps, retirement homes, and community arts agencies.

The student pursuing the certificate in art therapy must be an art major.

Students should petition to become art therapy candidates at their regularly scheduled major acceptance review and begin keeping their art therapy journal under the supervision of the art therapy program advisor. (Regulated by the AATA, art therapists must complete a master's degree in order to become registered and certified. The certificate in art therapy provides an initial stage of preparation for further training.) Students seeking this certificate are required to adhere to the Ethics and Standards of Practice guidelines of the AATA.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosure at http://www.webster.edu/consumers/gainful-employment/undergraduate/art-therapy/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

In addition to all requirements for the BA in studio art or a BFA in the various studio emphases, art majors can attain the certificate in art therapy by successfully completing the following courses:

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 2250 Adolescent Psychology (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 4200 Introduction to Counseling (3 hours)
- PSYC 4085 Psychiatric Disorders (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.

Broadcast Journalism

Certificate
18 Credit Hours
This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

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 news gathering techniques.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes
Successful graduates of this program will be able to:

• Recognize global issues in the news.
• Enumerate how journalism story presentation differs through the world.
• Identify and create the components of news presentation across platforms.
• Demonstrate news writing skills, complete interviews and construct news stories for broadcast and digital delivery.
• Demonstrate curiosity about the news.
• Display entrepreneurial skills.

Requirements

• JOUR 1020 Introduction to Media Production for Journalists (3 hours)
• JOUR 1030 Fundamentals of Reporting (3 hours)
• JOUR 1830 Broadcast Delivery and Interpretation (3 hours)
• JOUR 2850 Radio-TV News Reporting (3 hours)
• JOUR 3580 Radio Reporting and Production (3 hours)
• JOUR 3590 Television News Reporting and Producing (3 hours)

Buddhist Studies

Certificate
18 Credit Hours
This program is offered by the College of Arts & Sciences/Religious Studies Department. It is available at the St. Louis home campus and at the Cha-Am campus.

The Buddhist studies certificate program of study explores the complex social reality of Buddhism in Asia today. Students study at Webster's campus in Cha-Am, Thailand and investigate firsthand 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. Classroom discussions, field excursions, guest lectures and opportunities for meditation practice are built into the curriculum.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/buddhist-studies/gedd.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Special Requirements
Completion of the certificate requires a minimum of 16 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.

Required Courses
The 18 credit hours required for this certificate include the following:

Core Courses

• RELG 2075 Introduction to Buddhism (3 hours)
• ANTH 2000 Issues in Contemporary Anthropology: Thai Ways - The Culture, Politics and Economy of Thailand (3 hours)

At least one course (3 credit hours) from each of the following groups:

Group 1: 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 2: 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: Engaged Buddhism (3 hours)

Electives (at least 6 credit hours):
Electives can be 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)

NOTE: Topics courses within the Department of Religious Studies must have a formally listed Buddhist focus in order to count towards the certificate.
Community Journalism

Certificate
21 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

The community journalism program 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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes
Successful graduates of this program will be able to:

- Demonstrate proper news coverage of state and local governments.
- Write news and feature stories.
- Articulate the historical roots and accepted practices of community journalism.

Requirements

- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 2140 Advanced Reporting (3 hours)
- JOUR 2350 Outdoor/Nature Journalism (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)

Data Analytics

Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business & Technology/Mathematics and Computer Science Department. It is available online and at the St. Louis home campus.

Program Description

Data analytics encompasses a wide range of technologies to support analyzing data, transforming information and generating intelligence. Technologies play important roles in data analytics systems and form the foundation of architecture. There is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The certificate program is created to meet this demand, helping students understand underlying concepts and methodologies that are used in data analytics processes.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help users in organizations perform better decision making.

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes

- Students will be able to demonstrate critical thinking skills in the field of data analytics.
- Students will be able to demonstrate the ability to solve problems related to the program content.
- Students will be able to analyze, design and document a system component using appropriate data analytics techniques and models.
- Students will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Requirements

- STAT 1100 Descriptive Statistics (3 hours)

Curatorial Studies

Certificate
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

The curatorial studies certificate is open to all majors. It introduces students to the theory and practice of curation. This certificate will provide the initial stage of preparation for further study in curatorial or museum studies at the graduate level.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Objectives

Through completion of the curatorial studies certificate a student will:

- Gain and then enhance skills in analyzing and understanding artworks and other objects.
- Demonstrate awareness of the history and philosophy of museums and collections.
- Practice the vocabulary, parts and process of exhibition.
- Organize and impart knowledge through collection and display.
Digital Media - Design and Production

Certificate
18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department, and is only available at the Geneva campus.

This certificate enables students from all backgrounds to acquire skills needed to engage into the expanding field of digital media. It is designed to serve students who have no previous experience in the design and production of digital media and who seek to enlarge upon concepts, technical aspects, theories and their application in practical work in this sector. Proficiencies gained in this program are already more than auxiliary in almost every profession but are surely of growing importance in international communication, management, creative-industries and arts. The broad spectrum of possible practical work allows students to choose a personal emphasis in their applied studies.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

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 18 required credit hours taken at Webster University.

Students must earn a grade of C or better in all courses applied toward the certificates.

Required Courses

The total 18 credit hours are to be chosen from the following:

• ANIM 1020 3D Animation Production: Core Concepts (3 hours)
• ANIM 2010 Experimental Animation (3 hours)
• EPMD 1000 Introduction to Media Production (3 hours)
• FTVP 1000 Introduction to Film, Television and Video Production (3 hours)
• FTVP 2200 Cinematography (3 hours)
• GAME 2000 Introduction to Video Game Theory and Design (3 hours)
• INTM 1600 Introduction to Interactive Digital Media (3 hours)
• INTM 2000 Writing for Interactive Digital Media (3 hours)
• INTM 2200 Visual Design for Interactive Media (3 hours)
• JOUR 2300 Journalism-Layout and Design (3 hours)
• MEDC 1500 Applied Media Aesthetics (3 hours)
• PHOT 1010 Digital Basic Photography (3 hours)
• Topics courses in any area of media production can be taken up to two times (3-6 credit hours)

Diversity and Identity in the U.S.

Certificate
21 Credit Hours

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The multicultural studies program offers a certificate titled diversity and identity in the U.S., which provides students from all academic backgrounds the opportunity to identify multicultural studies as a particular area of interest. Students will gain a solid foundation in issues of diversity and identity across the many subcultures of the United States as well as in their particular area of interest with the discipline. Students will complete six credits of coursework that broadly explores multicultural issues and six credit hours of courses that address more specific topics in the field. Finally, students will present a self-selected project to the Multicultural Studies Committee. Classes taken as part of a student's undergraduate major may be used toward completion of the certificate.

Requirements

The 21 credit hours required for this certificate include the following courses:

Core Courses (6 hours and a research project)

• MULC 1100 Introduction to Multicultural Studies (3 hours)
• MULC 4650 Seminar in Multicultural Studies (3 hours)
• MULC 4500 Independent Research Project (6 hours)

Category One: Broad Study in Multiculturalism (6 credit hours)

• ANTH 3130 Race and Ethnicity (3 hours)
• EDUC 3150 Education in a Diverse Society (3 hours)
• ENGL 2086 Contemporary Multiethnic 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)
• POLT 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)

Category Two: Analysis of Particular Subcultures (6 credit hours)

• 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)
Documentary Production

Certificate
21 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

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.

Students must earn a grade of C or better in all courses applied toward certificates.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/documentary-production/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Learning Outcomes

Successful graduates of this program will be able to:

- Acquire knowledge of the history of international documentary filmmaking.
- Acquire production skills to research, write, film, edit and distribute documentary productions in moving image media.
- Understand the theoretical foundations of documentary filmmaking in other academic disciplines, including anthropology and media studies.

Requirements

- FTVP 1100 Produce and Direct (3 hours)
- FTVP 1200 Camera and Light (3 hours)
- FTVP 1300 Edit and Color (3 hours)
- FTVP 2180 Documentary Production (3 hours)

In addition, a minimum of 9 credit hours are to be chosen from the following (3 credit hours from the following production course list AND 6 credit hours from the following theory course list):

- 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 Feminist Philosophy (3 hours)
- RELG 2500 Gender, Culture, and Religion (3 hours)
- WGST 1010 Women, Gender, and Sexuality Around the World (3 hours)

These list will be updated periodically. Please see the course schedule book for a listing of any new or topics courses which fulfill the certificate. Other relevant courses may be substituted upon petition to and approval by the Multicultural Studies Committee.

Entrepreneurship

Certificate
18 Credit Hours

This program is offered by the Walker School of Business & Technology Department. It is available at the St. Louis home campus and at select U.S. and international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

The certificate in entrepreneurship delivers a series of entrepreneurship courses for undergraduate students in business or non-business majors. Courses promote entrepreneurial awareness and thinking among students and develop the necessary real-world skills and abilities to become self-employed or start and grow an entrepreneurial venture.

Students demonstrate these skills by developing and presenting a viable business plan to a review panel made up of successful entrepreneurs in the capstone course. Students completing the program will be awarded a certificate in entrepreneurship from the George Herbert Walker School of Business & Technology.

The program is comprised of six 3-credit hour courses. Students select individual certificate tracks specifically designed for their field of study. A common thread running through all courses provide each student with the opportunity to focus all course projects on their individual business concept.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosure at http://www.webster.edu/consumers/gainful-employment/undergraduate/entrepreneurship/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Requirements

Students must take a total of six courses from the list of courses as follows:

Entrepreneurship Core and Capstone

Required for all students
French Translation

Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures. Note: Students must successfully complete coursework with a grade of B- or better.

This certificate introduces students to the basic tools, methods, resources and understanding they will need to begin professional work translating French texts into English.

In our global society intercultural communication assumes an increasingly central role. Translation has become a thriving professional field in the United States and promises diverse applications of students' linguistic, technological and intercultural skills. The certificate at Webster proposes high-impact pedagogic practices. Rather than focusing solely on theory in the classroom, the majority of the courses target specific fields of practical translation and provide students with hands-on experience in these areas: legal, medical and scientific, commercial and financial, technical and literary. The resulting translations of real-world documents will become part of each student's professional portfolio.

The certificate courses are offered in the 8-week format and can therefore be completed within a year. Students may choose to complete the four-course sequence or they may take individual courses to satisfy specific needs.

Learning Outcomes

Students will:

- Achieve at least an advanced-mid level of proficiency in French, according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details.
- Describe the history and theories of translation and be able to articulate their position in regards to the latter.
- Write in a professional manner in both English and French.
- Identify grammatical, lexical and cultural differences between French and English that impact the quality of translation.
- Identify and demonstrate the basic skills required of professional translators in the current market, including an understanding of popular software translation programs.
- Be proficient in using specific vocabulary, troubleshooting and understanding common documents in at least two different technical areas of translation.
- Understand the different types of accreditation available for translators in the United States and will be familiar with the testing procedures and requirements.

Admission

Students whose native language is not English must have a minimum TOEFL score of 600. The certificate also requires an entrance level of intermediate-high proficiency in French (according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines). Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details or to initiate the admission procedure.

Course Requirements

Core Courses:

- TRFR 4090 Introduction to Translation Studies (3 hours)
- TRSL 4000 Professional Translation Practices (3 hours)

2 courses selected among the following:

- TRFR 4100 Legal Translation (3 hours)
- TRFR 4150 Medical and Scientific Translation (3 hours)

Certificates

- MNGT 3700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 4960 Entrepreneurship Capstone (3 hours)

Entrepreneurship Elective Courses

Students must select two courses specific to their field of study. Additional courses are being added; please see your advisor for current listing of elective courses.

Suggested Track for School of Business

- MNGT 3450 Principles of Organizational Behavior (3 hours)
- MNGT 3790 Innovation, Creativity and the Entrepreneur (3 hours)

Suggested Track for Photography Majors

- PHOT 4020 The Focused Portfolio and Self Promotion (3 hours)
- PHOT 4700 Professional Photography (3 hours)
- MNGT 3600 Management in the Arts (3 hours)

Suggested Track for Music Majors

- MUSC 4360 The Working Musician (3 hours)
- MUSC 4370 Marketing for Musicians (3 hours)

Suggested Track for Audio Production Majors

- AUDI 4400 Audio Facility Management and Operations (3 hours)
- AUDI 4700 Professional Development in Audio Production (3 hours)

Suggested Track for Sports Business

- ECON 3737 The Business of Sports (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)

Suggested Track for Animation Majors

- ANIM 2000 Advanced Animation (3 hours)
- ANIM 4700 Professional Development in Animation (3 hours)

Suggested Track for Graphic Design Majors

- ART 4020 Visual Arts Seminar (3 hours)
- DESN 3800 Professional Practice in Graphic Design (3 hours)

Suggested Track for Film, Television and Video Production Majors

- FTVP 1100 Produce and Direct (3 hours)
- FTVP 4000 Professional Development (3 hours)

Suggested Track for Mobile Computing

- COSC 2070 Introduction to Mobile Technology (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)


- TRFR 4170 Financial and Commercial Translation (3 hours)
- TRFR 4180 Technical Translation (3 hours)
- TRFR 4250 Literary Translation (3 hours)

Students must successfully complete coursework with a grade of B- or better.

### Game Design

**Certificate**

**18 Credit Hours**

*This program is offered by the School of Communications/ Electronic and Photographic Media Department, and is only available at the St. Louis home campus.*

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

Students must earn a grade of C or better in all courses applied toward the certificates.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

**Learning Outcomes**

Students will be able to:

- Conceptualize and design specific gameplay experiences with an understanding towards the principles of design and their reception by the user.
- Demonstrate technical proficiency in the planning and creation of game levels, mods and multilevel games.
- Demonstrate an ethical, professional and cultural understanding of game design, and a readiness to work in the global market.
- Displays an understanding of the principles and technologies involved in designing for games, and the broader fields of serious gaming, VR and simulation.

**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)

### General Psychology

**Certificate**

**27 Credit Hours**

*This program is offered by the College of Arts & Sciences/ Psychology Department. It is available at the St. Louis home campus and at the Geneva campus.*

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

**Program Description**

More demanding than the psychology minor but less intensive than the psychology major, this certificate is well suited to students with a strong interest in psychology but who are majoring in another subject. As a stand-alone certificate, it is also appropriate for those students with a strong interest in psychology who have completed a BA or BS at another institution.

**Learning Outcomes**

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to examine problems related to psychology.
- Discuss the factors contributing to diversity, multiculturalism and inequality within an international context.
- Discuss the occupational pursuits available in a variety of settings given their psychological knowledge, skills and values.

**Special Requirements**

In addition to the general University requirements for a certificate:

- The general psychology certificate cannot be earned by students currently majoring in psychology (BA, BA with an emphasis in mental health, BS).
- Students who transfer any required course for the certificate (e.g., PSYC 2300) must take an additional 3 credit hour PSYC elective at Webster University. A maximum of two substitutions are permitted.

**Required Courses**

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 3125 Abnormal Psychology (3 hours)
- PSYC 3255 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to Clinical Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)

### German

**Certificate**

**24 Credit Hours**

*This program is offered by the College of Arts & Sciences/ International Languages and Cultures Department, and is only available at the St. Louis home campus.*

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

A certificate in German requires a minimum of 24 credit hours of formal coursework in German at Webster University. View course offerings in German.
Special Requirements

Courses used to fulfill a major may not also be used to fulfill a requirement for a certificate. No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 24 credit hours needed for a certificate. No fewer than 6 credit hours must be at the 3000-level or above.

Transfer credits do not apply to the certificate. Only one course may have been earned with a grade of "P," and the grades for the courses must be above a "C-". Recognition credit hours can count toward a certificate. A topics course (e.g. ILC 2150) with a topic related to German will be counted only once towards the certificate.

Global Education

Certificate
22 Credit Hours

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Program Description

This certificate in global education provides students from all academic backgrounds the opportunity to explore educational systems in a global context. Students will examine both the foundations of education and human development. They will gain a solid understanding of the similarity and differences in education across culture, class and ability. Students will complete ten credits of course work exploring education in the United States and across the world. They will complete three credits working with students from a wide variety of backgrounds and take an additional nine credits exploring the role of culture, literature and technology in education.

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

Learning Outcomes

Students will:

• Analyze similarities and differences in educational systems around the world.
• Plan and implement instruction in informal educational settings.
• Use technology as an educational tool.
• Explore multiple perspectives in global education.

Requirements

Certificate Core
10 required credit hours

• EDUC 2800 Foundations of Education (3 hours)
• EDUC 2900 Education of Students with Exceptionalities (3 hours)
• EDUC 3140 Introduction to Global Education (3 hours)
• EDUC 4565 Global Education Portfolio (1 hour)

Field Experience
3 credit hours of the following:

• EDUC 1100 Mathematics Tutoring (1 hour)
• EDUC 2000 Beginning Practicum (1 hour)
• EDUC 2550 Student Literacy Corps (1 hour) (may be repeated)
• EDUC 4620 Educational Internship (2-3 hours)

Educational Technology and Instructional Design
3 credit hours of the following:

• EDUC 3126 Web 2.0 Technologies in the Classroom (1 hour)
• EDUC 3127 Interactive Technologies in the Classroom (1 hour)
• EDUC 3128 Multimedia in the Classroom (1 hour)
• EDUC 3129 Assistive Technologies (1 hour)
• EDUC 3650 Instructional Design (3 hours)

Literature and Human Development
3 credit hours of the following:

• EDUC 2300 Child and Adolescent Development (3 hours)
• EDUC 3180 Children's Literature Around the World (3 hours)
• EDUC 3190 Young Adult Literature (3 hours)

Global Perspectives
3 credit hours of the following:

• ANTH 1100 Introduction to Cultural Anthropology (3 hours)
• EDUC 4250 Economics and Geography for Global Sustainability (4 hours)
• EDUC 4600 Educational Research (3 hours)
• SUST 1000 Introduction to Sustainability Studies (3 hours)

Illustration

Certificate
18 Credit Hours

This program offered by the Leigh Gerdine College of Fine Arts/Department of Art, Design, and Art History.

Program Description

The certificate in illustration offers students not seeking the more intensive BFA in illustration the opportunity to compliment their degree with a series of courses focused on illustration. As a supplement to their related major the certificate demonstrates greater experience in drawing and a practical knowledge of the common materials and techniques for illustration.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes

Successful graduates with the illustration certificate will be able to:

• Express an individual, creative voice through illustration.
• Access a broad range of studio experience.
• Utilize the formal vocabularies of illustration, art, design, or animation.
• Practice drawing as a foundation for the complete process of illustration, from concept exploration to finished execution.
• Implement the technical skills, theory and methods applicable to the field of illustration.

Special Requirements

Students must fulfill all requirements needed for a BA in art, a BFA in art other than illustration, BFA in graphic design, or a BA
Certificates

in animation. Students may not gain the certificate in illustration if they are seeking the BFA illustration emphasis.

Certificate Requirements

Core Courses (12 hours)

• ART 2130 Illustration (3 hours)
• DESN 1500 Digital Visualizations (3 hours)
• ART 3120 Narrative Figure Drawing (3 hours)
• ART 4110 Advanced Drawing (3 hours)
or ART 3050 Topics in Art: Illustration (3 hours)

Additional Requirements (6 credits)

Choose from the following:

• ART 3150 Anatomy (3 hours)
• ART 2410 Intro Painting (3 hours)
• ART 2610 Intro Printmaking (3 hours)
• ART 3140 Digital Drawing (3 hours)
• ART 3060 Image and Text (3 hours)
• DESN 2200 Design Play (3 hours)
• DESN 3500 Design for Digital Portfolios (3 hours)
• ANIM 4010 Character Design (3 hours)
• ANIM 4050 Concept Art (3 hours)
• ANIM 3040 Comic Book Creation (3 hours)

Interactive Digital Media

Certificate

18 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Gateway campus.

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/interactive-digital-media/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Learning Outcomes

Successful graduates of this program will be able to:

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

Requirements

• This certificate consists of 18 required credit hours taken at Webster University.
• Students must earn a grade of C or better in all courses applied toward the certificate.

International Art Studies

Certificate

20 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design, and Art History, and is only available at the St. Louis home campus.

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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Requirements

Study Abroad courses:

Students must take at least 6 credit hours at a Webster University campus located in a different country than their home campus.

Art History courses:

• ARHS 2000 Art Forum (1 hours)
• Two ARHS 3000-level courses (6 hours)
• ARHS 4810 International Art Capstone (1 hours)

Language courses:

• Two 1000-level foreign language courses or proficiency in language other than student’s native language (6 hours)

Note: Students who meet this requirement by demonstrating language proficiency must take 6 credit hours through substituted courses approved by the department.

Two courses chosen from the following:

• INTL 1500 The World System since 1500 (3 hours)
• ISTL 2550 Topics in International Studies (with appropriate topic) (3 hours)
• ANTH 2000 Issues in Contemporary Anthropology (with appropriate topic) (3 hours)

International Human Rights
Certificate
18 Credit Hours
This program is offered by the College of Arts & Sciences/Institute for Human Rights and Humanitarian Studies. It is available at the St. Louis home campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

More demanding than the international human rights minor but less demanding than the international human rights major, this certificate is well suited to students with a strong interest in human rights but who are majoring in another subject. As a stand-alone certificate, it is also appropriate for those students with a strong interest in human rights who have completed a BA or BS at another institution but who are not currently considering graduate or professional school.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/international-human-rights/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Special Requirements
Demonstration of competence in a foreign language equivalent to two years of college-level study is also required. (This requirement can be met by completing intermediate level II in a foreign language or by passing an intermediate-level proficiency examination and will be waived for students whose native language is not English and who are studying in English.)

Course Requirements
Core Courses
• HRTS 1100 Introduction to Human Rights (3 hours)
• HRTS 3590 Theories of Human Rights (3 hours)
• HRTS 4500 Human Rights Field Experience (3 hours)

One course from each of the 3 following groups:

Group 1: History, Politics, and International Relations
• HIST 2050 Topics in African History (3 hours)
• HIST 2040 Topics in Latin American History (3 hours)
• HIST 2070 Topics in Non-Western History (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 The World System Since 1500 (3 hours)
• INTL 2030 International Law (3 hours)
• INTL 3300 Governments and Politics of Eastern Europe (3 hours)

Group 2: Behavioral and Social Sciences
• ANTH 1100 Introduction to Cultural Anthropology (3 hours)
• ANTH 4260 Globalization (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)

Group 2: 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)

International Languages
Certificate
24 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

A certificate in international languages requires a minimum of 24 credit hours of formal coursework in languages at Webster University. A minimum of 12 credit hours must be in a single language. If the international language certificate will combine more than one language, the student must submit a one-page proposal to the department chair providing a rationale for the language selection and a detailed list of courses the student plans to take in order to fulfill the 24-credit requirement.

Special Requirements
Courses used to fulfill a language major may not also be used to fulfill a requirement for a language certificate. No fewer than four 16-week courses or five 8-week courses in one language are required.

Transfer credits do not apply to the certificate. Only two courses may have been earned with a grade of "P," and the grades for the courses must be a "C" or above. Six hours of recognition credit hours can count toward a certificate. One 3-credit course taught in English (e.g. ILC 2150) with a topic related to the target languages may be counted towards the certificate.

International Studies
Certificate
30 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/international-studies/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Requirements

Core Course (3 credit hours)
- ISTL 1000 Introduction to International Studies

Foreign Language Competency (minimum of 12 credit hours)

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

Study Abroad (minimum of 3 credit hours)

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

Approved International Studies Certificate Courses (minimum of 12 credit hours, with at least one upper-division course):
- ARHS 2400 Indigenous Arts of the World (3 hours)
- ANTH 1100 Introduction to Cultural Anthropology (3 hours)
- ANTH 2500 People and Cultures (with appropriate subtitle) (3 hours)
- ANTH 3730 Kinship and Family (3 hours)
- BUSN 4650 International Business (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 4600 Comparative Economic Systems (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- JOUR 4220 Advanced Global Journalism (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- ENGL 2110 Perspectives: Utopias/Dystopias (3 hours)
- ENGL 3500 Contexts: Arab/Israeli Literature (3 hours)
- ENGL 4300 Literature of Latin America (3 hours)
- FREN 3150 French Civilization (1-3 hours)
- FREN 3250 Introduction to French Literature (1-3 hours)
- GRMN 3150 Culture and Civilization of German-Speaking Countries (1-3 hours)
- GRMN 3250 Introduction to Literature (1-3 hours)
- ILC 2150 Topics in Culture (1-3 hours)
- ILC 2610 Intermediate Language Readings (1-3 hours)
- ILC 4150 Contemporary Issues (1-3 hours)
- SPAN 3150 Culture and Civilization of the Spanish-Speaking World (1-3 hours)
- SPAN 3250 Introduction to Literature (1-3 hours)
- SPAN 4250 Topics in Literature (1-3 hours)
- HIST 1100 World Civilizations Before 1500 (3 hours)
- HIST 2020 Topics in Modern European History (3 hours)
- HIST 2250 History of Russia (3 hours)
- HIST 2280 History of England (3 hours)
- HIST 2030 Topics in Asian History (3 hours)
- HIST 2070 Topics in Non-Western History (3 hours)
- HIST 3150 International Affairs (3 hours)
- HIST 4100 Advanced Studies in International Affairs (3 hours)
- HIST 4200 Advanced Studies in European History (3 hours)
- HIST 4400 Advanced Studies in Non-Western History (3 hours)
- INTL 1050/POLT 1050 Introduction to International Relations (3 hours)
- INTL 1500 The World System Since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 2620 Ideological Influences in International Relations (3 hours)
- INTL 2630 New States in World Politics (3 hours)
- INTL 2650 The Politics of Peace (3 hours)
- INTL 2680 International Relations Theory (3 hours)
- INTL 2690 Multinational Corporations (3 hours)
- ISTL 1000 Introduction to International Studies (1-4 hours)
- ISTL 1100 Introduction to Latin American Studies (3 hours)
- ISTL 1492 Topics in Latin American Studies (3 hours)
- ISTL 1550 Topics in International Studies (1-3 hours)
- ISTL 2450 Modern Latin America (3 hours)
- ISTL 2500 International Field Experience in International Studies (1-6 hours)
- ISTL 2550 Topics in International Studies (3 hours)
- ISTL 2600 Natural Systems and Sustainable Ecologies (3 hours)
- ISTL 3550 Advanced Topics in International Studies (3 hours)
- ISTL 4500 Capstone Seminar in International Studies (3 hours)
- ISTL 4510 European Studies Overview (0-1 hours)
- ISTL 4610 Reading Course (1-4 hours)
- POLT 1050/INTL 1050 Introduction to International Relations (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2250 Politics in the Industrialized World (3 hours)
- POLT 2550 The Politics of the Developing World (3 hours)
- POLT 3400 Comparative Politics (3 hours)
- POLT 4100 Advanced Studies in International Politics (3-4 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3-4 hours)
- GNST 1400 Civilization and the Arts (3 hours)
- GNST 1600 Understanding Human Rights (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- MNGT 4330 International Marketing (3 hours)
- RELG 1050/POLT 1050 Introduction to International Relations (3 hours)
- RELG 2070 Introduction to Eastern Religions (3 hours)
- RELG 2080 Introduction to Western Religions (3 hours)
- RELG 2150 Existence and Meaning: Victims and Perpetrators, Genocide War & Torture (3 hours)
- RELG 2420 Religion and Culture (3 hours)
- RELG 3030 Topics in Religion and Society (3 hours)
- RELG 3100 Hinduism (3 hours)
- RELG 3120 Buddhism (3 hours)
- RELG 3130 Religions of China and Japan (3 hours)
- RELG 3200 Islam (3 hours)
- RELG 3210 African Religions (3 hours)
- RELG 4550 Advanced Study in Religion (3 hours)

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

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

International Tourism

Certificate

Certificates
Certificates

18 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the Bangkok campus.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures. Note: Students must successfully complete coursework with a grade of B- or better.

This certificate introduces students to terms, theories and strategies from international studies, business and management that relate to the complex international tourism industry. The intercultural approach empowers students to integrate knowledge from multiple disciplines in order to develop ethical, informed and practical perspectives on emerging questions in international tourism. With skills learned in courses and through customized field work, students will analyze critically the aims of tourism development and consider ways of rendering it both sustainable and equitable.

Students may choose to complete the six-course sequence for the certificate or take individual courses to satisfy specific needs.

Learning Outcomes
Students will be able to:

- Compare different cultural, religious, belief and value systems.
- Demonstrate an understanding of different political and economic systems in the world.
- Understand and describe the impact of various models of tourism on natural and cultural resources.
- Understand and describe tourism as a performative act that creates "destinations."
- Design and implement practice-oriented cultural research.

Course Requirements
- ISTL 1600 Introduction to International Tourism and Development (3 hours)
- BUSN 1200 Introduction to Business (3 hours)
- MGMT 2100 Management Theory and Practice (3 hours)
- ISTL 2500 International Field Experience in International Studies (3 hours)
- ISTL 3600 Intercultural Negotiations (3 hours)
- MNGT 3700 Introduction to Entrepreneurship and Small Business Management (3 hours)

Knowledge of a second language is strongly recommended.

Japanese

Certificate
24 Credit Hours
This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

A certificate in Japanese requires a minimum of 24 credit hours of formal coursework related to Japanese language and culture at Webster University. View course offerings in Japanese.

Special Requirements
Courses used to fulfill a major may not also be used to fulfill a requirement for a certificate. No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 24 credit hours needed for a certificate. No fewer than 6 credit hours must be at the 3000-level or above.

Transfer credits do not apply to the certificate. Only 3 credit hours may have been earned with a grade of "P," and the grades for the courses must be above a "C-." Recognition credit hours can count toward a certificate. Up to two topics courses (e.g. ILC 2150) with a topic related to Japanese will be counted towards the certificate.

Journalism/Professional Writing

Certificate
18 Credit Hours
This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

The certificate in journalism/professional writing prepares students for employment requiring basic journalism writing skills, as well as careers involving communication tasks found in business, nonprofit, governmental and community settings. The program is ideal for aspiring freelance writers who are seeking knowledge on how to write news and feature stories, and how to compose and publish community journalism assignments. The professional writing component of the certificate provides background in understanding and composing documents in professional settings, such as project outlines, grant writing, business plans and freelance writing proposals for editors. The certificate is open to both undergraduate students and those with bachelor's degrees who are returning to school for acquisition of additional writing proficiencies.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes
Students completing this certificate program will learn:

- How to differentiate the criteria for a news story, for a feature article and a persuasive piece of writing, such as an op-ed.
- How to format writing for specific projects and to use Associated Press style in editing materials.
- How to research opportunities in today's writing market and effectively propose a writing project to an editor or publisher.
- How to compose documents in professional writing settings, including project outlines, grant writing, business and marketing proposals and pitches for freelance work.

Requirements
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2400 Introduction to Professional Writing (3 hours)

In addition, two courses, (6 credits) should be taken from the following courses:
(No prerequisites)

- JOUR 3060 Community Reporting (3 hours)
- WRIT 3000 Professional Writing Practicum (1-3 hours)
Core Courses (6 hours)

- ENGL 2110 Perspectives (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)

Latin American Studies

Certificate
18 Credit Hours

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes

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

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

Special Requirements

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

Course Requirements

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

Core Courses (6 hours)

- ISTL 1100 Introduction to Latin American Studies (3 hours) or ILC 2150 Topics in Culture (with appropriate subtitle) (3 hours)
- SPAN 3150 Culture & Civilization of the Spanish Speaking World: Latin America (3 hours)
- ISTL 2450 Modern Latin America (3 hours) or POLT 2550 Politics of Development (with appropriate subtitle) (3 hours)
- ISTL 2450 Modern Latin America (3 hours) or POLT 2550 Politics of Development (with appropriate subtitle) (3 hours)
- ENGL 2110 Perspectives (3 hours)
- ENGL 2180 Creative Writing: Nonfiction (3 hours)

Approved courses with substantial Latin American content (12 hours)

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

- ENGL 4030 Literature of Latin America (3 hours)
- FLST 3160 Topics in Film Studies (with appropriate subtitle) (3 hours)
- HIST 2040 Topics in Latin American History (3 hours)
- HIST 2070 Topics in Non-Western History (with appropriate subtitle) (3 hours)
- HRTS 3200 Human Rights Area Studies (with appropriate subtitle) (3 hours)
- ILC 2000 Study Abroad: Intermediate (in appropriate country and appropriate content courses) (1-8 hours)
- ILC 2150 Topics in Culture (with appropriate subtitle) (3 hours)
- ILC 3000 Study Abroad: Advanced Level I (1-8 hours)
- ILC 4000 Study Abroad: Advanced Level II (in appropriate country and appropriate content courses) (1-8 hours)
- ILC 4050 Translation (with appropriate subtitle) (3 hours)
- ILC 4150 Contemporary Issues (with appropriate subtitle) (1-3 hours)
- ISTL 1492 Topics in Latin American Studies (3 hours)
- ISTL 2500 International Field Experience in International Studies (with appropriate subtitle) (1-6 hours)
- ISTL 2550 Topics in International Studies (with appropriate subtitle) (3 hours)
- ISTL 2600 Natural Systems and Sustainable Ecologies (3 hours)
- ISTL 3550 Advanced Topics in International Studies (with appropriate subtitle) (3 hours)
- ILC 2550 The Politics of the Developing World (with appropriate subtitle) (3 hours)
- ILC 3400 Comparative Politics (with appropriate subtitle) (3 hours)
- ILC 4400 Advanced Studies in Comparative Politics: Latin America (or appropriate subtitle) (2-4 hours)
- SPAN 3150 Culture & Civilization of the Spanish Speaking World: Latin American (3 hours)
- SPAN 3250 Introduction to Literature (3 hours)
- SPAN 4170 Conversation & Culture: Intensive Spanish Language Weekend (with appropriate subtitle) (1 hour)
- SPAN 4250 Topics in Literature (with appropriate subtitle) (3 hours)
- SPAN 4650 Advanced Topics (with appropriate subtitle) (3 hours)
- WGST 2000 Topics in Women, Gender, and Sexuality Studies (with appropriate subtitle) (3 hours)

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

Language Competence

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

Independent Library Research Project

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

Latin American Studies Committee
• Silvia Navia, Department of International Languages and Cultures

Magazine Production

Certificate
18 Credit Hours
This program is offered by the School of Communications/Communications and Journalism Department. It is available at the St. Louis home campus and at the Geneva campus.
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.
For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes
Successful graduates of this program will be able to:
• Demonstrate the elements of magazine production including writing articles suitable for a magazine, devising the overall content, assigning stories, editing, scheduling production and working with printers.
• Demonstrate aesthetically appealing magazine layout and design.
• Demonstrate photojournalism principles.

Requirements
Required Courses (15 hours)
• JOUR 4390 Magazine Production* (3 hours)
• MEDC 2200 Ethics in the Media (3 hours)
• JOUR 2300 Journalism: Layout and Design (3 hours)
• JOUR 2170 Copyreading/News Editing (3 hours)
• PHOT 3190 Digital Photographic Imaging (3 hours)

In addition, students must complete a minimum of 3 credit hours from among the following:
• INTM 1600 Introduction to Interactive Digital Media (3 hours)
• JOUR 1030 Fundamentals of Reporting (3 hours)
• JOUR 2140 Advanced Reporting (3 hours)
• JOUR 2360 History and Principles of American Journalism (3 hours)
• JOUR 2380 Free Expression and the First Amendment (3 hours)
• JOUR 3050 Sports Reporting (3 hours)
• JOUR 3060 Community Reporting (3 hours)
• JOUR 3080 Global Journalism (3 hours)
• JOUR 3130 Feature Writing (3 hours)
• JOUR 3150 Topics in Modern Media (3 hours)
• JOUR 4170 Investigative Journalism (3 hours)
• JOUR 4380 Magazine Journalism (3 hours)
• MEDC 2800 Cultural Diversity in the Media (3 hours)
• MEDC 4100 The Law and the Media (3 hours)
• PHOT 2500 Photographic Imaging (3 hours)
• PHOT 3120 Studio Photography and Lighting (3 hours)

Marketing

Certificate
27 Credit Hours
This program is offered by the Walker School of Business & Technology/Management Department, and is only available at the Geneva campus.

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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/marketing/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Requirements
Requisite Courses (9 hours)
These courses may either be taken at Webster University or transferred.
• ACCT 2010 Financial Accounting (3 hours)
• MNGT 2100 Management Theory and Practices (3 hours)
• ECON 2020 Principles of Microeconomics (3 hours)

Marketing Core Courses (18 hours)
These courses must be taken in residence at Webster University.
• MNGT 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)

Migration and Refugee Studies

Certificate
27 Credit Hours
This program is offered by the College of Arts & Sciences/History, Politics, and International Relations Department, and is only available at the Geneva campus.
The courses and seminars for the certificate program in migration and refugee studies provide students with a working knowledge of migration and displacement issues. The combination of several
dynamics and methodologies enables students to examine the refugee issue from a variety of perspectives and to study policies, concepts and responses to economic and political migration issues.

Practical experience is an essential part of the certificate program. During one eight-week term, the enrolled students work in a refugee situation in cooperation with one of the several concerned agencies. In addition, students gain practical experience through internships, work or research with both governmental and nongovernmental organizations working with refugees and/or migrants.

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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/migration-and-refugee-studies/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

**Requirements**

The 27 credit hours required for the certificate in migration and refugee studies include the following courses:

- SOCI 2000 Issues in Contemporary Society: Sociocultural Factors behind Migration and Refugee Movements (3 hours)
- HIST 2360 Refugee and Migration Movements (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3630 Advanced Studies in International Law: International Refugee Law (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 4280 International Economics: Migration and Refugees (3 hours)
- POLT 3400 Comparative Politics: Migration and Refugee Movements (3 hours)
- INTL 2700 Methods of Political Inquiry: National and Transnational Issues in Migration and Refugee Movements (3 hours)
- INTL 4600 International Relations Seminar: Migration and Refugee Movements (3 hours)
- Field experience and Refugee Studies Program (RSP) Seminar Overview examination (0 hours)

**Motion Graphic Design**

**Certificate**

18 Credit Hours

This program offered jointly by the Leigh Gerdine College of Fine Arts/Department of Art, Design and Art History and the School of Communications/Electronic and Photographic Media Department, and is only available at the St. Louis home campus.

Motion graphics is an emerging art form and industry that combines traditional typography and design techniques with traditional film, video and animation techniques to create a unique hybrid. Students in this certificate program will learn the theoretical and conceptual foundations of motion media design and then apply them to projects destined for television, film, interactive and other real-world environments.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

**Learning Outcomes**

Successful recipients of the certificate program will be able to:

- Demonstrate the ability to produce motion graphic projects using industry standard software, techniques and workflows.
- Demonstrate an individual, creative voice through motion graphics.
- Define, identify and illustrate design concepts and terminology as a foundation for motion graphics.
- Produce motion graphics intended for external audiences.

**Required Courses**

- DESN 1210 Design Concepts (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- ART 3830 Time Studio (3 hours)
- FTVP 3000 StoryLab (3 hours)
- or FTVP 3500 Production House (3 hours)

**Outdoor/Environmental Journalism**

**Certificate**

21-22 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

**Requirements**

- Prerequisite for certificate: JOUR 1030 or WRIT 2072 or equivalent
- 18-19 hours (core courses)
- 21-22 hours (with prerequisite of journalism or writing course)

**Required Courses**

**Prerequisite coursework:** 3 hours

- JOUR 1030 or WRIT 2072 or equivalent writing course (3 hours)

**Journalism coursework:** 9 hours

- JOUR 2350 Outdoor/Nature Journalism (3 hours)
- JOUR 2750 Reporting Disaster Stories (3 hours)
- JOUR 3750 Environmental Journalism and Communications (3 hours)

**Environmental Studies coursework:** 9-10 hours

- SUST 1000 Introduction to Sustainability Studies (3 hours)
- SCIN 2530 Global Ecologies and Sustainable Living (3 hours)
or SCIN 1520 Environment (3 hours)
and SCIN 1521 Environment: Lab (1 hour)
• PHIL 2360 Environmental Ethics (3 hours)
or HRTS 3400 Human Rights and the Environment (3 hours)

Paralegal Studies

Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences/Legal Studies Department. It is available at the St. Louis home campus and at the Gateway campus.

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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program's Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/paralegal-studies/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Special Requirements

All core courses must be taken at Webster University. Since core courses are generally taught at the advanced level, students must have earned at least 84 credit hours, including the 24-credit-hour core in paralegal studies, before a certificate can be issued.

Requirements

• LEGL 2400/POLT 2400 Introduction to Law (3 hours)
• LEGL 3000 Legal Ethics (3 hours)
• LEGL 3490 Litigation (3 hours)
• LEGL 4460 Methods of Legal Research & Writing I (3 hours)
• LEGL 4470 Methods of Legal Research & Writing II (3 hours)
• LEGL 4480 Computerized Legal Research (3 hours)
• LEGL 4800 Advanced Topics in Law (6 hours)

Note: A legal assistant or paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals or legal assistants may not provide legal services directly to the public, except as permitted by law.

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

Photojournalism/Editorial Photography

Certificate

36 Credit Hours

This program is offered by the School of Communications/ Electronic and Photographic Media Department. It is available at the St. Louis home campus and at the Geneva campus.

The certificate in photojournalism/editorial photography is designed to provide students with a solid understanding of theory and practice in the area of photojournalism and editorial photography. Students will develop a basic understanding of photographic history and technique in both chemical and digital environments. Upper-level courses will focus on the specialized knowledge needed to work in the field of shooting for publication. 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.

Students must earn a grade of C or better in all courses applied toward the certificates.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

Learning Outcomes

Successful graduates of this program will be able to:

• Demonstrate the theoretical and practical aspects of traditional and digital photography.
• Demonstrate professional work standards in the field of photojournalism and editorial photography in various media environments.

Course Requirements

• PHOT 0100 Photography 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 2500 Photojournalism (3 hours)
• PHOT 3000 Color Photography (3 hours)
• PHOT 3190 Digital Photographic Imaging (3 hours)
• PHOT 3760 Topics in Editorial Photography (3 hours)
• PHOT 4870 Advanced Photojournalism (3 hours)
• MEDC 4950 Internship (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 (in a different topic) (3 hours)
• PHOT 4000 Photo Workshop: Photography in Tuscany (3 hours)
• PHOT 4190 Topics in Digital Imaging (3 hours)

Practical and Interdisciplinary Ethics

Certificate
18 Credit Hours

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

The undergraduate certificate in practical and interdisciplinary ethics provides students the opportunity to identify a concentration
in the study of ethics. The program allows students to analyze the moral issues that arise in various disciplines, fields and professions, and sharpens their analytical skills by providing them with a solid foundation in ethical theory. The certificate program is open to any Webster University student, as well as to individuals not currently enrolled who meet the general requirements for admission to the University.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/practical-and-interdisciplinary-ethics/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

**Special Requirements**

A maximum of 12 credit hours may be taken within a departmental prefix.

**Course Requirements**

- PHIL 2320 Contemporary Moral Problems (3 credit hours)
- 6 credit hours from Group 1, with at least one course at the 3000-level
- 9 credit hours from Group 2

**Group 1 (6 credit hours)**

- PHIL 2110 Introduction to Ethics (3 hours)
- POLT 1070 Introduction to Political Theory (3 hours) or PHIL 2300 Social and Political Philosophy (3 hours)
- PHIL 3350 Philosophical Ethics (3 hours)
- POLT 3590/PHIL 3590 Theories of Human Rights (3 hours)

**Group 2 (9 credit hours)**

- ETHC 1000 Issues and Problems in Ethics (1 hour)
- ETHC 2000 Intermediate Issues (3 hours)
- ETHC 3000 Advanced Issues (3 hours)
- HRTS 1100 Introduction to Human Rights (3 hours)
- MEDC 2200 Ethics in the Media (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2390 Philosophy of Sex and Love (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3380 Ethics in Social Research (3 hours)
- BUSN 4300 Business Ethics (3 hours)
- MNGT 5910 Ethical and Legal Issues in Management (3 hours)
- LEGL 3000 Legal Ethics (3 hours)

Students are also encouraged to engage in some appropriate practical experience. Up to 3 credit hours earned in this manner may be substituted for coursework; the director must approve substituted credit hours. Students will register their work either through the Individualized Learning Experiences program (INDZ) or PHIL 4450 (Internship).

**Professional Writing Certificate**

**18 Credit Hours**

This program is offered by the College of Arts & Sciences/English Department. It is available online and at the St. Louis home campus.

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 non-degree-seeking members of the 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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/practical-and-interdisciplinary-ethics/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

**Learning Outcomes**

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 types 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.

**Requirements**

The 18 credit hours required for this certificate include the following courses:

- 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 3300 Solving Information Problems (3 hours)
- WRIT 3400 Editing and Style (3 hours)
- WRIT 4200 Writing for Digital Environments (3 hours)
- WRIT 4600 Professional Writing Portfolio Review (0 hour)

**Portfolio Review**

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 will enroll in WRIT 4600 Professional Writing Portfolio Review (0 credit hours) in their final semester of undergraduate study. Students must pass WRIT 4600 Professional Writing Portfolio Review in order to receive the certificate in professional writing.

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.

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

Spanish

Certificate
24 Credit Hours

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

A certificate requires a minimum of 24 credit hours of formal coursework in Spanish at Webster University. View course offerings in Spanish.

Special Requirements

Courses used to fulfill a major may not also be used to fulfill a requirement for a certificate. No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 24 credit hours needed for a certificate. No fewer than 6 credit hours must be at the 3000-level or above.

Transfer credits do not apply to the certificate. Only one course may have been earned with a grade of "P," and the grades for the courses must be above a "C-". Recognition credit hours can count toward a certificate. A topics course (e.g. ILC 2150) with a topic related to Spanish will be counted only once towards the certificate.

Spanish Translation

Certificate
12 Credit Hours

This program is offered by the College of Arts & Sciences/International Languages and Cultures Department, and is only available at the St. Louis home campus.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures. Note: Students must successfully complete coursework with a grade of B- or better.

This certificate introduces students to the basic tools, methods, resources and understanding they will need to begin professional work translating Spanish texts into English.

In our global society intercultural communication assumes an increasingly central role. Translation has become a thriving professional field in the United States and promises diverse applications of students’ linguistic, technological and intercultural skills. The certificate at Webster proposes high-impact pedagogic practices. Rather than focusing solely on theory in the classroom, the majority of the courses target specific fields of practical translation and provide students with hands-on experience in these areas: legal, medical and scientific, commercial and financial, technical and literary. The resulting translations of real-world documents will become part of each student’s professional portfolio.

The certificate courses are offered in the 8-week format and can therefore be completed within a year. Students may choose to complete the four-course sequence or they may take individual courses to satisfy specific needs.

Learning Outcomes

Students will:

- Achieve at least an advanced-mid level of proficiency in Spanish, according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details.
- Describe the history and theories of translation and be able to articulate their position in regards to the latter.
- Write in a professional manner in both English and Spanish.
- Identify grammatical, lexical and cultural differences between Spanish and English that impact the quality of translation.
- Identify and demonstrate the basic skills required of professional translators in the current market, including an understanding of popular software translation programs.
- Be proficient in using specific vocabulary, troubleshooting and understanding common documents in at least two different technical areas of translation.
- Understand the different types of accreditation available for translators in the United States and will be familiar with the testing procedures and requirements.

Requirements

Admission

Students whose native language is not English must have a minimum TOEFL score of 600. The certificate also requires an entrance level of intermediate-high proficiency in Spanish (according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines). Methods for determining the proficiency level may include an oral interview, a written test and a writing sample. Contact the department chair for further details or to initiate the admission procedure.

Course Requirements

Core courses:
- TRSP 4090 Introduction to Translation Studies (3 hours)
- TRSL 4000 Professional Translation Practices (3 hour)

2 courses selected among the following:
- TRSP 4100 Legal Translation (3 hours)
- TRSP 4150 Medical and Scientific Translation (3 hours)
- TRSP 4170 Financial and Commercial Translation (3 hours)
- TRSP 4180 Technical Translation (3 hours)
- TRSP 4250 Literary Translation (3 hours)

Students must successfully complete coursework with a grade of B- or better.

Sports Journalism

Certificate
19 Credit Hours

This program is offered by the School of Communications/Communications and Journalism Department, and is only available at the St. Louis home campus.

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.

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/sports-journalism/gedt.html to see important information about the education debt, earnings and completion rates of students who attended this program.

Course Requirements

- Introductory level media production class (video, audio, interactive digital media, photography) (3 hours)
- JOUR 1030 Fundamentals of Reporting (3 hours)
- JOUR 1830 Broadcast Delivery and Interpretation (3 hours)
- JOUR 1930 Sports Broadcasting (3 hours)
- JOUR 3300 Newspaper Production Workshop (4 hours)
- JOUR 3050 Sports Reporting (3 hours)

Portfolio Requirements

Students obtaining a certificate in sports journalism complete a portfolio of their work as part of the requirements of JOUR 3300 Newspaper Production Workshop, under the supervision of their professor.

### Website Development

#### Certificate

**18 Credit Hours**

This program is offered by the Walker School of Business & Technology/Math & Computer Science Department. It is available online, at the St. Louis home campus and at the Geneva campus.

**Program Description**

The courses offered in the website development certificate provide students with basic knowledge and skills necessary to design and develop professional websites. 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 websites at an astonishing rate, more technical and programming expertise is required for those who develop and maintain these sites. The website development certificate is designed to meet that particular need.

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

For information on general requirements for the certificate, see Certificate Program Policies and Procedures.

The U.S. Department of Education defines Gainful Employment program criteria and data requirements. View this program’s Gainful Employment Disclosures at http://www.webster.edu/consumers/gainful-employment/undergraduate/website-development/gedt.html to see important information about the
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education debt, earnings and completion rates of students who attended this 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.

Course Requirements

• COAP 2000 Introduction to Web 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 Advanced Web Scripting (3 hours)
• COAP 3110 Interactive Site Development (3 hours)
• COAP 3180 Web Databases (3 hours)

All courses available via the Internet.
ACCT - Accounting

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Global Citizenship Program Skill Areas (....)

| CRI                                           | Critical Thinking |
| ETH                                          | Ethical Reasoning |
| INTC                                         | Intercultural Competence |
| OCOM                                         | Oral Communication |
| WCOM                                         | Written Communication |

**Course fulfills two skill areas**

ACCT 2010 Financial Accounting (3)
Introduces accounting with an emphasis on the relationships between business events and financial statements. The primary objective is to develop students who can explain how any given business event will affect the income statement, balance sheet, and statement of cash flows. This objective also includes an understanding of the accounting cycle, accounting terminology, collection of accounting data, data entry into the accounting system, and the basic financial accounting statements.

ACCT 2025 Managerial Accounting (3)
Managerial accounting emphasizes the use of accounting information for planning, control, and decision-making purposes in all types of organizations. This course explores topics in the areas of cost behavior, cost-volume-profit analysis, relevant cost analysis, cost accumulation and assignment, activity-based costing, profit planning and control, performance evaluation, responsibility accounting, and product costing systems. **Prerequisite:** ACCT 2010.

ACCT 3025 Advanced Managerial and Cost Accounting (3)
Expands on topics developed in managerial accounting and explores the use of cost management information to determine how costs affect each phase of an organization’s value chain. Covers the basic concepts in accounting for the costs of production in a manufacturing firm and develops the accumulation of cost accounting data for external financial reporting purposes. This course also explores expanded cost management topics used internally by managers and emphasizes the various types of cost management systems used in carrying out its functions of planning and controlling a firm’s operations. **Prerequisite:** ACCT 2025.

ACCT 3030 Intermediate Accounting I (3)
Covers theoretical foundations of accounting with concentration on the accounting model, which includes the balance sheet, statement of cash flows, income statement, present and future values theory, accounting for cash and investments, inventory, and inventory problems. **Prerequisite:** ACCT 2025.

ACCT 3040 Intermediate Accounting II (3)
Continues study of theoretical foundations of accounting, including capital stock, retained earnings, and debt financing through bonds and other securities. **Prerequisite:** ACCT 3030.

ACCT 3050 International Tax Accounting (3)
Studies the systems, concepts, and methods utilized in international tax accounting. **Prerequisites:** ACCT 2010 and ACCT 2025.

ACCT 3075 Federal Tax Accounting: Personal (3)
Studies the U.S. federal revenue system, concepts, and methods of determining federal income tax liabilities for individuals, corporations, partnerships, proprietorships, and estates and trusts. **Prerequisite:** ACCT 2010.

ACCT 3080 Federal Tax Accounting: Corporate (3)
Continues study of federal income liabilities for partnerships, corporations, and estates and trusts. **Prerequisite:** ACCT 3075.

ACCT 3085 Federal Tax Accounting (3)
The study of the U.S. federal revenue system, concepts, and methods of determining federal income tax liabilities for individuals, corporations, partnerships, proprietorships, and estates and trusts. **Prerequisite:** ACCT 2010.

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 3800 Accounting Information Systems (3)
The student examines the development and use of accounting information systems (AIS) in business organizations and the related technologies that support those systems. This course will develop the framework for an AIS by integrating the nine content areas as defined by the American Accounting Association’s Report of the AAA Committee on Contemporary Approaches to Teaching Ac-counting Information Systems. Additionally, the student’s conceptual understanding of the AIS will be enhanced by several hands-on projects that will include using current database technology to build an accounting information system. **Prerequisite:** ACCT 3030.

ACCT 4010 Accounting in an ERP Environment (3)
Students examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on an organization’s financial and managerial accounting. **Prerequisite:** ACCT 2025.

ACCT 4100 Advanced Financial Accounting I (3)
Advanced development of applications of financial accounting concepts. The main emphasis is in the accounting entities: consolidations, partnerships, branch and affiliated companies, governmental units, nonprofit organizations, estates, and trusts.
Course Descriptions

ACCT 4110 Advanced Financial Accounting II (3)
Focuses on the specific theories and problems related to consolidation of accounting entities. **Prerequisite:** ACCT 4100.

ACCT 4220 Financial Statement Analysis (3)
Financial report analysis, interpretation, and evaluation from the viewpoints of creditors, owners, and others concerned with business strengths and weaknesses and future outlooks of business organizations. **Prerequisite:** FINC 3210.

ACCT 4600 Business Valuation (3)
This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches—asset, market, and income—used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies. It will familiarize the student with valuation models used on real-world valuation projects. **Prerequisites:** ACCT 3040 and FINC 3210.

ACCT 4900 Auditing (3)
Presents concepts, standards, and procedures used by independent auditors in verifying business data in order to render an opinion and report on the financial statements of the entity being examined. Includes professional and ethical relationships, study and evaluation of internal controls, audit program applications, statistical sampling concepts, and applications. **Prerequisite:** ACCT 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.

ACCT 4920 Cases in Auditing (3)
This course involves the study of the academic literature related to auditing issues and ethics issues. Current research findings and their application and impact on the field of auditing will be analyzed and critiqued. The student will also be required to solve auditing problems involving real-world cases from local and national CPA firms. **Prerequisite:** ACCT 4910.

ACCT 4930 Introduction to Internal and Informational Technology Auditing (3)
This course will cover internal auditing from a broad perspective that includes information technology, business processes and accounting systems. Topics include; internal auditing standards, risk assessment, governance, audit techniques, and emerging issues. The course covers the design of business processes and the implementation of key control concepts and uses a case study approach that addresses operational and information technology auditing. **This course will be integrated with Webster University’s SAP system. Prerequisite:** ACCT 4910.

ACCT 4950 Internship (1-6)
**Prerequisite:** Major in accounting.

ACCT 4990 Accounting Seminar (3)
This course serves as the capstone experience for accounting majors by incorporating accounting topics covered throughout the accounting major and applying this knowledge to the study of real-world problems.

Students will explore the variety of current issues facing the accounting profession in order to develop a big-picture perspective that integrates financial accounting and reporting, cost and managerial accounting, auditing and professional responsibilities, and other topics such as international accounting and information technology. **Prerequisites:** ACCT 4100 and ACCT 4910.

ADVT - Advertising

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**Course fulfills two skill areas

ADVT 1940 Introduction to Marketing Communications (3)
Students learn the major communications tools available to promote a product or service to target customers. In the course, students learn marketing communications definitions, concepts, and theories of promotional communications and the tools used - both traditional approaches and emerging technologies.

ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3)
Students will be introduced to the theory and practice of crafting effective visual communication messages for a variety of media commonly used by advertising and public relations professionals. Students will create persuasive messages using relevant software tools and use industry language and terminology to evaluate and assess effective visual communication messages.

ADVT 2550 Creative Strategies for Advertising (3)
In this course, students learn the creative process by which advertising is conceived and structured, based on
communications goals and objectives. Students learn techniques for creating the "Big Idea." Students develop step-by-step strategies and refine creative thinking skills. Assignments and discussions aid in the development of advertising creative concepts for use in a portfolio and for class presentation. **Prerequisites:** MNGT 3510 or ADVT 1940, and 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:** ADVT 3510 and ADVT 2550.

**ADVT 3150 Topics (1-3)**
Topics courses are offered periodically to feature topics in advertising not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites:** Vary with topic.

**ADVT 3200 Sports Marketing Communications (3)**
This course provides an overview and analysis of marketing, promotional strategy, and communications in the competitive field of sports marketing. In this course, students will develop the critical thinking and analytical skills necessary to develop a sports marketing communication plan. Topics include the marketing of sports teams, leagues, organizations, and sports-oriented products; sports and new media; and the use of sports marketing as a strategy. **Prerequisite:** ADVT 1940 or MNGT 3510.

**ADVT 3500 Visual Communication for Advertising and Public Relations (3)**
Students learn the concepts and techniques of modern design for a variety of media commonly used by advertising and public relations professionals, including posters, brochures, public relations kits, print and television advertising, sales promotions, and Web site/Internet. Students learn the basic elements of design and their best uses. Emphasis is placed on problem/solution exercises and assignments that challenge students to use those elements of promotional design to solve communication problems in workplace settings. Project critiques are conducted regularly, and aesthetic and psychological aspects of work are analyzed. **Prerequisite:** INTM 2350 or ADVT 2350.

**ADVT 3599 Independent Study (Juniors or Seniors) (1-12)**
Independent study involves research work on a specialized subject of project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires instructor permission and the filing of official form. May be repeated for credit if content differs.

**ADVT 3910 International Advertising (3)**
Students learn about the issues involved in developing multinational advertising plans/campaigns. Students learn to apply all the major components and steps in the process of advertising planning - client/agency structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, budgeting - from an international perspective. The course challenges students to address each of these steps within the political, economic, religious, social, and cultural environment of another country or region. This is also an international studies certificate course. **Prerequisite:** MNGT 3510.

**ADVT 4040 Advertising Production (3)**
Students learn the process, strategies, and techniques involved in advertising production. Four different courses are offered under this course title. Each course focuses on the design and production of advertisements intended for one specific medium: print, television, radio, or Internet. May be repeated for credit if content differs. **Prerequisites:** ADVT 1940 or MNGT 3510; ADVT 2550; INTM 2350 or ADVT 2350; and ADVT 3500.

**ADVT 4190 Advertising Research (3)**
This course introduces the fundamentals of advertising research. Students learn basic ad research theory and put it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. **Prerequisite:** MNGT 3510 or ADVT 5321 for graduate students.

**ADVT 4200 Media Planning, Buying, and Selling (3)**
In this course students learn the role of media planning, buying and selling to help fulfill marketing communications objectives. Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media's role in the advertising process and the media's influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan using the principles and practices mastered throughout the course. **Prerequisite:** MNGT 3510 or ADVT 5321 for graduate students, or permission of instructor.

**ADVT 4610 Readings in Advertising (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 and marketing communications in this course. Students assume responsibility for the production of a project under the direction of a faculty member. Projects may include a plan, campaign, or a thesis. **Prerequisites:** Senior standing, acceptance into the major through portfolio review, filing of official form, AND permission of instructor.

**ADVT 4700 Professional Development in Advertising and Marketing Communications (3)**
Students prepare for careers in the field of advertising and marketing communications by developing their personal portfolios, attending professional organizations' meetings, fine-tuning interviewing skills, and preparing their résumés. **Prerequisites:** Advertising and marketing communications major and senior standing.

**ADVT 4910 Advertising Campaign Production (3-6)**
This course serves as the culmination of the advertising and marketing communications curriculum. Advertising theories, principles, and techniques presented in the classroom are tested and refined in a "real-world" environment. Students serve as members of an advertising team, assuming the following roles: advertising agency account executive, media planner, copywriter, art director, producer, or videographer. The team undertakes an actual product/service case history assignment: analyzing the communications problem, developing a strategy, and creating and producing an integrated marketing communications campaign.
Course Descriptions

Students must apply for admission to the class and the role of their choice. **Prerequisite**: Permission of the instructor. Students should see their instructor before registering to determine the number of credit hours and what procedure to follow in registering for this course. May be repeated once for credit (up to a total of 6 hours).

AFCS - Africana Studies

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AFCS 1000 Introduction to Africana Studies (3)
Provides a broad overview of the field of Africana studies -- its unique content, core concepts and perspectives, and some major trends that have shaped and continue to shape the field. This is a survey course designed to introduce students to the field of Africana studies. Its main focus will center on the substantive content of the field, a critical study of Africa and peoples of African origin in Africa and abroad. This focus will include examining the major theoretical, methodological and epistemological questions defining the continued evolution of Africana studies. Both classic and modern studies and texts in the field of Africana studies will be covered in order to give students a grounding in the intellectual history of the field.

AFCS 1500 Survey of African History (3)
Provides an historical survey, continent wide in scope, of the experiences of Africa and its people from pre-historic times to the present.

AFCS 2200 Globalization and Contemporary Africa (3)
This is an interdisciplinary course designed to study the various dimensions by which globalization impacts the challenges and opportunities facing the African continent in its struggle to overcome the burden of underdevelopment. This course will critically explore the ways in which the socio-economic and cultural life of Africa is affected by, and affects, the intense global integration of people, governments, economies and technologies.

AFCS 2500 African Diaspora Experiences (3)
This course provides a critical overview of the African Diaspora. Its main purpose is to give students a firm understanding of the historical, political, economic and cultural experiences of those persons of African origin who were torn away from the African homeland during the European slave trade. It also looks at the contribution of the African Diaspora to the formation of new and vibrant cultures in the Americas.

AFCS 2700 Origins and Development of Pan-Africanism (3)
This course is designed to examine the transcontinental movement among African people, those on the continent and those in the Diaspora, to unite and liberate Africa and all of its scattered people. Particular attention is paid to the originators of the Pan-African idea, along with the important events, main organizations, and the major conferences, congresses and conventions that contributed to the evolution and development of Pan-Africanism.

AFCS 3000 Topics in Africana Studies (3)
Provides a focus on a particular subject matter within the field of Africana studies. Its particular content, different from the subject matter covered in the other courses in the minor, will be based on an area of specialty around which the instructor decides to center the course.

AFCS 3200 African Women and Development (3)
This course focuses on the major roles women have played, and continue to play, in African development. It includes an examination of traditional roles of women, patterns of male dominance, and some of the contemporary obstacles preventing the full integration of African women into modern African society.

ANIM- Animation

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ANIM 1000 Animation (3)
Provides an introduction to the field of animation, including the history of animation, the technology and techniques used in creating animated films, and the various types of animation. This course will also cover the business aspects of animation, including production, distribution, and exhibition.

ANIM 2000 Fundamentals of Animation (3)
This course is designed to provide students with a solid foundation in the principles and techniques of animation. Students will learn about the basic elements of animation, including character design, movement, timing, and storyboarding. This course will also cover the business aspects of animation, including production, distribution, and exhibition.

ANIM 3000 Advanced Animation (3)
This course is designed for students who have completed the Fundamentals of Animation course and want to further develop their skills in animation. Students will have the opportunity to work on more complex projects, including short films and television animation. This course will also cover the business aspects of animation, including production, distribution, and exhibition.

ANIM 4000 Animation Industry (3)
This course is designed to provide students with an understanding of the business aspects of the animation industry. Students will learn about the various roles within the industry, including producers, directors, and animators, as well as the business operations of animation studios.

ANIM 5000 Animation Research (3)
This course is designed for students who want to pursue a career in animation research. Students will have the opportunity to work on research projects, including the development of new animation techniques and the study of animation history. This course will also cover the business aspects of animation, including production, distribution, and exhibition.
ANIM 1000 Animation I (3)

Students learn the basic elements of animation, with emphasis on traditional processes, techniques, and styles employed in creating the illusion of movement on motion media. This is a drawing-heavy course that will focus on the principles of animation.

ANIM 1010 Animation II (3)

Students further expand upon the foundation built in animation I by learning the basics of syncing audio and creating soundtracks for animation. Animation principles will be reviewed and honed. This is a drawing-heavy course that will combine theory, lectures and hands-on experience. **Prerequisite:** ANIM 1000.

ANIM 1020 3D Animation Production: Core Concepts (3)

3D animation production for media and games shares a particular knowledge base and set of procedures. This class introduces student to the skill and conventions that are the foundation of a career that leverages 3D computer-generated content.

ANIM 1040 Storyboarding (3)

Scene blocking, visual character development, filmmaking, and an overall aesthetic will be applied in this class. Students apply the unique art of creating detailed storyboards for animation, including their importance in collaborating with the director, computer animators, sound designers, and talent in producing a successful production.

ANIM 1200 3D Character Sculpting (3)

Students will learn advanced sculpting techniques using the ZBrush platform for character modeling. Over the 16-week course we will explore the basics of the interface and its customization, the concepts of sculpting digitally, and advanced tricks/techniques for getting the most out of ZBrush. Course may be repeated once for credit.

ANIM 2000 Advanced Animation (3)

Students learn full animation production for creating an animated short. Advanced exercises in movement and expression will be explored. This is a drawing-heavy course that will combine theory, lectures and hands-on experience. **Prerequisite:** ANIM 1010.

ANIM 2010 Experimental Animation (3)

Students learn the potential of animation as a fine art medium. Experimentation is encouraged, using a wide range of techniques towards producing individual and group projects. Current and past works are screened and discussed in class.

ANIM 2040 Cartooning (3)

Students learn the art of cartooning, comic strips and editorial cartoons, with an in-depth exploration of visual theory, tools and techniques, characters, composition, dialogue, lettering, inking, panel layout and graphic narrative. Each student explores comics history, develops a personal visual/writing approach and creates a finished comic series.

ANIM 2200 3D Modeling (3)

Students apply and incorporate the principles and techniques of animation in a comprehensive exploration of current 3D software applications. Students learn how to integrate 3D animation into storytelling contexts and practical applications.

ANIM 3010 Voicing Your Creation (3)

Students learn the art of the voice-over for animation with an in-depth exploration of acting techniques and delivery. Additionally, students create and work with sound effects and soundtracks and how they relate to motion, timing, performance, and the composition as a whole. This class reviews the work of a wide range of voice talents and composers within several different genres.

ANIM 3020 Story Development (3)

Students create both short form and long form stories designed for animation. Understanding story development, expression of story into storyboards, and the successful collaboration among the variety of disciplines to create an engaging animation are important elements of this class.

ANIM 3030 Visual Storytelling (3)

The expression of stories, compositional psychology and film theory and practice are covered in this class. Students analyze past examples of the language of filmmaking and apply them to the art of the storyboard.

ANIM 3040 Comic Book Creation (3)

Students learn a step-by-step introduction to comic book publication. This course will address the basics of concept development, storytelling, cartooning, penciling, inking, color, layout, publishing and distribution within the comic book industry. May be repeated if content varies.

ANIM 3150 Special Topics in Animation (1-3)

This course is designed to periodically feature topics in animation not covered by regularly offered courses. Topics will be dedicated to narrow aspects of the discipline, time dependent materials, or guest lecturers. May be repeated for credit if content differs. **Prerequisites:** May vary with topic.

ANIM 3200 3D Animation and Rigging (3)

This class continues the subject matter introduced in ANIM 2200 3D Modeling. Students will be exposed to the more advanced tools and techniques used in 3D animation production for film, video, and games.

ANIM 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires instructor permission and the filing of official form. May be repeated for credit if content differs.

ANIM 4010 Character Design (3)

Students explore an in-depth study of the character in multiple styles, genres and eras, bringing to life known, as well as, original characters onto model sheets for critique and discussion. These studies will factor in costuming, period research, and artistic skills.

ANIM 4040 Concept Art (3)

Students will learn advanced painting techniques using Photoshop and other supplementary software. Over this 16-week course, we will explore basic painting techniques, process work, thumbnailing, critique, taking direction, and methods to maximize workflow productivity. Course may be repeated once for credit.

ANIM 4200 3D Animated Short Film (3)

This class expands upon the advanced tools and techniques introduced in ANIM 3200 3D Animation and Rigging. Course may be repeated twice for credit. **Prerequisites:** ANIM 3200.

ANIM 4400 Photorealistic 3D Animation (3)

Photorealistic animation provides an introduction to the tools and techniques of photogrammetry modeling, physically based
Course Descriptions

shader and texture rendering, and motion capture animation used in professional 3D animation, game development and VFX production pipelines.

**ANTH 1200 Human Origins (3)**
Explores the evolution of humanity and culture: concepts and mechanisms of evolution, Homo sapiens' place among the primates, and human variation. 

**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 1400 Introduction to Geography: World and Regional (3)**
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 through language but with manners, etiquette, dress, rituals and ceremonials, gesture and movement -- the entire system of symbols and signs that provide meaning for human behavior. Explores a variety of issues in cross-cultural communication, language use, and symbolic systems. GCP Coding: (ROC) (INTC)

**ANTH 2460 Doing Good? Philanthropy, Aid, Development (3)**
What does it mean to "do good" in the world? What are the assumptions that underscore our good intentions, and how do those efforts to "do good" lead to unintended consequences that at times, exacerbate inequalities rather than alleviate them? In this class, we will explore multiple initiatives in philanthropy, aid and development that are mobilized in the name of good intentions. In particular, we pay special attention to how these efforts intersect with the mechanisms of global capitalism in unexpected ways. This course is less about whether philanthropy, aid and development are successful or not, but rather about examining what counts as success, how these terms are constructed, and by whom they are drawn. In doing so, we will tease apart some of the moral assumptions that drive such endeavors and explore the politics of such ethics.

**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. GCP Coding: (GLBL) (INTC)

ANTH 2510 World Musics (3)

Music is one of the most vital of all the arts, drawing together those who share a musical culture, but also bringing us together across the varied musical cultures of the globe. But do we know enough about other people’s styles of music? Ethnomusicologists study music from around the world, emphasizing that we must take a cultural approach, i.e., we must seek to understand music in its cultural context. This course therefore studies musics, but also the cultures in which we find them. GCP Coding: (ARTS) (INTC)

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.

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 a cultural construct, the “city” as the site and object of local and global social struggles, and the “city” as part of the cultural imagination of the social, inequality, justice, and the “good life.” The “city” is an object of contention, complexly entwined with class, gender, race, ethnicity, and the “market.” This course will equip students to understand, among other topics, the formations of ethnic and racialized “ghettos,” suburbanization, policing of space, global cities, and urban community politics. GCP Coding: (SSHB) (CRI)

ANTH 2790 Asians in America (3)

This course examines comparatively the experiences, histories and cultural worlds of Asian communities of different national origins and identifications of the United States. “America” in this course indexes the contestations (accommodation, resistance, contradiction) around national and racial-ethnic belongings. It introduces the historical, political, cultural and economic processes that shape Asian and Asian American community and identity formation. Rather than static, discrete and bounded, Asian and Asian American identities and cultural-politics have been mutually constituted through histories of colonialism and war, economic globalization, and increasing transnational traffic; and the tightening and loosening of national borders and rules of citizenship. We will examine in this course the colonial and Cold War origins of Asian American diasporic communities; the culture and politics of racial formation; commodification of racialized and gendered bodies, emphasizing the centrality of labor politics; boundaries of citizenship; transnational movements; and struggles for power and recognition. GCP Coding: (GLBL) (CRI)

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 The Politics of Health and Disease (3)

In this course, we explore how disease and epidemics are framed across different historical, social, and cultural contexts. We will critically interrogate the particular knowledge produced about them, the way these constructs are mobilized and deployed within a global health framework, and the policies that are implemented as a result. Special attention will be paid to the politics that underscore our understanding of health and the ethics called into question in its name. GCP Coding: (PNW) (ETH)

ANTH 2900 Community Practicum (3)

Students engage in volunteer work at a community agency and have an opportunity to experience firsthand the agency’s 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. 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 3100 Advanced Topics in Archaeology (3)

This advanced level course is designed to allow for focused study of special topics in archaeology. Topics may vary by semester. ANTH 1300 is recommended but not required prior to enrollment. May be repeated for credit if content differs.

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 6 additional credit hours of anthropology, or permission of the instructor.

ANTH 3230 Cross-Cultural Masculinities (3)

How can we know which aspects of men’s behavior are cultural or social, and which are from a biological template for being a man? If we claim that gender is a social and cultural construct, what exactly does that mean? Since the early 1980s, more and more ethno-graphic work has been produced that gives us a firm foundation for investigating cross-cultural methods of being masculine, of being a man. By careful examination of these ethnographies, we will seek to understand the forces and factors that produce a particular masculinity, a particular sexuality, and a particular personality out of the raw material of a boy as he is made into a man. The purpose of this course is 1) to examine cultural variations in the lived experiences of men; 2) to demonstrate the cultural construction of masculinities and men’s lives in specific socio-historical circumstances; and 3) to approach the study of masculinities across disciplines, across cultures, and across time. Prerequisites: ANTH 1100 and 6 additional credit hours of anthropology, or permission of the instructor.
Course Descriptions

ANTH 3340 The (Anti)politics of NGOs (3)
The proliferation of non-governmental organizations (NGOs) around the world has inspired new ways of thinking about the relationship between the state, citizenry and globalization. The increasing presence of NGOs today, especially in certain sectors (global health, humanitarianism, development) has enabled new linkages to be forged across multiple scales (individual, state, nation, global). Thus, it is all the more important to interrogate NGO practices and what they do, how they do it and the implications of their actions. In this class, we will turn our attention to exploring the specific practices that NGOs enact, how and in what contexts these acts are mobilized, and the power relations negotiated through these interactions. Prerequisites: ANTH 1100 and 6 additional credits 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 participation in the powerful processes of globalization? Is it condescending or patronizing to help a tribe maintain its way of life? Of what use have the UN statements on the Rights of Indigenous Peoples been? Particular examples will be examined as a class; students will each research an indigenous group of their own. Prerequisites: ANTH 1100 and 6 additional credit hours of 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 6 additional credits of anthropology; or permission of the instructor.

ANTH 3550 Anthropological History (3)
This course will survey the history of cultural anthropology, examining central definitions of culture, significant schools of theory, and perspectives on fieldwork, and bringing the student up-to-date on more recent influences from post-modernity, transnationalism, and global movements for integration and distinctiveness as they 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 anthropology majors. 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 3875 Anthropology Lab (1-3)
Lab is designed to complement a 3000-level core course, allowing the instructor and student to work collaboratively toward the development of a course related project. May be repeated for credit if content differs. Prerequisites: ANTH 1100 and 6 additional 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 6 additional credit hours in anthropology; or permission of the instructor.

ANTH 4150 Anthropology in Theory (3)
This is an advanced level course aimed to engage students in the practice of theorizing about social-cultural problems and controversies. Organized around particular issues and topics in the discipline chosen by the instructor, it will examine how anthropology constructs its object of inquiry, how diverse theoretical approaches from within and outside the discipline are brought to bear, and how theories are presented and evaluated in and through ethnography. May be repeated for credit. Prerequisites: ANTH 1100 and 6 additional credits of cultural anthropology; or permission of the instructor.

ANTH 4260 Globalization (3)
Provides the critical foundation to interrogate and understand the diffuse and diverse social-cultural-economic processes that constitute the "global" and "globalization." It will examine the continuing salience of nationalism, ethno-national identities, state sovereignty, and citizenship in the uneven mobility of labor, cultural forms (commodities, images, music, news, etc.), and people. Through case studies, the course will reflect upon the cultural politics of immigration, the disruption of notions of nation-bound citizenship and national belonging by transnational connections, and the formation of global imaginaries and desires. Prerequisites: ANTH 1100 and 6 additional credit hours in anthropology; or permission of the instructor.

ANTH 4330 Global Sex/Gender Systems (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, and unequal sex statuses. Prerequisites: 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, ANTH 4150, and 12 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 6 additional credit hours of anthropology; or permission of instructor.

## ARHS - Art History

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**Global Citizenship Program**

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**ARHS 1050 Art Appreciation (3)**
An introductory course for non-art majors. Students examine a variety of visual forms, including art from the past and contemporary currents. Emphasis is on expanded awareness, enhanced understanding, and refined insight of creation influences and meanings in the visual arts. Students gain experience with active and responsive talking and writing about art. GCP Coding: (ARTS) (CRI)

**ARHS 2000 Art Forum (1-3)**
Introduces a structure for the development of discourse and critical inquiry. The Friday Forum lecture series and immediately current topics in art will be the basic focus of the class. Additionally, students enrolled in art survey and creative strategies courses especially will find this discussion format a supplement to those courses. Required for the Certificate in International Art Studies. May be repeated once for credit.

**ARHS 2200 Current Art (3)**
Surveys many of the dominant styles and theories of contemporary art. As there cannot be an accepted "received history" of the art of our own time, the content of the course will be organized along both a lineal and thematic approach, with special attention to the political and social constructs implicit in the creation of recent "avant-garde" art. Students will be introduced to the nature of the "art world," current trends in art, and the dialogues taking place both in and around its creation. GCP Coding: (ROC) (CRI)

**ARHS 2210 Intercultural History of Art (3)**
Covers the history of art and design from the prehistoric to the early twentieth century by looking at moments of intersection between cultures. Covers periods and styles of art history, while touching on techniques and mediums, and form and content, as an introduction to the principles of art history. Students learn about multiple cultures and how they develop through an examination of the artworks, objects, and artifacts of those cultures. Considers questions such as: how do artworks tell us about culture or engage with it? How are artworks created by culture and work to create it in turn? GCP Coding: (ROC) (WCOM)

**ARHS 2230 Visual Literacy (3)**
Visual input is of high complexity and is sometimes processed in enormous speed. We must be knowledgeable "readers" to decipher images and also must be familiar with the visual codes that organize these messages. It is the aim of the course to present students with the tools to deal with visual material in a knowledgeable and critical way, to obtain insight into the making and consuming of images, and to understand their historical and theoretical basis.

**ARHS 2320 Introduction to Asian Art (3)**
Continues the art history sequence: introduces the arts of Asia. Offered periodically. GCP Coding: (GLBL) (INTC)

**ARHS 2350 Introductory Topics in Art History (3)**
Introduces basic themes and topics in art history and criticism. Topics will include various approaches and issues relating to the study of art history, the curating and collecting of art, artists' biographies, introduction to art movement, and art in corporate settings. May be repeated for credit if content differs. Prerequisite: ARHS 2210.

**ARHS 2400 Indigenous Arts of the World (3)**
Surveys the arts of non-Western cultures; topics may include the arts of Africa, Oceania, or the pre-Columbian Americas. May be repeated for credit if content varies. Offered periodically.

**ARHS 2700 Introduction to Curatorial Studies (3)**
This course examines what it means to be a "curator" and the topics that are influencing current curatorial strategies. Emphasis will be placed on the study of active professionals referencing local, national, and international exhibitions. Field trips to art institutions will encourage developing links with gallery and museum curators; managers and directors; writers and critics. Required for the Certificate in Curatorial Studies. Offered periodically.

**ARHS 3010 Greek and Roman Art (3)**
Surveys the art and architecture of ancient Greece and the Roman Empire. Offered periodically.

**ARHS 3099 Independent Study (1–6)**
Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an
independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

ARHS 3110 Early Renaissance Art (3)
Follows the development of Renaissance art in Italy, from the late Medieval period through the fifteenth century. Topics include the rise of humanism, theories of vision, the introduction of printmaking, and the growth of artistic status and identity. Offered alternating years.

ARHS 3120 High and Late Renaissance Art (3)
Explores the arts of Italy, from the High Renaissance of Leonardo, Michelangelo, and Raphael, to the Mannerism of the mid-sixteenth century. Topics include the artist as intellectual, theory in art, and the rise of art history. Offered alternating years.

ARHS 3130 Northern Renaissance Art (3)
Explores the art of the Lowlands, France, and the German States from 1350–1550. Artists such as Van Eyck, Durer, Bosch, and Bruegel will be seen in the context of religious turmoil and discovery that brought Europe from the Middle Ages to the early modern world. Offered alternating years.

ARHS 3150 Baroque Art (3)
Surveys the art of the seventeenth century in Europe, with a focus on its international nature and as a response to intellectual and cultural forces such as the Counter-Reformation and the Scientific Revolution. Topics include the Academies, the artist as reformist/conformist, and the power of art. Offered alternating years.

ARHS 3210 Nineteenth-Century Art (3)
Tracing intellectual and cultural currents from the Enlightenment to the fin de siècle, this course will encompass Romanticism, Realism, Symbolism, and early Modernism in art. While the European viewpoint is dominant, we will also look at the contributions of American landscape painters in the nineteenth century. Offered alternating years.

ARHS 3250 Modern Art (3)
This course surveys European High Modern art and other Modernities of the early twentieth century through post-WWII developments to the neo-avant-garde. Concentrating on art as related to the important political forces of the time, the Russian Revolution, World Wars, the Great Depression, and Cold War policies, topics will include German Expressionism, Cubo-Futurism, Constructivism, Abstract Expressionism, Formalism, etc. Offered alternating years.

ARHS 3270 Contemporary Art I: Late-Twentieth-Century Art (3)
Focuses on mid- to late-twentieth-century art practices. Topics include the Academy, the artist as activist, and immediately new genres. Offered alternating years.

ARHS 3280 Contemporary Art II: Twenty-First-Century Art (3)
Continues course content from ARHS 3270.

ARHS 4600 Topics in Art History (3)
In-depth study of particular issues in the history and criticism/theory of art. Topics vary from semester to semester; e.g., performance art; history of prints; Renaissance visions of nature; Chinese landscape painting; the Japanese garden; Mughal architecture; art in the current decade. May be repeated for credit if content differs. Offered periodically. (previously ARHS 4350)

Prerequisites: ARHS 2200 and ARHS 2210. May be repeated for credit if content differs.

ARHS 4610 Reading Course (1-4)
Prerequisites: Permission of the instructor and filing of official form. May be repeated for credit.

ARHS 4700 Cultural Organizations: Structure and Theory (3)
Studies the environment, principles, and practices of cultural organizations. Considers cultural policy issues and introduces the history and structure of museums, collecting, and curation. Students will formulate a theoretical rationale and "found" their own organizations.

ARHS 4730 Art Theory and Criticism (3)
Art theory provides the terminology and theoretical basis necessary for the scholarly investigation and elucidation of specific works of art. This course considers the theoretical issues and related historical framework that come together in the critical interpretation of art. Contemporary approaches to art criticism are a major focus. Prerequisites: ARHS 2200 and ARHS 2210.

ARHS 4810 International Art Capstone (1)
This course is required for and only open to students ready to complete the Certificate in International Art Studies. Students write an essay that synthesizes their reading and course work on global art, culture, and history.

ARHS 4920 Senior Thesis (3)
A student, under the direction of a faculty mentor, researches, writes, and presents to the department a substantial project demonstrating the competencies acquired in the history of art. Normally offered in the spring semester. Required for graduation. Prerequisites: Senior standing and permission of the department.

** Course fulfills two skill areas
ART 1000 Introduction to Studio Art (3)
For those students (non-majors) who have not had formal experience in visual arts studio practice and would like to do some work in the visual arts; for those whose major interests are in other departments or programs but who wish to add another dimension to their experience and understanding of the visual arts. GCP Coding: (ARTS) (CRI)

ART 1010 Creative Strategies (3)
Examines the creative strategies of contemporary visual artists through selected reading, seminar-style discussions, and studio assignments in a variety of media and approaches. An emphasis is placed on critical thinking as students analyze, compare, and contrast problem-solving techniques employed by artists and adopt these strategies to self-defined tasks of creative activity.

ART 1110 Introduction to Drawing (3)
Open to all undergraduates and required of all Animation majors (SOC) and all studio art majors, except those receiving advanced placement upon admission. The main goal of this course is to gain confidence in drawing by strengthening the connection between eye and hand through observational drawing and learning basic techniques of visual measurement. By working with simple forms and settings, students will build a vocabulary of forms and a set of skills essential for any style of drawing. A final objective of ART 1110 is to reinforce basic concepts of design and composition through class critiques.

ART 1120 Principles of Drawing (3)
An observational drawing class that builds on the skills and concepts begun in Introduction to Drawing. It includes a more in-depth understanding of space through linear and atmospheric perspective as well as the use of light and shadow in composition. The introduction of symbolic or emblematic meaning in subjects should deepen each student's personal involvement with their artwork. A final objective of this course is to expand the variety of drawing media used by introducing students to ink or other water-based media. Prerequisites: ART 1110 or permission of the instructor. For theatre majors only.

ART 1130 Figure Drawing for Theatre Majors (2)
Focuses on the composition of the human form. Uses human anatomy as a basis for studying a particular model. Studies composition, overlap and volume, ground-image relationships, form and shape, action line and gesture through the use of single models and groups of figures. Outside class work involves exploration of media techniques and observation drawing exercises. By the end of the course the student is expected to create from imagination the correct human proportion. May be repeated for credit. Prerequisite: ART 1110 or permission of the instructor. For theatre majors only.

ART 2020 Studio Seminar (1-3)
For both art majors and non-majors. Examines the contemporary context in which today's student of art creates. Topics will vary. May be repeated for credit if content differs. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 2110 Figure Drawing (3)
Includes a study of human proportion and a limited introduction to the skeleton and surface muscles, but a greater emphasis is made on the observation of live models. Students also gain a more holistic understanding of the figure by drawing the models in motion and from memory. Presentations of contemporary and classical figure drawings reinforce the lessons from the model and illustrate a variety of approaches to the figure. Prerequisites: ART 1120. Students without portfolio admission to the department with permission of the chair.

ART 2120 Intermediate Drawing (3)
Involves the synthesis of skills and concepts learned in earlier observational drawing courses. For example, students might cast multiple figures into narrative settings of their own invention. Intermediate Drawing is a pivotal course where students explore alternatives to illusionistic perspective, such as hieratic composition and collage, to express content of personal and cultural significance. Students also explore color or non-traditional media to engage with contemporary issues in drawing. A final objective of this course is to build bridges between drawing and other media. Prerequisites: ART 2110. Students without portfolio admission to the department with permission of the chair.

ART 2130 Illustration (3)
An introduction to print and digital illustration as well as book illustration and graphic fiction; as such it is suited for students with majors in graphic design, animation or fine art and drawing. By looking at examples of renowned artists, students will become familiar with the functions and styles of illustrations. A series of studio projects in a variety of media are designed to strengthen skills essential to illustrators, such as clarity, spatial context, motion, time, and continuity in sequential drawing. Prerequisites: ART 1110 and ART 1120.

ART 2212 Art, Business, and Visual Culture (3)
Introduces the relationships between art and business and visual culture. Issues relating to the designing, making, commodification, and distribution of visual culture will be considered. Students will be familiarized with historical and contemporary models of patronage, sponsorship, and marketing of visual culture. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 2315 Sculpture I (3)
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 2410 Painting I (3)
Concentrates on the fundamentals of paint-handling skills. Most work is done in a series of exercises to develop formal pictorial principles to include: value, color, shape relationship, composition, and an understanding of archival supports. There is a strong emphasis to balance process with creative investigation in relationship to the history of painting and current art. Prerequisites: ART 1120 and DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 2530 Ceramics: Space (3)
Students focus on handbuilding with clay and on developing an individual approach to integrating ideas, materials, and processes. They experiment with a variety of surface and firing finishes with an emphasis in personal and cultural expression. The traditional, historical, and contemporary crossroads of ceramics are introduced. The potter’s wheel is minimally used. Prerequisites: ART 1010 and ART 1110. Students without portfolio admission to the department with permission of the chair.
ART 2540 Ceramics: Function (3)
Students use the potter's wheel as the forming process for making work. They experiment with a variety of surface and firing finishes with an emphasis in personal and cultural expression. The traditional, historical, and contemporary crossroads of ceramics are introduced. Handbuilding is minimally used. Prerequisites: ART 1010 and ART 1110. Students without portfolio admission to the department with permission of the chair.

ART 2610 Printmaking Concepts and Techniques (3)
Includes relief, intaglio, and planographic. Stresses familiarity with printmaking tools, materials, techniques, and the work of important printmakers. Prerequisites: ART 1120 and DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 2715 Fine Art Photography (3)
Introduces conceptual, historical, and practical bases of photography as used in art practice. Students begin to understand and interpret photographic imagery, practice critical thinking, and discover the possibility of camera-made and constructed images. Lectures introduce the work of noted photographers and the evolution of aesthetics and theory associated with the history of the medium, examining the impact that the photographic image exerts in contemporary art. Through demonstration and hands-on activity, students learn the technical skills needed to use a 35mm manual camera, processes black-and-white negatives, and make black-and-white prints. Prerequisites: ART 1010 and DESN 1210, or EPMD 1000, or permission of instructor. Students without portfolio admission to the department with permission of the chair.

ART 2720 Intermediate Photography (3)
Continues black-and-white photography. Increases the range and complexity of students' "photographic" vision, directing visual thinking toward a sophisticated photographic project, and extending knowledge of the history and theory of photographic representation. A variety of conceptual approaches and technical skills are also introduced. Students become proficient with camera use, exposure, film characteristics, print techniques, lighting, archival printing procedures, medium and large format cameras, and print finishing. Prerequisites: ART 2715 or PHOT 1000, or permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 2810 Video Art (3)
Explores video as a fine art medium. Students learn about the history and theory of experimental film and video art through lectures and screenings, and develop critical skills through practice-based assignments. Topics include camera techniques, tactics for on-camera image alteration, building custom camera rigs, non-linear editing, compositing, and special effects for making video-based artworks. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 2820 Sound and Noise Art (3)
Explores sound as a fine art medium. Through lectures and practice-based assignments, students learn about the history and theory of experimental music and sound art, and acquire the technical skills required for making sound and noise art. Topics include audio recording, multitrack audio editing, loop-based aural composition, radio art, sound as a sculptural medium, circuit-bending, and the fabrication of noise machines. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 2900 DADAH Critique (0)
A review of student progress by DADAH faculty. All studio majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen, this will occur in the Fall or Spring of their sophomore year. For transfer students, this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits.

ART 3050 Topics in Studio Art (3)
Intensive studies in specialized studio topics, which may include sections dealing with any of the department's studio areas. It may also include sections that extend studio options including: glass blowing, felt making, mural painting, and collaborative production. May be repeated for credit. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 3060 Text and Image (3)
Explores the ways in which text and image are used together successfully in art. Significant time is given to discussion of artists employing both text and image in their work. Students create work based on ideas and discussions in class. Critiques are held for each project, and the course culminates in an independent, student-directed work. Prerequisites: ART 1010 and DESN 1210, or permission of instructor. Student without portfolio admission to the department with permission of the chair.

ART 3099 Independent Study (1-6)
Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

ART 3110 Conceptual Drawing (3)
Explores students to alternatives to observation-based drawing. In this course, traditional representation becomes subordinate to image making for its conceptual or problem-solving potential. Students will be encouraged to expand the scope of drawing by working outside of the traditional frame or across a variety of media. Also integrates the studio with student interests in other departments of areas of study. Prerequisites: ART 2120, or permission of instructor. Students without portfolio admission to the department with permission of the chair.

ART 3120 Narrative Figure Drawing (3)
Students continue to develop their skills with live studies of the model. Unlike Beginning Figure Drawing, this course welcomes all approaches to the figure from the traditional to "stick-figures." The main objective here is to discover the reasons for using the figure and emphasize the content of the drawings. Consequently, students are encouraged to explore the environments surrounding the figures by working through a series of projects that include portraiture, sequential drawing, and cultural commentary. In addition to traditional drawing media, students may also explore color and alternative supports and materials. Prerequisites: ART 1120 and ART 2110. Students without portfolio admission to the department with permission of the chair.

ART 3140 Digital Drawing (3)
For any art student hoping to explore new media in drawing practice. While former experience with drawing software and digital technology may be useful, it is not required. Students may integrate digital drawing with traditional media in varying degrees. They are introduced to new technologies as they prove relevant to individually directed projects. The main goal of this class is to develop a bridge between new media and traditional drawing. Prerequisite: ART 1120.

ART 3150 Anatomy Studies (3)
Builds agility and versatility into students' narrative imagination through a focused study of artistic anatomy. Resources for 2-
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 experientials. Required for the Certificate in Art Therapy. Prerequisites: 18 credit hours of studio art and 6 credit hours of psychology.

ART 3320 Sculpture II (3)
Continues the development from ART 2315 with an increased focus on individual conceptual development while working on projects that deal both with the gallery setting and public spaces. Individual material exploration is encouraged and advanced fabrication techniques are taught. Prerequisites: ART 2315. Students without portfolio admission to the department with permission of the chair.

ART 3330 Sculpture Workshop (3)
Deals with advanced technologies and contemporary fabrication processes in sculpture. Course focus and processes taught varies per semester, but can include beginning 3-D digital rendering, CNC milling, 3-D printing, and foundry metal pouring as it applies to fine art production. Student may repeat this course for credit, depending on content. Prerequisites: ART 2315 and one ART or DESN studio course.

ART 3410 Intermediate Painting I (3)
Begins the process of exploring individual ideas and approaches. Emphasis is placed on subject matter and content. Attention is directed to assist each student to gain the paint-handling skills necessary to develop and express content. Prerequisites: ART 2410. Students without portfolio admission to the department with permission of the chair.

ART 3420 Intermediate Painting II (3)
Continues from ART 3410 Intermediate Painting I. Prerequisites: ART 3410. Students without portfolio admission to the department with permission of the chair.

ART 3530 Ceramics Studio (3)
Continues from ART 2530 or 2540. Students without portfolio admission to the department with permission of the chair.

ART 3540 Ceramics Materials and Technology (3)
This course focuses on clays, glaze calculation, and kiln theory. Through lectures and lab assignments, students learn the characteristics of clay and glaze materials and calculation. They learn about basic kiln types, fuels, and refractory materials. Students are encouraged to use their outcomes on personal work. Prerequisites: ART 2530 or ART 2540. Students without portfolio admission to the department with permission of the chair.

ART 3610 Printmaking: Silkscreen (3)
Explores traditional and new techniques, including photo silkscreen. Prerequisites: ART 1120 and DESN 1210. Students without portfolio admission to the department with permission of the chair.

ART 3620 Intaglio Printmaking (3)
Emphasizes the creation of intaglio prints. Encourages students to explore the processes and techniques available for their expressive potential. Includes the aesthetics of prints and the work of important printmakers. Prerequisites: ART 1120 and ART 2610. Students without portfolio admission to the department with permission of the chair.

ART 3630 Papermaking (3)
Deals with advanced technologies and contemporary fabrication processes in sculpture. Course focus and processes taught varies per semester, but can include beginning 3-D digital rendering, CNC milling, 3-D printing, and foundry metal pouring as it applies to fine art production. Students without portfolio admission to the department with permission of the chair.

ART 3650 Printmaking Workshop (3)
Continues the development from ART 2315 with an increased focus on individual conceptual development while working on projects that deal both with the gallery setting and public spaces. Individual material exploration is encouraged and advanced fabrication techniques are taught. Prerequisites: ART 2315. Students without portfolio admission to the department with permission of the chair.

ART 3680 Alternative Lithography (3)
Provides students with an introduction to the images, techniques, and historical information, and practical studio problems. As an art studio course, it should serve as a springboard to a wealth of creative options, the critical thinking, qualitative decision-making, and sequencing of information of value to students of various disciplines. May be repeated once for credit. Prerequisites: ART 1010 and ART 1120, or permission of instructor. Students without portfolio admission to the department with permission of the chair.

ART 3690 Book Arts (3)
Introduces many alternatives to the traditional stone lithography process. Students research, practice, and master a comprehensive survey of the tools, techniques, and conceptual implications of polyester plate, aluminum plate, and photo plate lithography, along with other various image-transfer processes. May be repeated once for credit. Prerequisites: ART 1120 and ART 2610 or permission of instructor. Students without portfolio admission to the department with permission of the chair.

ART 3730 Color Photographics (3)
Provides students with an introduction to the images, techniques, and history of color photography. Emphasis is placed on the growth of each student's aesthetic and critical abilities as it applies to color photography, technical control during shooting and printing, and understanding past and current aesthetic concerns in the field. Through work/review sessions, students are encouraged to evaluate their own ideas and judgments in the pursuit of a well-communicated photographic work. Among the topics to be covered are: learning to see in color; recognizing differences between color in the world and color in a photograph; the effects of changing light on color; and color that reinforces or contradicts the subject of a photograph. Prerequisites: ART 2715 and ART 2720, or PHOT 1000 and PHOT 2000, or permission of instructor.

ART 3750 Alternative Photography (3)
Provides students with an introduction to the images, techniques, and history of color photography. Emphasis is placed on the growth of each student's aesthetic and critical abilities as it applies to color photography, technical control during shooting and printing, and understanding past and current aesthetic concerns in the field. Through work/review sessions, students are encouraged to evaluate their own ideas and judgments in the pursuit of a well-communicated photographic work. Among the topics to be covered are: learning to see in color; recognizing differences between color in the world and color in a photograph; the effects of changing light on color; and color that reinforces or contradicts the subject of a photograph. Prerequisites: ART 2715 and ART 2720, or PHOT 1000 and PHOT 2000, or permission of instructor.
and photographic theories as they relate to studio practices. Students will learn to create images using alternative non-silver photographic processes including cyanotypes, Van Dyke Brown printing, the salted paper process, image transfers, cliché-verre, photograms, and a combination of mixed media. Emphasis is placed upon developing advanced concepts while promoting experimental strategies for creating and manipulating images. **Prerequisites:** ART 2715 and ART 2720, or PHOT 1000 and PHOT 2000, or permission of instructor.

**ART 3820 Performance Art (3)**
Examines performance art as an integral element in the development of the visual arts. Students challenge the traditional role of the art object by creating multimedia performance works that include the artist’s own body, the element of time, and audience participation. Particular emphasis is on contemporary performance art and its relationship to politics, media, and the performing arts. May be repeated for credit. **Prerequisites:** Junior status and permission of the instructor.

**ART 3830 Time Studio (3)**
Examines the concepts and processes involved in time-based art mediums. Study includes lectures, reading, and student production in several time-based media including moving images, sound, digital networks, and installations. Evaluation based on level of participation, critiques, and exams based on readings. May be repeated for credit. **Prerequisites:** ART 2810, or FTVP 1000, or permission of instructor. Junior standing. Students without portfolio admission to the department with permission of the chair.

**ART 3900 BFA Review (0)**
Becoming a Bachelor of Fine Arts (BFA) major is achieved by presenting a selection of work that demonstrates a studio specialization, technical facility, and conceptual sophistication. Students must enroll and pass this review one year prior to graduation. A passing grade is required for admission to the BFA program. **Prerequisites:** Senior status and a minimum of 12 credit hours in studio emphasis.

**ART 3910 Art for the Elementary Grades (3)**
Emphasizes the creative as well as cognitive development of children in the primary and middle grades. Students explore a variety of art media and develop projects for the elementary classroom that are sensitive to art as a tool for learning as well as visual expression. **Prerequisites:** ART 2900, EDUC 3150, EDUC 3155, and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

**ART 4020 Visual Arts Seminar (3)**
This seminar course investigates historical and contemporary concepts of art-making, concentrating on the individual development of the artists. It examines issues and practices that relate to managing an artist’s studio and career, including: both critical and proposal writing, documenting work, personal promotion and legal issues of the profession. This course emphasizes theoretical readings and critical inquiry regarding the individual’s art practice as it relates to issues of politics, identities, technology, commodity, etc. Required of all BFA and BA in Studio Art students, open as an elective to senior level art history and art education majors with permission of instructor. Offered Fall semesters. **Prerequisites:** Junior or senior standing, minimum 18 credit hours taken at Webster University, successful passing of Art Major Acceptance Review (ART 2900).

**ART 4050 Reading Course (1-4)**
Assigned readings on specific topics related to individual students’ interest and research. May be repeated for credit. **Prerequisites:** Permission of the instructor and filing of official form.

**ART 4110 Advanced Drawing (3-6)**
Open to all art majors who have completed ART 2120. It promotes individual directions in drawing, regardless of style or drawing media. All students are encouraged to strengthen the bridges between drawing and other media; for students pursuing an emphasis in Drawing, ART 4110 should be a platform for creating a cohesive body of work leading to the BFA exhibition. Throughout the semester, students are engaged with contemporary issues in drawing through discussions, critiques, and visits to regional galleries and museums. May be repeated twice for credit. **Prerequisites:** ART 2120. Students without portfolio admission to the department with permission of the chair.

**ART 4130 Illustration Portfolio (3)**
Illustration Portfolio will help students fine-tune their illustration techniques through a series of conceptual and problem solving projects. Students will build a professional portfolio while they learn about ways to market and brand their work for careers in Illustration.

**ART 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. Readings, a process journal, and a formal paper are required. Required for the Certificate in Art Therapy. **Prerequisites:** 18 credit hours of studio art and 6 credit hours of psychology.

**ART 4310 Advanced Sculpture (3)**
Further developing on ART 3310, students are expected to create a coherent body of work and produce more research in supports of their projects. Advanced material and fabrication techniques are covered depending on individual project needs in addition to presentations and critiques. May be repeated for credit. **Prerequisite:** ART 3320. Students without portfolio admission to the department with permission of the chair.

**ART 4410 Advanced Painting (3)**
Emphasizes the refinement of technical skills in direct correlation to conceptual development. Students are challenged to sharpen perceptual and intuitive skills, to practice critical thinking during regular progress critiques, practice written analysis, and work toward the preparation of a cohesive body of work. May be repeated for credit. **Prerequisites:** ART 3420. Students without portfolio admission to the department with permission of the chair.

**ART 4530 Ceramics: Special Studies (3)**
Students select a focus of individualized creative experimentation with the materials and techniques learned in earlier courses. Invention, imagination, experimentation, and risk-taking are valued approaches. Independent individual research is required. Emphasis is placed on developing a contemporary artist’s practice. May be repeated for credit. **Prerequisites:** ART 3530 (6 hours). Students without portfolio admission to the department with permission of the chair.

**ART 4540 Ceramics: Molds (3)**
The complex production of making molds is explored for use with vessels and sculpture. It allows students to design ware made for use, tiles for architecture and installation, and create multiples for sculptural and creative use. May be repeated for credit. **Prerequisites:** ART 3530 (3 hours). Students without portfolio admission to the department with permission of the chair.
ART 4630 Printmaking Studio (3)
Provides a workshop situation for students interested in advancing their printmaking knowledge and skills through the study and practice of advanced techniques, the growth and refinement of their own imagery, and creative options within the printmaking studio. May be repeated for credit. Prerequisites: 6 credit hours of printmaking. Students without portfolio admission to the department with permission of the chair.

ART 4710 Advanced Photography (3)
Allows students to strengthen their individual directions as photographers, while introducing them to a variety of new techniques and ideas. The primary function of this course is to allow the advanced student working time to identify personal interests, working trends, and/or alternative materials, which can be expanded into a personal, creative visual direction. Emphasis is placed on the growth of each student's aesthetic and critical abilities as it applies to photography, technical control during shooting and printing, the ability to fully realize an idea from beginning to end, and understand past and current aesthetic concerns in photography. May be repeated for credit. Prerequisites: 6 credit hours in photography, ART 2900, and permission of the instructor. Students without portfolio admission to the department with permission of the chair.

ART 4800 Practicum (1-6)
Practical professional experiences in art, design, or art history under the supervision of a practicing professional or within a functioning studio, gallery, or museum. Required for the Certificate in Curatorial Studies. Prerequisites: Advanced standing art or art history majors and permission of instructor.

ART 4810 Professional Internship in Art Therapy (3)
Practical professional experiences in art therapy under the supervision of a practicing professional. Required for the Certificate in Art Therapy. Prerequisite: ART 2900 and approval of the instructor.

ART 4910 BA Senior Overview/Exhibition (1)
Participation in the organization and planning of a representative group exhibition of BA studio emphasis candidates. Required for graduation. Prerequisites: Completion of departmental and University requirements.

ART 4920 Seminar in Visual Culture (Overview) (3)
The course structure, readings, and assignments are designed to stimulate an examination of concepts and theories that help one understand the production, circulation, and reception of contemporary cultural objects. They provide a common framework for class discussion and critique. Students also choose from a set of supplementary readings to engage these issues in greater depth and to follow up on their own areas of interest. Prerequisite: Students without portfolio admission to the department with permission of the chair.

ART 4930 Secondary Art Methods (3)
Prepares students to develop and present an art curriculum on the middle or secondary level through observation in various schools, workshops on curriculum planning and evaluation, and reading and discussion of current topics and trends. Prerequisites: Application for teacher certification, ART 2900, EDUC 3150, EDUC 3155 or 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:

1. Directed inquiry into individual research that is content driven. The result will be a significant written document in a style and format consistent with the student’s research goals.
2. Collaborate to arrange a public exhibition, consisting of work accomplished by each BFA candidate, in an appropriate “gallery” setting. BFA candidates will assume responsibility for making all planning and preparation for the installation and reception of the exhibition.
3. A digital portfolio of the BFA candidates work demonstrating relevant concepts and process in culmination of the BFA degree.

Prerequisites: ART 3900 and completion of art program requirements.

AUDI - Audio Production

**Course渲染two skill areas

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

| CRI | Critical Thinking |
| ETH | Ethical Reasoning |
| INTC | Intercultural Competence |
| OCOM | Oral Communication |
| WCOM | Written Communication |

AUDI 1000 Audio Production I for Non-Majors (3)
This course is intended for students not pursuing any further courses in audio production. The student examines the basics of audio recording, editing, sound mixing and special effects. The student is expected to work independently in the audio studio.

AUDI 1050 Introductory Topics in Audio (1-3)
Offered periodically to deal with topics in audio not covered by regularly offered courses. May be repeated for credit if content differs.

AUDI 1061 Steal This Music (3)
Through case study of controversies in the music industry, students learn about the cultures and institutions of music and the ethical considerations applied to creation, distribution, and consumption of music. Students learn to analyze both the context and the specifics of the ethical dilemmas facing music industry professionals, as well as the average person. Students learn to
Course Descriptions

advocate for ethical individual and societal responses to resolve or address these dilemmas. GCP Coding: (SSHB) (ETH)

AUDI 1062 Songs of Protest: Words and Music in the Struggle for Change (3)
This course will survey the development of the "protest song" from the 19th century to the beginning of the 21st. The course will take an interdisciplinary approach to explore the synergy of words and music into a powerful communication tool in the struggle for change. It is not a course in music history or composition. Students will examine examples of protest songs and consider the song's socio/political impact, the life of its composer/performer, the ethical values expressed, and the song's place in history. Songs from social struggles including slavery, racial equality, the rise of labor unions, LGBTQ rights and anti-war protests will form the core of the course content. Although the course will focus on the protest song in America, it will also touch on its global role in other countries such as South Africa and Russia. The central question to be considered is "how have songs been used as a tool to effect social and political change and have they been effective?"

Course work includes weekly lectures, reading and listening assignments; participation in a discussion group; and writing projects that focus on analysis of songs and their role in social struggles in America and beyond. Course may be repeated if content varies. Content for this course does not vary significantly from term to term. GCP Coding: (SSHB) (WCOM)

AUDI 1063 Introduction to Podcasting (3)
Through the examination and analysis of podcasts, students explore the contexts and contents of this communication medium from both historical and contemporary perspectives. Students will learn introductory production techniques and develop skills necessary for successful podcast creation and distribution. In this course, each student will individually create and release a series of podcasts.

AUDI 1064 Cinema Sound: From Talkies to THX (3)
Through the viewing and discussion of films, students learn about the technical history of film sound, and explore how the technologies available have changed directors' and sound engineers' creative choices, and ability to affect the overall experience, both historically and in contemporary film. Students will learn to analyze the soundtracks of film through discussion and independent viewing. Students will present their own analyses of the audio component of scenes from film, and use relevant content to develop and explore ideas regarding the aesthetic choices or the soundtrack.

AUDI 1100 Audio Production I for Majors (2)
Intended for audio production majors, audio production minors, and any student who intends to take more advanced audio classes. The course provides an introduction to the technology, techniques and science employed in audio production. Topics include transducers (microphones and loudspeakers), mixing console function and operation, gain structure, signal path, audio editing and hearing preservation. Prerequisites: EMPD 1000 or permission of instructor. Co-requisite: AUDI 1101.

AUDI 1101 Audio Production I Lab for Audio Majors (1)
This is an introductory practical course designed to accompany AUDI 1100. The course challenges students to apply the concepts learned in AUDI 1100 to hands-on production work. The student is expected to work independently and in small groups both in the audio studio and in the field. Course must be taken concurrently with AUDI 1100. Prerequisite: EMPD 1000 or permission of instructor. Co-Requisite: AUDI 1100.

AUDI 1200 Introduction to MIDI (3)
Students learn the basics of MIDI recording, note editing, parameter control, and creation of music written in the program Digital Performer. Students are expected to work independently in the MIDI studio.

AUDI 2000 Audio Production II (3)
Continues and expands the concepts and techniques presented in AUDI 1100 Audio Production I for Majors. Students learn advanced stereo audio production, both in the studio and on location. Prerequisite: AUDI 1100.

AUDI 2050 Audio Technology Practicum (3)
The student examines equipment layout and operation through practical exercises. Concepts are tested as the student incorporates skills from basic to advanced. Course must be taken concurrently with AUDI 2000. Prerequisite: AUDI 1100.

AUDI 2100 Radio Production (3)
The student explores the theoretical and practical elements of radio production and radio station operation. Topics include basic announcing, interviewing, tape and digital editing, news reading, production of station "promos" and commercials, radio programming/formats, FCC regulations, and audience research. Technical skills include the operation of standard broadcast equipment. Each student is expected to work independently in the radio studio. Prerequisite: AUDI 1000 or AUDI 1100 or permission of the instructor.

AUDI 2300 Pro Tools (3)
Students learn the basic principles of this industry standard digital audio workstation (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.

AUDI 3100 Audio Field Production for Visual Media (3)
Students enrolled in this course learn the basics of recording audio on location for visual media. This includes sound for film, video and interactive media. The course consists of both theory and hands-on assignments. Students will work on actual projects. Prerequisite: AUDI 2000.

AUDI 3150 Topics (1-3)
Offered periodically to deal with topics in audio not covered by regularly offered courses. May be repeated for credit if content differs. Prerequisite: May vary with topic.

AUDI 3200 Applied Audio Maintenance (3)
The objectives of this course are to teach the basic and intermediate repair, maintenance and troubleshooting principles and techniques for audio recording studio systems. Both hands-on training and lecture are used. Prerequisite: AUDI 2000.

AUDI 3300 Sound System Operation and Design (3)
The student analyzes the principles and applications of sound system design and operation. Topics include basic acoustics, loudspeaker coverage/alignment, power amplifiers, system interconnection, troubleshooting and operation of sound reinforcement systems. The course examines both permanent
and portable systems. The student demonstrates sound system design theory by mixing the "house sound" for specific events on campus when possible. Prerequisite: AUDI 2000.

AUDI 3400 Location Recording (3)
The student records a wide variety of concerts on location, including faculty and student performances. Projects are discussed in class, with an emphasis on the process of location recording. Discussion topics include microphone techniques, logistics and professionalism. May be repeated for credit if content varies. Prerequisite: AUDI 3000.

AUDI 3450 Analog Recording & Technology (3)
This course introduces the student to the world of analog audio recording, analog signal processing, direct-to-two-track and multitrack analog recording. The course combines technical material with hands-on experience, listening sessions, and discussion of the relationship between the technical and expressive realms. Prerequisite: AUDI 3000.

AUDI 3500 Digital Audio (3)
The student practices 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 3599 Independent Study (Juniors or Seniors) (1-12)
Independent Study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. Prerequisite: Filing of official form and permission of instructor.

AUDI 3600 MIDI Applications: Sequencing (3)
The student creates sound design projects and prepares content for presentation and distribution while practicing sequencing and sound synthesis. The student analyzes signal flow and configures a digital audio workstation comprised of MIDI, audio and computer networks. The student synchronizes sound to video, produces unique composite sounds and extends synthesis skills. Prerequisite: AUDI 1200 or permission of the instructor.

AUDI 3750 Inside the Box (3)
The student analyzes and explores the technical design of recording studio equipment: microphones, preamps, consoles, equalizers and the like. The course combines audio and electronic theory, audio design concepts, and hands-on work with electronic parts. Prerequisite: AUDI 2000.

AUDI 3900 Audio Aesthetics (3)
The student analyzes and discusses the aesthetics of recording techniques, sound design, reproduction principles and production philosophies as they relate to professional audio practice. A survey of recordings and aural experiences, both past and present, are employed to help the student define creative goals and to develop more effective critical listening, production, and communication skills. Prerequisite: AUDI 2000.

AUDI 3950 Technical Ear Training 1 (2)
This course will, through a sequence of specific interactive listening exercises, develop and improve the student's aural sensitivity to small changes in sound quality. The students will train to identify spectral variables in sound, develop a stable reference in sound quality and spectral content, and develop his or her set of skills for identifying and discriminating between the spectral characteristics of musical instruments. In addition to the 1-hour mentoring session each week, the student will be required to individually complete training assignments in the technical ear training lab, averaging 3 to 4 hours of training per week. Prerequisites: AUDI 2000 or permission of instructor.

AUDI 3960 Technical Ear Training 2 (2)
This course is the second in the sequence of technical ear training (TET) courses. The course builds on the timbral recognition and reference skills developed so far in TET. Topics include expanding to cover multiple concurrent filters and peak/dip differentiation. In addition to the 1-hour mentoring session each week, the student will be required to individually complete training assignments in the technical ear training lab, averaging 3 to 4 hours of training per week. Prerequisite: AUDI 3950.

AUDI 3970 Technical Ear Training 3 (2)
This course expands upon the first two semesters of technical ear training (TET). The course builds on the timbral recognition and reference skills developed so far in TET. Topics include expanding to cover multiple concurrent filters with multiple gain possibilities, very-low gain filters and 1/3-octave resolution with multiple filters. In addition to the 1-hour mentoring session each week, the student will be required to individually complete training assignments in either of the technical ear training lab, averaging 4 hours of training per week. Prerequisite: AUDI 3960.

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 4050 Professional Level Audio Production (3)
The student analyzes and discusses the craft of audio production, develops effective operational procedures, and incorporates those procedures into practice in the studio and the field. The student investigates the aesthetics of editing, creative sonic presentation, and resource management while demonstrating professional performance in the modern voiceover/ADR production environment. Prerequisites: AUDI 2000, AUDI 3000, AUDI 3900.

AUDI 4100 Advanced Audio Mixing (3)
The student practices and explores a variety of strategies and techniques used for mixing multiple styles of music. Prerequisite: AUDI 3000, AUDI 3500.

AUDI 4200 Jingles (3)
With a focus on achievement through collaboration, audio, advertising and marketing communications, public relations and composition students engage in practical process of creating, recording, mixing music and voice for public relations and advertising/marketing campaigns. The student analyzes the elements of a strong soundtrack, successful sound design and becomes versed in producing audio content for multi-tiered applications. Prerequisite: AUDI 3000 for audio production majors, none for other majors.

AUDI 4300 Advanced MIDI Applications: Film Scoring (3)
Students learn the technique of composing music for film and video. Includes discussion of synchronization, MIDI applications, postscoring, and film music aesthetics. Prerequisite: AUDI 3600 or permission of the instructor.
Course Descriptions

AUDI 4400 Audio Facility Management and Operations (3)
Students learn the inner workings of a recording studio business. Topics include booking time; establishing rates; hiring and firing; billing; equipment procurement; and relationships between owners, management and staff, maintenance, and engineers. Prerequisite: AUDI 2000.

AUDI 4500 Soundtracks for Visual Media (3)
Students learn advanced audio techniques as they relate to video and film production. Focuses on uses of sound in video and film production, and audio mixing for visual media. Students work with advanced video/film students on projects. Prerequisite: AUDI 3000.

AUDI 4610 Readings in Audio Production (3)
Prerequisites: Media major, junior or senior standing, filing of official form, and permission of the instructor. May be repeated for credit if content differs.

AUDI 4620 Senior Overview (3-6)
Provides an opportunity for seniors to demonstrate their proficiency in audio production. 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, filing of official form, and permission of the instructor.

AUDI 4700 Professional Development in Audio Production (3)
Students learn to prepare for careers in the field of audio. Topics include portfolio development and presentation; professional organizations; interviewing skills; and résumé preparation. Prerequisites: Audio production major AND senior standing.

AUDI 4800 Audio Engineering (3)
Students apply their knowledge of audio in a variety of recording settings. Students assume responsibility for the administration of the recording studio, including the maintenance, scheduling, and operation of the audio facility. Prerequisites: AUDI 3000 AND permission of instructor. May be repeated for credit.

AUDI 4850 Acoustics (3)
Students learn the principles of acoustics and their application to audio production. Topics include wavefront propagation, sound fields, small vs. large room acoustics, reflections, reverberation, noise, absorption, diffusion, isolation and subjective aesthetics. Measurement, visualization and rendering of the acoustical properties of several physical spaces and acoustical phenomena are incorporated. Prerequisite: AUDI 2000.

AUDI 4860 Psychoacoustics (3)
Students will learn about the relationship between the physical world and “what we hear,” as the course covers many of the fundamental elements involved in mapping objective to subjective audio parameters. Topics include physiology of the auditory system, the ear-brain mechanism, sound source localization, thresholds, masking and an introduction to psychophysics. Prerequisite: AUDI 2000.

AUDI 4900 Pro-Seminar in Music Recording (3)
Each student acts as a "second engineer," working with a nationally recognized recording engineer during the recording and mixing of a music album for commercial release. Each student assists in the recording, mixing, and editing of a master tape, which may take place on location or in the university's recording studio. The style of music to be recorded and the recording artists vary. The seminar consists of two stages: planning/recording and mixdown/mastering. May be repeated once for credit. Prerequisite: AUDI 4000 AND permission of the instructor.

BIOL - Biology

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

| Global Citizenship Program Skill Areas (...) | CRI | Critical Thinking |
| ETH | Ethical Reasoning |
| INTC | Intercultural Competence |
| OCOM | Oral Communication |
| WCOM | Written Communication |

** Course fulfills two skill areas

BIOL 1010 Human Biology (4)
The "biology" of humans is a study of the organization of the human body, how it works, and what the human needs to stay alive and reproduce. Throughout the course, the focus is on various topics of interest to the college student: e.g., fitness, stress, current discoveries, AIDS. Intended for non-majors. Laboratory is included. Offered in fall semester. GCP Coding: (PNW) (CRI)

BIOL 1020 Biology of Animals (3)
BIOL 1021 Biology of Animals: Lab (1)
Introduces the fascinating world of animals, from the tiny water flea to the elephant. Examines the challenges in their lives and the ways they meet them, including the search for food sources and shelter, reproduction, and internal stability. Laboratory required. BIOL 1020 and BIOL 1021 must be taken concurrently. Intended for non-majors. Offered in fall semester. GCP Coding for BIOL 1020: (PNW) (CRI)

BIOL 1030 Biology of Plants (3)
BIOL 1031 Biology of Plants: Lab (1)
Examines plant growth and development, from seed to flower. Plant diversity and ancient and modern uses will be studied, along with care of common garden and household plants. Laboratory required. BIOL 1030 and BIOL 1031 must be taken concurrently. Intended for non-majors. Offered in spring semester. GCP Coding for BIOL 1030: (PNW) (OCOM)
BIOL 1040 Human Genetics (3)
Introduces DNA, along with the structure and function of human chromosomes and how hereditary traits are passed on. Emphasis on new findings and technologies. Intended for non-majors. Laboratory included. Offered in spring semester. GCP Coding: (PNW) (ETH)

BIOL 1050 Biology of Disease (3)
This course focuses on the physiological changes associated with diseases of the major organ systems of the human body. Each system is presented from the perspective of the function of the organ system and how alterations in that organ system function lead to a lack of integration with other organ systems and untimely disease. GCP Coding: (PNW) (WCOM)

BIOL 1200 Stream Ecology (4)
This course is an in-depth study and experiential exploration of various freshwater aquatic habitats, as well as the interdisciplinary literature that is associated with each habitat and ecosystem. Pond, wetland, stream, river, and basin – each habitat is explored, studied, and experienced. Water chemistry, EPA standardized water testing, sampling and evaluating of aquatic invertebrates; analysis of water, watershed, and ecosystem health; reporting our findings to private and state agencies – these are all vital and important parts of this course. Students will be certified in Missouri Stream Team standards at the end of the course and will be able to start their own Stream Team. There will be multiple field trips, some overnight, to local and regional streams, rivers, and watersheds. Laboratory included.

BIOL 1318 Issues I Biology (1-3)
Deals with biological issues of general interest. May be repeated for credit if content differs. Prerequisite: May vary with section.

BIOL 1350 Phage Discovery (4)
This is the first semester of a year-long research-based course that immerses students in authentic and accessible research. Students will work toward finding new bacterial viruses and characterizing them. Students make significant contributions to the field of genomics as they learn how to think like scientists. Laboratory included. GCP Coding: (PNW) (CRI)

BIOL 1550 Essentials of Biology I (4)
BIOL 1551 Essentials of Biology I: Lab (1)
An introduction to basic principles of biochemistry, genetics, molecular biology, cellular biology, and evolution. Students will learn how to apply these basic principles to critically think about and communicate current scientific issues. Laboratory required. BIOL 1550 and BIOL 1551 must be taken concurrently. Limited to majors in the sciences or by permission of instructor. GCP Coding for BIOL 1550: (PNW) (CRI)

BIOL 1550 Essentials of Biology II (4)
BIOL 1551 Essentials of Biology II: Lab (1)
A survey of living organisms and ecology. Structure, function and biological processes will be covered. Laboratory required. BIOL 1550 and BIOL 1551 must be taken concurrently. Prerequisites: BIOL 1550. Limited to majors in the sciences or by permission of instructor.

BIOL 1580 Introduction to Computational Biology (3)
This course introduces students to the origin, rationale, and uses for biological datasets. Students become familiar with navigate public biological databases; learn how the various types of data inform biology, and work with biological data to perform analyses and learn the value of negative and positive controls. Students will use DNA analysis software programs and/or programming language at an introductory level. Offered in spring term. GCP Coding: (PNW) (ETH)

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. BIOL 1620 and BIOL 1621 must be taken concurrently. Offered only at Lutheran School of Nursing.

BIOL 2010 Evolution (3)
This course covers the development of evolutionary theory, examines the genetic basis of evolution, explores mechanisms of speciation and the construction of phylogeny, and studies various data that contribute to the current understanding of biological evolution that yields the present day diversity of life. Students perform an investigation on an evolutionary topic of choice, and present a critical analysis of the findings. Prerequisites: BIOL 1550 and BIOL 1560, or permission of instructor.

BIOL 2200 Biological Basis of Animal Behavior (3)
Presents the key processes that affect animal behavior (internal mechanisms, development, social interactions, ecology, and evolution) and their significance.

BIOL 2400 Zoology (3)
This course will delve into the evolutionary and ecological perspectives of the group of organisms we call “animals.” Structure function relationships, physiological processes, and the role animals play in our ecosystem will be explored. Prerequisites: BIOL 1550, BIOL 1551, BIOL 1560 and BIOL 1561.

BIOL 3010 Human Anatomy & Physiology (3)
BIOL 3011 Human Anatomy & Physiology I: Lab (1)
An upper division course designed for biology majors familiar with the general principles of biological and chemical sciences. Initial discussions involve the relationships between macromolecules, metabolism, cytology, and histology. This is followed by examinations of the integumentary system, skeletal system, muscular system, and nervous system. Homeostatic regulation is presented as a function of the nervous system. Laboratory sessions involve microscopic examinations of cells and tissues and bones. Laboratory required. BIOL 3010 and 3011 must be taken concurrently. Prerequisites: BIOL 1550, BIOL 1551 and CHEM 1100, CHEM 1101 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, and gastrointestinal systems. Labs will involve feline dissections of these systems and examination of the musculature. Labs can also involve viewing of dissected human cadavers. Laboratory required. BIOL 3020 and 3021 must be taken concurrently. Prerequisites: BIOL 3010 and BIOL 3011 or permission of instructor. Offered in spring semester.
Course Descriptions

**BIOL 3050 Genetics (3)**

This course establishes an understanding of genetic analyses in prokaryotic cells, eukaryotic systems and model organisms, with an emphasis on Mendelian genetics. Topics include transmission genetics, molecular genetics, and population genetics, with a focus on problem solving. Laboratory required. BIOL 3050 and BIOL 3051 must be taken concurrently. Offered in the spring semester. **Prerequisites:** BIOL 1550, BIOL 1551 and BIOL 1560, BIOL 1561, or permission of instructor.

**BIOL 3080 Cell Biology (3)**

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 spring semester.

**BIOL 3120 Microbiology (3)**

A study of bacteria, viruses, fungi, and protists with respect to microbial structure and function, growth, metabolism, pathogenesis, and methods of disinfection and sterilization. BIOL 3120 and BIOL 3121 must be taken concurrently. **Prerequisites:** CHEM 2100, BIOL 1550, BIOL 1560 or equivalent.

**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.

**BIOL 3200 Ecology (3)**

 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 rationale behind the methodology. **Prerequisites:** BIOL 1550, BIOL 1551, BIOL 1560, BIOL 1561, BIOL 3050 and BIOL 3051. Junior standing in BA biology or BS biological sciences or permissions of instructor.

**BIOL 3500 Biology and Society (3)**

Considers the interaction of culture and values with various medical and biological developments and the perceptions and use of these developments. May be repeated for credit if content differs. Does not count toward biology major. **Prerequisite:** Junior standing or permission of the instructor.

**BIOL 3600 Topics in Biology (1-4)**

Provides for in-depth analysis of issues and topics of specialized interest to advanced students in the life sciences. May be repeated for credit if content differs. **Prerequisite:** Junior standing or permission of the instructor.

**BIOL 3700 Plant Physiology (3)**

Plant physiology is the study of how plants function and grow. This course aims to broaden students' understanding of how physical, chemical, and biotic factors affect the life of a plant. Emphasis will be placed on water relations, metabolism, and regulation of plant growth and development. Students will be expected to read, present, and discuss research from current scientific articles about plant physiology. Laboratory required. BIOL 3700 must be taken concurrently with BIOL 3701. **Prerequisites:** BIOL 1560 and CHEM 1110, or permission of the instructor.

**BIOL 3800 Medical Terminology (3)**

Keeping up with current scientific knowledge requires reading the latest scientific publications. This journal club course will focus on a specific area of research and delve into recent progress made in this field. Students will gain an in-depth understanding of the principles, techniques, and context of the subject while developing their skills in oral communication. This course can be repeated for credit, as the topics and research papers will differ each time. However, the course can only count one time towards the major. **Prerequisites:** BIOL 1550 and BIOL 1560, or permission of the instructor.

**BIOL 4000 Methods in Molecular Biology (3)**

Provides hands-on training in basic techniques used in the analysis of genes at the molecular level. Techniques covered include manipulation of bacterial cloning vectors, restriction mapping, nucleic acid hybridization, PCR, and the use of computers to analyze DNA sequences. BIOL 4000 and BIOL 4001 must be taken concurrently. **Prerequisites:** BIOL 3080, BIOL 3081, CHEM 3100, CHEM 3101, or permission of instructor.

**BIOL 4030 Pathophysiology (3)**

Examines the development of disease processes within the cell, organs, systems, and throughout the body. Reviews body organs, systems, and homeostatic mechanisms in detail. Explains the factors that induce and perpetuate pathologic change or provide compensation. **Prerequisites:** Junior standing and CHEM 2110, or permission of instructor.

**BIOL 4050 Gene Expression (3)**

Reviews the structure and function of chromosomes, the regulation of gene expression, and the molecular basis of gene mutation. Special topics will include gene regulation during development, the genetic basis of cancer, and the use of transgenic model systems. **Prerequisites:** BIOL 3050, BIOL 3051, and BIOL 3080, or permission of instructor.

**BIOL 4100 Neurobiology (3-4)**

A general study of nervous systems, with special reference to the human. Relates structure to function. **Prerequisites:** BIOL 3010 or CHEM 2110 or equivalent, or permission of instructor.
BIOL 4210 Advanced Physiology I (3)
Course will include discussions of excitable tissues, cardiovascular system, renal function, respiratory system, and fluid/electrolyte/pH balance. Biology majors who take BIOL 4210 must also take BIOL 4220. Taught in first eight weeks of a semester. Prerequisites: BIOL 1620, BIOL 1621 or BIOL 3020, BIOL 3021 or permission of instructor.

BIOL 4220 Advanced Physiology II (3)
Course will include discussions of neuromuscular, endocrine, digestive, reproductive, and immune systems. Biology majors who take BIOL 4210 must also take BIOL 4220. Taught in second eight weeks of a semester. Prerequisites: BIOL 1620, BIOL 1621 or BIOL 3020, BIOL 3021 and BIOL 4210 or permission of instructor.

BIOL 4300 Immunology (3)
Provides the student with a detailed understanding of the mechanisms involved in protecting the body from infections and other potential sources of tissue damage. It examines the workings of the immune system and the interrelationships among its cell types. Prerequisite: BIOL 3080, or permission of instructor.

BIOL 4400 Research Methods (3)
Lecture and discussion of the research process from question formulation to planning, design, methodology analysis, and preparation of a research proposal. Prerequisites: BIOL 1550, BIOL 1560, BIOL 1561, BIOL 2010, BIOL 3050, BIOL 3051, CHEM 1100, CHEM 1101, CHEM 1110, CHEM 1111, CHEM 2100 and CHEM 2101. Senior status in BA biology or BS biological sciences, or permission of instructor.

BIOL 4420 Senior Thesis for BA in Biology (4)
Students working towards a BA in biology will enroll in this course to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up and oral presentation of research results at a formal meeting of faculty and peers. Student must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of instructor.

BIOL 4430 Senior Thesis for BS in Biological Sciences (4)
Students working towards a BS in biological sciences will enroll in this course to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up in publishable format. Research results will be presented at a formal meeting with faculty and peers. Student must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of instructor.

BIOL 4440 Senior Thesis for BS in Computational Biology (4)
Students working towards a BS in computational biology will enroll in this course to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up in publishable format. Research results will be presented at a formal meeting with faculty and peers. Students must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of instructor. BIOL 4050, and/or BIOL 4800 may be taken concurrently.

BIOL 4500 Virology (3)
Investigates the fundamental processes of viral evolution, classification, infection of host, pathogenesis, and viral replication. The use of viruses in biomedical research will be presented in order to understand the methodologies for the isolation, identification, and detection of viruses. Prerequisites: BIOL 3050, BIOL 3051, BIOL 3080, BIOL 3081, CHEM 3100, or permission of instructor.

BIOL 4600 Seminar in Biology (2)
For senior biology majors.

BIOL 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.

BIOL 4700 Independent Research in Biology I (1-4)
A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their chosen project. For BIOL 4700, the topic should have a primary basis in biology. Prerequisite: Permission of instructor. May be repeated once for credit if content differs. Also offered during the summer term.

BIOL 4710 Independent Research in Biology II (1-4)
A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For BIOL 4710, the topic should have a primary basis in biology. Prerequisite: Permission of instructor. May be repeated once for credit if content differs. Also offered during the summer term.

BIOL 4800 Computational Biology (4)
This course reinforces students' understanding of the uses for large biological datasets, with a focus on using simple scripts to manipulate and analyze data, and introduces the use of current programming language in data analysis. This is a combined lecture/lab experience in a computer classroom, where students participate to access, assess and perform computational analyses of biological datasets. Students navigate various public biological databases, analyze data, and discuss the statistical and/or biological significance of the results. Prerequisites: BIOL 1580, COSC 1560, BIOL 3050, and one of the following MATH 3610, STAT 3100, or MATH 3200, or permission from the instructor. Offered in the spring semester.

BUSN - Business

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<th>Knowledge Areas</th>
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<td>Social Systems &amp; Human Behavior</td>
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<td>Critical Thinking</td>
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Webster University 2018-2019 Undergraduate Studies Catalog 259
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 2100 Business Communications (3)
This course develops the communication abilities in the areas of business formats, presentations, formal presentation of business data, and oral communications related to business applications.

BUSN 2210 Personal Finance (3)
Studies principles of managing individual and family income, expenditures, and savings to meet present and future needs. Includes budgeting, investments, insurance, real estate, credit, and taxation.

BUSN 2750 Introduction to Statistics (3)
Studies the logic of empirical research and statistical tools: correlation 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 3500 Business and Global Issues (1)
The objective of this course is to connect business management to analyzing problems and situations considering a global perspective. It intends to demonstrate the importance of applying business competencies in dealing with global issues that affect the long-term viability of business such as global agreements, politics, geo-economics and culture. Prerequisites: ISTL 1000 or POLT 1050, and PHIL 2360 or PHIL 2110 or PHIL 2320.

BUSN 3710 Entrepreneurial Financial Management (3)
This course will focus on the process an entrepreneur goes through to produce, understand, interpret, and use basic financial information to start, manage, or grow their entrepreneurial organization. As an entrepreneur and small business owner, each decision you make has financial implications. Entrepreneurs must be able to generate and understand their financial information in order to evaluate their organization's financial performance, to communicate clearly with their employees, bankers, and stakeholders, as well as to incorporate financial information into their day-to-day operations and decision-making process.

BUSN 3750 Quantitative Methods (3)
This course introduces the student to the basics of decision making and common errors in decision making. It will also familiarize the student with a number of decision-making techniques that can be used on real-world problems as well as in other courses in the program. Prerequisites: ACCT 2025, ECON 2020, and BUSN 2750.

BUSN 3850 Enterprise Systems (3)
This course helps students understand enterprise systems in today's organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system, and the process of implementing enterprise systems to increase the overall success of the organization. In addition to emphasize the strategic role of enterprise systems in providing a platform for improved business operations and productivity, students also gain hands on experience with SAP systems. Prerequisites: ACCT 2025, ECON 2020, BUSN 2750, MNGT 2100, and FINC 3210.

BUSN 4100 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 4120 Integrated Business Processes and ERP (3)
This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students directly practice real business functions and transactions in an ERP system to gain hands on experience.

BUSN 4130 Global Supply Chain Management (3)
This course is designed to increase the understanding of the management of flows of materials/goods, information, and resources in a Global Logistics and Supply Chain (GLSC). The topics covered include supplier selection, procurement, production-outsourcing, transportation, warehousing, material handling, distribution, risk management, information and technology, financial management, sustainability, reverse logistics etc. in the context of global supply chain environment. Import/ export as well as third party logistics (3PL), documentation, customs procedures, government regulations, and free trade zones (FTZ) are also reviewed.

BUSN 4140 Configuration of ERP Systems (3)
Students will examine the configuration of ERP systems in organizations. Through the use of hands-on projects using an ERP system, students will explore the steps necessary to configure various business processes for the purpose of furthering the objectives of the organization. In addition, not only will students in this course become familiar with configuration, but their knowledge of the important business processes of organizations will also be reinforced. Prerequisites: ACCT 3800 or ACCT 4010 or BUSN 4120.

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.
BUSB 4500 Ethical Issues in Business (1)
This course examines the foundations of moral reasoning and the analysis of ethical issues that arise in a wide range of contemporary business practices, both domestically and globally. This course is designed to inform and stimulate thinking on ethical issues, corporate social responsibility and professional challenges encountered in business. Ethics is not meant to be a stand-alone topic, but should be integrated into all aspects of business. The course relates to issues in organizational behavior and management, strategy, marketing, accounting, operations and international business. **Prerequisite:** BUSN 3500.

BUSB 4610 Reading Course (1-4)
**Prerequisite:** Filing of an official form.

BUSB 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.

BUSB 4747 Sports Operations and Logistics (3)
Students will examine and learn (1) key aspects associated with the day-to-day operation of a professional sports team, (2) the basics associated with facility and event operations, (3) key aspects associated with the day-to-day operations of a major collegiate athletics program, (4) the essentials of sports law including contract law, (5) the essentials of sports media operations including TV, radio, and Internet productions, (6) key aspects of public relations in sports including use of social media in marketing and crisis resolution, and (7) focal elements of golf operations including TV, radio, and Internet productions, (6) key aspects of public relations in sports including use of social media in marketing and crisis resolution, and (7) focal elements of golf

BUSB 4950 Internship (1-6)
**Prerequisite:** Major in Business Department.

BUSB 4990 Business Policy (3)
This course focuses on providing students the opportunity to examine and learn (1) key aspects associated with the day-to-day operation of a professional sports team, (2) the basics associated with facility and event operations, (3) key aspects associated with the day-to-day operations of a major collegiate athletics program, (4) the essentials of sports law including contract law, (5) the essentials of sports media operations including TV, radio, and Internet productions, (6) key aspects of public relations in sports including use of social media in marketing and crisis resolution, and (7) focal elements of golf course operations and logistics including pricing strategies and maintenance. **Prerequisite:** ECON 3737 or instructor's approval.

BUSB 4950 Internship (1-6)
**Prerequisite:** Major in Business Department.

BUSB 4990 Business Policy (3)
This course focuses on providing students the opportunity to examine and learn (1) key aspects associated with the day-to-day operation of a professional sports team, (2) the basics associated with facility and event operations, (3) key aspects associated with the day-to-day operations of a major collegiate athletics program, (4) the essentials of sports law including contract law, (5) the essentials of sports media operations including TV, radio, and Internet productions, (6) key aspects of public relations in sports including use of social media in marketing and crisis resolution, and (7) focal elements of golf course operations and logistics including pricing strategies and maintenance. **Prerequisite:** ECON 3737 or instructor's approval.

**CHEM - Chemistry**

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**CHEM 1040 Applied Chemistry for Technology Based Business (3)**
Students will be taught basic principles in chemistry and apply that knowledge by analyzing chemical products used in industry and everyday life. They will be required to practice critical thinking through the analysis of business structures and how those organizations utilize chemical applications for product development. **GCP Coding:** (PNW) (CRI)

**CHEM 1050 Concepts in Chemistry (3)**
Concepts in Chemistry explores fundamental concepts within chemistry and will discuss issues that have a chemical basis. Included within the course are topics such as the scientific method, scientific measurements, laws of conservation, chemical bonding, chemical reactions, stoichiometry, acid-based chemistry, oxidation-reduction reactions, and food chemistry. The class will demonstrate how chemistry principles can be used to understand processes encountered in everyday life and the environment around us. **GCP Coding:** (PNW) (CRI)

**CHEM 1100 General Chemistry I (3)**
An introduction to the general principles of modern chemistry. The major topics discussed include atomic and molecular structure, chemical bonding, stoichiometry, gases, solutions, and thermochemistry. In addition, the important classes of solution-phase reactions (acid-base, precipitation, and oxidation-reduction) are also treated. Laboratory required. CHEM 1100 must be taken concurrently. **Prerequisites:** MATH 1430, College Algebra, concurrently or equivalent, or permission of instructor. Offered in fall semester.

**CHEM 1101 General Chemistry I: Lab (1)**
This course is taken in conjunction with CHEM 1100. Laboratory experiments focus on such topics as scientific measurement, chemical separations, chemical laws, stoichiometry, light absorption, and atomic and molecular structure. A variety of laboratory techniques are emphasized including volumetric, gravimetric and spectroscopic. Students will also utilize a number of chemical software packages. Concurrent registration in CHEM 1100 is required.

**CHEM 1110 General Chemistry II (3)**
A continuation of CHEM 1100. Major topics include kinetics, chemical equilibrium, electrochemistry, and the properties of solids, liquids, and solutions. Laboratory required. CHEM 1110 and CHEM 1111 must be taken concurrently. **Prerequisite:** CHEM 1100, or permission of instructor. Offered in spring semester.
Course Descriptions

CHEM 1111 General Chemistry II: Lab (1)
This course is taken in conjunction with CHEM 1110. Experimental topics include thermochemistry, chemical kinetics, acid-base equilibrium and redox titrations. These experiments employ a number of electronic instruments including spectrophotometers, pH meters and conductivity meters. Concurrent registration in CHEM 1110 is required.

CHEM 2100 Organic Chemistry I (3)
Organic Chemistry I is the study of the structure, nomenclature, properties, and reactions of hydrocarbons such as alkyl halides, alkenes, aldehydes, and alcohols. Additional topics include the mechanism of substitution and elimination reactions as well as the stereochemistry of organic molecules. CHEM 2100 and CHEM 2101 must be taken concurrently. Prerequisites: CHEM 1100, CHEM 1101, CHEM 1110, and CHEM 1111, or permission of instructor.

CHEM 2101 Organic Chemistry I: Lab (1)
A laboratory class that introduces techniques that are used in modern organic synthesis such as extraction, heating under reflux, filtration, and distillation. The complete synthesis, purification, and analysis of various functional organic molecules will be performed. CHEM 2100 and CHEM 2101 must be taken concurrently. Prerequisites: CHEM 1100, CHEM 1101, CHEM 1110, and CHEM 1111, or permission of instructor.

CHEM 2110 Organic Chemistry II (3)
Organic Chemistry II is a continuation of Organic Chemistry I with emphasis on the structure and reactivity of thiols, ethers, epoxides, ketones, aldehydes, amines, carboxylic acids, and aromatic hydrocarbons. Additional topics included structural determination of organic molecules by utilizing spectroscopic and spectrometric methods. CHEM 2110 and CHEM 2111 must be taken concurrently. Prerequisite: CHEM 2100 and CHEM 2101, or permission of instructor.

CHEM 2111 Organic Chemistry II: Lab (1)
A laboratory class that is centered around the synthesis, purification, and analysis of various aromatic compounds. Additional topics included the use of Infrared, Nuclear Magnetic Resonance, and Ultraviolet spectroscopy as a means of characterization of organic molecules. CHEM 2110 and CHEM 2111 must be taken concurrently. Prerequisites: CHEM 2100 and CHEM 2101, or permission of instructor.

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. CHEM 3110 and CHEM 3111 must be taken concurrently. Prerequisites: CHEM 2100 and CHEM 3100, 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 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 3300 Analytical Chemistry (3)
An introduction to the general principles of classical quantitative analysis. Topics include sample handling, data treatment, error analysis, standards and calibration, gravimetric, titrimetric and electrochemical methods. Laboratory required. CHEM 3300 and CHEM 3301 must be taken concurrently. Prerequisites: CHEM 1100, CHEM 1101, CHEM 1110, and CHEM 1111.

CHEM 3301 Analytical Chemistry: Lab (1)
An introduction to quantitative analytical laboratory techniques. Emphasis is placed on the development of the appropriate skills for precise chemical analysis. Experiments include gravimetric, electrochemical and a variety of titrimetric studies. Error propagation and data handling are also emphasized. CHEM 3300 and CHEM 3301 must be taken concurrently. Prerequisites: CHEM 1100, CHEM 1101, CHEM 1110, and CHEM 1111.

CHEM 3500 Physical Chemistry I (3)
This course focuses on the laws of thermodynamics and their application to a variety of chemical systems. Special emphasis is placed on chemical equilibrium and solution chemistry. Concurrent registration in CHEM 3501 is required. Prerequisites: MATH 1610 and MATH 1620, or permission of the instructor.

CHEM 3501 Physical Chemistry I: Lab (1)
Laboratory experiments focus on a variety of thermodynamic topics including heat capacities, reaction enthalpies and gas laws. Computer simulations are also employed to examine the molecular foundation for a number of chemical properties. Concurrent enrollment in CHEM 3500 is required.

CHEM 3510 Physical Chemistry II (3)
This course centers on quantum mechanics and its application to chemical systems. Topics include the general principles of quantum mechanics, the particle in a box, rigid rotor, harmonic oscillator, atoms, molecules, approximation methods, and spectroscopy. CHEM 3510 and CHEM 3511 must be taken concurrently. Prerequisites: MATH 1610 and MATH 1620, or permission of the instructor. Note that it is not necessary to take CHEM 3500 and CHEM 3501 prior to taking this course.

CHEM 3511 Physical Chemistry II: Lab (1)
This course illustrates and explores in more detail topics covered in CHEM 3510. Significant emphasis is given to spectroscopic methods including atomic emission, ultraviolet-visible absorption and infrared absorption. In addition, extensive use is made of computational methods including electronic structure calculations. Concurrent enrollment in CHEM 3510 is required.

CHEM 3600 Topics in Chemistry (1-4)
Provides for an in-depth analysis of issues and topics of specialized interest to advanced students in chemistry-related topics. May be repeated for credit if content differs. Prerequisite: Junior standing or permission of the instructor.

CHEM 3700 Fluorescence (3)
CHEM 3701 Fluorescence: Lab (1)
Studies the molecular aspects of the interactions between visible light and matter with an emphasis on the phenomenon of fluorescence. Topics covered include: absorption, scattering, and emission of light; sources of color in nature; chemical structure of
CHEM 4100 Inorganic Chemistry (3)
Introduction to modern chemistry that will emphasize how structure and bonding relate to the chemical and physical properties of compounds. Sections on acid-base, oxidation-reduction, solid state, and transition metal chemistry will be discussed. Prerequisite: CHEM 1100, CHEM 1101, CHEM 1110, and CHEM 1111, or permission of instructor.

CHEM 4300 Instrumental Analysis (3)
An introduction to the general principles of modern instrumental analysis. Topics include basic electronics, signal and noise processing and the components of scientific instruments. A variety of spectroscopic techniques will be included such as ultraviolet, infrared, NMR, atomic absorbance and mass spectroscopy. Chromatographic techniques will also be addressed. CHEM 4300 and CHEM 4301 must be taken concurrently. Prerequisite: CHEM 3300 and CHEM 3301.

CHEM 4301 Instrumental Analysis: Lab (1)
This course provides the student with hands on experience with a variety of modern chemical instruments. Measurements are performed on a number of chemical systems using ultraviolet-visible, infrared, nmr, fluorescence, HPLC and various other instruments. CHEM 4300 and CHEM 4301 must be taken concurrently. Prerequisite: CHEM 3300 and CHEM 3301.

CHEM 4400 Research Methods (3)
Provides students with a thorough examination of the research process from hypothesis formulation to planning, design, methodology, and analysis of experimental data and preparing the data for publication.

CHEM 4430 Bachelor of Science Senior Thesis (4)
Students working towards a bachelor of science in chemistry will enroll to complete their senior research project in the laboratory. Completion of the project will culminate with a scientific paper and oral presentation of research results at a formal lecture to faculty and peers. Prerequisite: BIOL 4400 or CHEM 4400.

CHEM 4610 Reading Course (1-3)
Prerequisite: Permission of the department chair and filing of the official form. May be repeated for credit if content differs.

CHEM 4700 Independent Research in Chemistry I (1-4)
A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their chosen project. For CHEM 4700, the topic should have a primary basis in chemistry. Prerequisite: Permission of instructor. May be repeated once for credit if content differs. Also offered during the summer term.

CHEM 4710 Independent Research in Chemistry II (1-4)
A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For CHEM 4710, the topic should have a primary basis in chemistry. Prerequisite: Permission of instructor. May be repeated once for credit if content differs. Also offered during the summer term.
Course Descriptions

COAP 2100 Web Technology Principles (3)
This course will focus on the core technologies students need to know in order to start designing professional Web pages. The course will cover basic Web development principles and serve as an introduction to the technologies required in client-side Web design and programming concepts and practices. Prerequisite: COAP 2000 or HTML proficiency.

COAP 2110 Web Animation (3)
This course covers animation techniques used in the creation of Web pages. Students will use a current animation tool for Web page design and Animation development. Prerequisite: COAP 2000 (or concurrently) or HTML proficiency.

COAP 2120 Web Editors (3)
In this course students will learn how to build, maintain, and support a website using various web editing tools. Topics will include incorporating traditional page components including video and social media, creating flexible layouts, and publishing to a web server. Students will also follow a defined web design process of planning, design, development, launch, and post-launch. Prerequisite: COAP 2000 or XHTML proficiency.

COAP 2130 Web Scripting (3)
This course teaches Web scripting and programming techniques needed to develop dynamic Web pages and interactive Web sites. Students will learn how to use a client-side scripting language such as JavaScript to work with well-formed Web pages. Basic scripting language concepts such as functions, arrays and object-oriented programming are covered and applied. Prerequisite: COAP 2000 or XHTML proficiency.

COAP 2145 Web Usability (3)
This course introduces students to the field of web usability. Students will learn how to design usable websites based on human-centered design principles. Students will also learn how to make sites accessible. Prerequisite: COAP 2000 or HTML proficiency.

COAP 2150 Design Principles I (3)
This course covers the agile development process for the creation of successful responsive websites. Students will learn the basics of information architecture, methods of website navigation, the creation of user personas, and other artifacts common in the design process. Students will also be introduced to SEO principles. Prerequisites: COAP 2000 or HTML proficiency and COAP 2145.

COAP 2160 Advanced Web Animation (3)
This course is a study of Web publishing with an emphasis on mastery of animation using Flash and the internal scripting capabilities of Flash. ActionScript. Animation on Web sites will be studied via splash opening home pages, animated navigation graphics, and interactive animations developed as the primary content of Web sites. Students will learn the basic commands, functions, and operators used in ActionScript, building on their introductory knowledge of Flash to work with code that extends the boundaries of Flash's built-in tools, objects and properties. Prerequisites: COAP 2000, COAP 2110 and COAP 2130.

COAP 2180 Introduction to XML (3)
This course is designed to introduce students to the building blocks of XML, a markup language that is used to structure documents for delivery on the Web. Students will learn how to structure data with XML, how to validate data with data type definitions (DTDs) and schemas, and how to create and apply namespaces. Students will also learn how to create both CSS and XSLT style sheets to display the XML documents. Prerequisite: COAP 2000 or HTML proficiency.

COAP 2190 Mobile Web Design (3)
Students in this course will be introduced to the design concepts associated with mobile websites. Students will be introduced to the technologies necessary for programming the mobile web. Students will learn how to design and implement website(s) that are de-signed specifically for mobile devices. Prerequisite: COAP 2000.

COAP 2550 Database Software (3)
Students learn to use a commercial database software package. In addition to the commands and uses of the software, this course emphasizes the principles and concepts involved in developing a database.

COAP 2560 Electronic Spreadsheet (3)
Students learn to use a commercial spreadsheet software package. In addition to the commands and uses of the software, this course emphasizes the principles and concepts involved in designing spreadsheets.

COAP 3000 Advanced Web Scripting (3)
This course provides students with a comprehensive understanding of topics in HTML, XHTML and dynamic HTML (DHTML). Students will learn and apply advanced concepts in DHTML to expand their knowledge and skills in creating dynamic and interactive Web pages and sites. This course discusses the structure of Dynamic HTML and emphasizes the main areas of innovation in Web development technology. Prerequisite: COAP 2130.

COAP 3010 Advanced Applications Topics (3)
Covers a variety of computer applications topics appropriate for students with considerable computer experience. May be repeated for credit if content differs. Prerequisites: Vary by topic.

COAP 3030 Computer Applications in Nursing (3)
This course is designed for students with little or no computer experience. The course provides a thorough introduction to the basic terms and concepts of nursing informatics. Nursing students will learn to use computers and information management strategies in their practice and make informed choices related to software/hardware selection and implementation. They will also study the tools and techniques of selected common software packages, various methods of electronic research, and the use of word processing to do research papers which adhere to official formatting standards. Prerequisite: Acceptance into BSN or MSN program.

COAP 3110 Interactive Site Development (3)
This course provides an introduction to Web site development and server-side programming technologies. Students will learn how to integrate server technologies to produce Web applications that not only interact with users, but also integrate other computer applications. It is designed for students who want to create and maintain Web pages as well as manipulate database information. Students will learn how to incorporate database in their Web sites, as well as how to update and query those databases. Prerequisite: COAP 3100.

COAP 3120 Cascading Style Sheets (CSS) (3)
This course covers the styling of web pages as defined in the latest CSS specification. Students will develop style sheets in real-world exercises and master the skills to create effective style sheets for the web. Prerequisite: COAP 2000 or permission of instructor.
CONS 3010 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.

CONS 1010 Conservatory I (8)

Continues CONS 1020. **Prerequisite:** CONS 1020.

CONS 3010 Conservatory I (8)

Approaches 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.

CONS 1020 Conservatory II (6-8)

Continues CONS 1020 and additional classes and production assignments according to individual program and development. Auditions and portfolio reviews are scheduled. **Prerequisite:** CONS 1020.

CONS 2010 Conservatory II (6-8)

Performance: Continues CONS 2010 and continues development of vocal instrument. **Prerequisite:** CONS 2010.

CONS 2020 Conservatory III (6-10)

Students begin first-level classes and production assignments according to skills and utilizes them to support those activities in their areas of emphasis, with additional courses and production assignments according to individual program and development. Portfolio review each semester. **Prerequisite:** CONS 1020.

CONS 3020 Conservatory III (6-10)

Continues CONS 3010. **Prerequisite:** CONS 3010.

Stage Management: Introduces entering students to drafting, technical production and staff management problems. Seminar studies theatre organization. Assigns production activities according to skills and utilizes them to support those activities reviewed in stage management seminar. **Prerequisite:** Acceptance by interview.

Design and Technical Production: The department offers emphasis in scene design, scene painting, costume design, lighting design, sound design, technical direction, costume construction and wig and makeup design, which have individual programs for the four years of Conservatory study.

In the first year all areas of emphasis share the same curriculum, which aims to develop foundation skills in drafting, scenography, technical production, visual history and text analysis. Portfolio review at the end of each semester. **Prerequisite:** Acceptance by portfolio.

CONS 1010 Conservatory I (8)

Prerequisite: Acceptance by audition.

CONS 2010 Conservatory II (6-8)

Prerequisite: CONS 1020.

CONS 2020 Conservatory III (6-10)

Prerequisite: CONS 2010.

CONS 3010 Conservatory III (6-10)

Prerequisite: CONS 3010.

Design and Technical Production: The department offers emphasis in scene design, scene painting, costume design, lighting design, sound design, technical direction, costume construction and wig and makeup design, which have individual programs for the four years of Conservatory study.

In the first year all areas of emphasis share the same curriculum, which aims to develop foundation skills in drafting, scenography, technical production, visual history and text analysis. Portfolio review at the end of each semester. **Prerequisite:** Acceptance by portfolio.

CONS 1010 Conservatory I (8)

Course Descriptions
Course Descriptions

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

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COSC 1520 Computer Programming Concepts (3)
Students will learn the basic concepts of computer programming. At the end of this course, students will be able to plan, code, and run simple computer programs. This course is intended for non-computer science (COSC) majors.

COSC 1540 Emerging Technologies (3)
This course introduces general concepts and vocabulary of information systems. It also addresses the issues and impact of powerful information tools.

COSC 1550 Computer Programming I (3)
Introduces students to the C++ language in order to teach programming as a systematic discipline and as a problem-solving tool. Acquaints students with fundamental concepts of computers, information processing, algorithms, and programs. 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.

COSC 2070 Introduction to Mobile Technology (3)
This course studies the fundamentals of mobile technology. It focuses on emerging mobile technology, the potential of the mobile application market, and the technological and marketing challenges that make mobile applications difficult to commercialize. This course will also discuss the various tools available to build powerful mobile applications.

COSC 2110 Computer Languages (3)
Investigates different computer languages, offered under different subtitles. May be repeated for credit if content differs.

COSC 2610 Operating Systems (3)
An overview of the concepts and theories of operating systems. Examines the major components found in all operating systems including the memory, process manager, and device and file managers. 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 Network Principles (3)
This course is an introduction to computer networks and covers wired, wireless and Internet architectures. Students will gain an understanding of network terminology and the various related technologies and protocols. The course provides an analysis of the current and future trends in networking technologies and services and includes an overview of the industry and associated management and strategy issues. **Prerequisite:** COSC 1550 or permission of department.

COSC 2710 Social Engineering and Society (3)
This course provides the student with current information defining the many methods of deception hackers use in order to gather information with the intent of executing identity theft, fraud, or gaining computer system access; discusses activities toward preventing social engineering threats ranging from elicitation, pretexting, influence and manipulation. The elements of social engineering are presented, discussed and explained by using real-world examples, and the science behind them to unravel the mystery in social engineering.

This course also explores technological, social and philosophical issues to include the ramifications of automation, the ethical obligations of computer specialists, and the threats to privacy that come with increased computerization. Combining the criminal-centric role of social engineering with the ethical, legal and moral impacts of technology upon individuals results in a course that provides the student a comprehensive overview of the challenges, threats and issues of everyday life in the digital age.

COSC 2810 Systems Analysis and Design (3)
Covers the basic concepts involved in systems analysis, including effective communication, analysis tools, and phases of the systems development life cycle. **Prerequisite:** COSC 1550 or permission of department.

COSC 3050 Data Structures I (3)
Studies the design and implementation of the most common algorithms associated with the basic data types and with some elementary data structures using C++. The relationship of algorithm design to problem solving in general is studied. The course also covers algorithms to improve the robustness and user friendliness of programs. **Prerequisite:** COSC 1560 with a grade of B- or better.

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 3230 Human-Computer Interaction (3)
Human-computer interaction (HCI) is a field of study that focuses on designing the interactions between humans and computer systems and software. Students in this course will be introduced to user-centered design concepts and how these activities fit into the software development process. Students will also be introduced to usability testing, interactive technologies, and human factors and security. **Prerequisites:** COSC 1560 and COSC 2810.

COSC 3340 Mobile Computing I (3)
This course will study the leading-edge mobile computing technologies for professional software developers. The course will be hands-on and project-based. The central focus of the course is to enable the understanding and critical evaluation of mobile applications. **Prerequisites:** COSC 1560 and COSC 2070.

COSC 3350 Mobile Computing II (3)
This course will study the leading-edge mobile development technologies for professional software developers. The course will be hands-on and project-based. In addition to mobile development, this course will focus on more advanced mobile computing techniques and mobile application development schemes. The central focus of the course is to further enhance the knowledge and critical evaluation of mobile applications and the mobile development process. **Prerequisite:** COSC 3340.

COSC 3410 Computer Security (3)
Students in this course will study the techniques for protecting data within a computer and protecting data as it moves through a network. Data and system security and reliability will be considered in a distributed environment. Topics will include encryption, authentication and digital signatures, threats to the computer system, and system reliability. **Prerequisites:** COSC 1560 and junior standing.

COSC 3500 IT Project Management (3)
This course provides students a holistic and integrative view of project management. The course covers concepts and skills that are used by IT professionals to propose, plan, secure resources, budget, and lead IT project teams to a successful completion of their projects. **Prerequisites:** COSC 1560 and junior standing.

COSC 3510 Computer Architecture (3)
This course will explore the concept of the modern computer based on layers of virtual machines. While computers may become quite complex, they may be more easily understood as virtual machines that perform a well-defined set of functions. **Prerequisites:** COSC 1560, COSC 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, COSC 1570, COSC 2810, and junior standing.

COSC 3660 Network Concepts (3)
Explores the basic concepts of computer networks. This course examines and compares network topologies, protocols, and national and international standards. It examines the similarities and differences in local area networks and wide area networks. **Prerequisites:** COSC 1560 and junior standing.

COSC 3750 Decision Support Systems Concepts (3)
This course covers the basic concepts in Decision Support Systems. The course introduces data warehousing and data mining and explains their role in the decision making process. **Prerequisites:** COSC 1560 and junior standing.
Course Descriptions

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, 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, junior standing and permission of the department.

COSC 4110 Database Concepts (3)
Students in this course will study database design using the relational model and the Entity-Relationship model. Students will study and use the SQL query language. Database design considerations will include data integrity, relational integrity, redundancy, and security. Students will develop a logical design for a database that will be implemented in COSC 4120. Prerequisites: COSC 1560, COSC 2810 and junior standing.

COSC 4120 Database Applications (3)
Continuation of COSC 4110. Students develop the logical design from COSC 4110 into a complete computer application with documentation. Focuses on specific applications that are important in a variety of computer information systems. Applications are examined from the perspective of user needs and program design. Students study program design using a database management system. Prerequisite: COSC 4110.

COSC 4250 Object-Oriented Analysis and Design (3)
Designed to teach the student the fundamentals of object-oriented software analysis and design. Presents the theoretical aspects of object-oriented software design but focuses on the practical issues surrounding object-oriented software analysis and design and the format of the design process as it exists in an industrial setting. The student gains experience in the design aspect of the systems development life cycle. Prerequisites: COSC 2810 and COSC 3100.

COSC 4260 Object-Oriented Programming (3)
Continuation of COSC 4250 using C++. Prerequisite: COSC 4250.

COSC 4510 Mobile Development I (3)
This course aims to provide a greater depth of knowledge in mobile device computing. Topics include available tools, mobile development paradigms, device limitations, mobile app feasibility and economics, and future trends. Prerequisite: COSC 3350.

COSC 4520 Mobile Development II (3)
This course studies mobile development from three perspectives: mobile technology, application development, and user interaction. The course first overviews various mobile applications, technologies and wireless communication. Next, students will learn about common paradigms in mobile development, such as computing in an environment with limited resources. Lastly, the course will study some current research in mobile development. Prerequisite: COSC 4510.

COSC 4810 Information Systems I (3)
Using systems analysis and design techniques, students look at the software and hardware requirements needed to create an information system. Prerequisites: COSC 1560, COSC 2810 and junior standing.

COSC 4820 Information Systems II (3)
Continuation of Information Systems I, with emphasis on solving an organization's information system problems. This course provides the opportunity to apply the theory in a substantial project. Prerequisite: COSC 4810.

COSC 4910 Senior Overview (3)
Prerequisites: COSC 1560, senior standing and permission of the department.

CRIM - Criminology

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** Course fulfills two skill areas

CRIM 1100 Introduction to Criminology and Criminal Justice (3)
This course will introduce students to criminology and the criminal justice system. The course will cover a wide range of criminological topics, including descriptions of crimes and criminals, the major elements and functions of the criminal justice system, and explanations of criminal behavior and ways of reducing crime. The course is taught from a sociological perspective and, as such, will examine the aspects of crime, law, and justice that reflect social institutions; display the functioning (or dys-functioning) of social systems; and examine how social factors, such as population demographics, ecological factors, questions of deviance, power, and social forces impact and alter our understandings of crime and how we structure our criminal justice system. In addition, we will explore a number of topical issues that are currently of great interest to criminologists, with an eye toward debating the relative merits and deficits of how the
public, policy makers, researchers, and media outlets present and attempt to resolve these issues. **GCP Coding:** (SSHB) (OCOM)

**CRIM 1800 Careers in Criminology and Crime Prevention (1)**

Provides students with career information for the subfields of criminology such as national and international security, business, government, the military, the criminal justice system, or law. Students are given guidance on how to search for and apply to graduate programs and internships, create personal statements, develop a résumé, and find jobs within the field of criminology.

**CRIM 2000 Issues in Criminology (3)**

Introductory level course designed to provide a brief, intensive overview of specific areas of contemporary criminology. Uses a number of approaches to explore how criminology principles are applied to a specific topic or area of interest. Topics vary each semester. May be repeated for credit if content differs.

**CRIM 2200 Introduction to Forensic Science (3)**

Forensic science has become a staple of modern law enforcement, and this course introduces students to some of the more common methods and techniques used by forensic scientists to identify trace evidence left behind at a scene. We will focus on using the scientific method and how to gather, analyze, and report on physical evidence. A variety of techniques will be explored, including but not limited to fingerprinting, firearms residue, human remain identifications, chemical trace analysis, and proper crime scene management. **Prerequisite:** CRIM 1100.

**CRIM 2250 Introduction to Crime Control Systems (3)**

A survey of current theory and practices of the various institutions (police, courts, corrections) that constitute the foundation of the criminal justice system, including an examination of the problems and adequacy of the system, and a comparison to international crime systems.

**CRIM 2450 Victimology (3)**

Takes a scientific approach to the study of victimization, including the relationship between the victims and the offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions such as the media, businesses, and social movements.

**CRIM 3000 Topics in Criminology (3)**

In-depth study of a specific area or issue in criminology. Topics vary each semester. May be repeated for credit if content differs.

**CRIM 3250 Police and Policing (3)**

Explores the institution of modern policing from a social scientific perspective, including the history and development of social control agencies and the role of social control agents in society. Examines modern trends in policing such as unionization, Constitutional rights, policing practices and techniques, and the organization of modern police departments.

**CRIM 3300 Criminology Theory (3)**

Analyzes sociological perspectives on criminology, criminal justice, and juvenile delinquency. Course addresses the nature and extent of crime nationally and internationally, evaluating the strengths and limitations of criminological theories developed to explain crime.

**CRIM 3350 Gang and Small Group Deviance (3)**

This course focuses on how groups like gangs can become deviant and engage in collective criminal activity. We primarily examine four topics -- social influence, social control, collective identity, and in-group dynamics -- playing particular attention to race, adolescence, gender, and street gang membership nationally, internationally, and trans-nationally.

**CRIM 3500 Criminal Procedure and the Constitution (3)**

This course examines the relationship between the US Constitution and criminal law. Particular attention is paid to the Constitution plays in routine police activity such as traffic stops and the search of suspects. Additionally we examine how Constitutional Laws affect such areas as the gathering of evidence, pre-trial preparations, the rights of the accused, and the punishments available to the criminal justice system. Students will gain a firm foundation in how Constitutional principles undergird modern law enforcement, legal, and corrections paradigms.

**CRIM 3610 Independent Reading Course (1-5)**

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the department faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for criminology majors. May be repeated for credit if content differs.

**CRIM 3750 GIS and Crime Mapping (3)**

An introduction to the methods and application of computer aided mapping (primarily Geographic Information Systems) to analyze and interpret patterns and ecological trends in national and international crime data.

**CRIM 3875 Criminology Lab (1-3)**

Lab is designed to complement a 3000-level course, allowing the instructor and student to work collaboratively towards development of a course-related project. May be repeated for credit if content differs.

**CRIM 4000 Advanced Studies in Criminology (3)**

An advanced, in-depth analysis of a specific area or issue in a Criminology topic, leading to an independent research project. May be repeated for credit if content differs.

**CRIM 4250 Corrections in Prisons (3)**

Intended for majors. May be repeated for credit if content differs.

**CRIM 4250 Corrections in Prisons (3)**

This course will present basic theoretical constructs about the correctional experience and reentry, with special emphasis on evidence-based practices. This course explores historical and emerging developments in the correctional field, analyzing the strengths and weaknesses of correctional systems and the social environment within correctional institutions.

**CRIM 4610 Independent Reading Course (1-5)**

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs.

**CRIM 4875 Advanced Criminology Lab (1-3)**

Lab is designed to complement a 4000-level course, allowing the instructor and student to work collaboratively towards the development of a course related project. May be repeated for credit if content differs.

**CRIM 4900 Senior Capstone in Criminology (3)**

This course provides a culminating experience for criminology majors, allowing students to synthesize and apply criminological knowledge in preparation for a career. Students will use their criminology skills and knowledge to become familiar with the
CSIS - Computer Information Systems

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**Course fulfills two skill areas**

CSIS 1500 Introduction to Business Technologies (3)

Business organizations operate in competitive environments and constantly redefine their business strategies to create competitive advantages. Information technology plays an important role in daily business activities by supporting and implementing enterprise-wide initiatives and global business strategies. This course will provide a broad overview of the close correlation between business and technology. The course will explore various information technologies and how they fit into business operations as a key enabler to help business success.

CSIS 2300 Electronic Commerce (3)

More and more business is conducted over the Internet. Electronic commerce (e-commerce) is expanding across the globe. The course provides students with opportunities to gain an understanding of electronic commerce with its major driving forces in information technology. The study covers features of electronic commerce, technology foundations, business strategies, and electronic commerce environment. **Prerequisite:** CSIS 1500.

CSIS 2500 Introduction to Data Science (3)

This course serves as an introduction to data science, which incorporates theories and techniques from many areas, such as statistics and data mining, to extract valuable knowledge from data. The course provides an overview of fundamental principles about how data science can provide solutions to business problems, techniques for extracting meaning from data, and general approaches of data analytical thinking.

CSIS 3410 Information Analysis (3)

This course teaches the use of spreadsheets and databases to use data effectively for better decision making. **Prerequisites:** COAP 2560, STAT 1100 and junior standing.

CSIS 3500 Service-Oriented Architecture (3)

This course will serve as an introduction to Service-Oriented Architecture (SOA) which is a set of principles and methodologies for designing and developing software in the form of interoperable services. The course provides a broad overview of new technologies that are involved in the implementation of SOA, and examines the protocols and software components of SOA. **Prerequisite:** COAP 2100.

CSIS 3700 Data Analytics Methods (3)

Data analytics is the science of examining raw data with the purpose of drawing conclusions about that data. Data analytics is used in many industries to allow companies and organizations to make better business decisions and in the sciences to verify or disprove existing models or theories. Data analytics focuses on inference; the process of deriving a conclusion based solely on what is already known by the researcher. This course will introduce students to many techniques used in data analytics. **Prerequisites:** STAT 1100, COAP 2560 and junior standing.

CSIS 3810 Management Information Systems (3)

This course covers the organizational foundations of systems, their strategic role, and the organizational and management changes driving electronic commerce, electronic business, and digital firms. The course also covers technical foundations of information systems and the roles of information systems in capturing and enhancing management decision making across the enterprise. **Prerequisite:** Junior standing.

CSIS 4300 Database Systems (3)

This course will provide a foundation for understanding database technology by examining the way databases are used, designed and managed. The course will introduce fundamental concepts related to databases with an emphasis on the relational model. The course will cover the principles of designing databases and provide students with introductory experience in developing and using database applications. Management of databases in the workplace and the responsibilities of database administrators will be covered. This course uses a database management system (DBMS) for hands-on activities. **Prerequisite:** Junior standing.

CSIS 4310 Decision Support Systems (3)

This course will teach fundamental concepts of information as well as decision support systems. The course will study management support systems' terminologies, decision-making process, problem modeling for analysis and solution design, data management, access, visualizations, and constructing simple decision support systems. The course will briefly discuss business intelligence and the role of networks in implementing and using decision support systems. **Prerequisite:** Junior standing.

CSIS 4320 Data Warehousing (3)

This course will provide a foundation to understand data warehouse technology by examining the way they are designed, managed, and used. The course will explore the fundamental concepts related to data warehouses. Some of the topics of interest that are covered in this course are the business justification of a data warehouse, management of a data warehouse project, the design, construction, and operation of a data warehouse, issues of data quality and performance, and using the data warehouse. **Prerequisite:** CSIS 4300.
CSIS 4330 Data Mining (3)
Many businesses are discovering that stored within their corporate data repositories are the elements to understanding and controlling the components of their business processes. Data mining is the process of finding useful patterns in data. The objective of data mining is to use discovered patterns to help explain current behavior or to predict future outcomes. This course will provide a foundation to understand data mining methods and data visualization techniques by examining how these technologies provide useful knowledge that supports critical business decisions. This course will introduce data mining techniques and have the student experiment with data mining applications. Additionally, the course will explain how data visualization can allow managers to quickly access large data repositories and make clear decisions based on integrated information structures. Prerequisites: CSIS 3410, CSIS 4310 and CSIS 3700.

CSIS 4810 Integrated Enterprise Systems (3)
Enterprise Systems are an essential infrastructure to large corporate entities, as well as small-to-medium (SME) organizations, as they remove the need to have a large number of separate individual computer-based applications. This course is designed to give students a foundational understanding of enterprise systems (IIS) and how these systems fit into today's business operations and the management decision making process.

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

CSIS 4820 Advanced Integrated Enterprise Systems (3)
This course will provide students a detailed understanding of the Integrated Enterprise Systems modular architecture. The course covers Supply Chain Management (SCM), Supplier Relationship Management (CRM), and Production Management System. In addition, this course covers Business Intelligence, and other business applications, that integrate a range of various applications into a single package. Hence increasing the efficiency, and effectiveness, of the organization in performing the respective business processes required to run their operations and deliver their goods or services to customers. Prerequisites: CSIS 4810 and STAT 1100.

CSSS - Cybersecurity

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CSSS 2210 Cybersecurity and Internet Architecture (3)
This course will introduce students to the field of cybersecurity and Internet architecture. The application, physical, link, network and transport layers of the protocol stack are presented. Students will study technologies, processes and practices designed to protect networks, computers, programs, and data from attacks. Cybersecurity issues such as malware (worms, phishing, trojans, and viruses) and other vulnerabilities will be presented. Prerequisites: COSC 2610 and COSC 2670.

CSSS 2510 Cyber Attacks and Defense (3)
The course provides students with insight on common cyber-attacks and the techniques for identifying, detecting and defending against cybersecurity threats. The course will cover firewalls, intrusion detection/prevention, authentication, ciphers, cryptography, etc. The course presents emerging technologies such as virtualization, Cloud computing, and multimedia protocols. This course also discusses critical infrastructures and how to protect them. Prerequisite: CSSS 2410.

CSSS 3510 Writing Secure Code (3)
This course will provide an overview of some of the key issues of secure coding. Students will learn the basics of building secure software that prevents security vulnerabilities that are often exploited by hackers. Topics covered include buffer overflows, un-validated input, race conditions, access-control problems, authentication or authorization weaknesses, and cryptographic practices. Students will also learn best practices that, if followed, will help avoid most security vulnerabilities. The course explores the good and bad security traits of many of the top programming languages such as C, C++, C#, Java, Python, PHP, and Ruby. Prerequisites: CSSS 2510 and COSC 3100.

CSSS 4510 Cybersecurity Capstone Project (3)
Project-based instruction and teamwork will be utilized to reinforce cybersecurity skills. Students will complete an assigned project as a comprehensive assessment of knowledge and skills in cybersecurity. The project activities include research into security problems and planning and designing and implementing security solutions for a user organization. Prerequisite: CSSS 3510.

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Global Citizenship Program
Knowledge Areas ((...)

Webster University 2018-2019 Undergraduate Studies Catalog
271
DANC 1010 Ballet I (2)
Analyze 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.

DANC 1030 Dance As An Artform (3)
Students experience the basics of ballet, modern and jazz dance techniques, as well as elements of composition and improvisation. The course provides a focus on the movement experience, with some theory and history that can lead the participant to confident, comfortable aesthetic discussions of dance. The course develops future audiences, critics, administrators and supporters of dance. Global Citizenship Program course. GCP Coding: (ARTS) (CRI)

DANC 1040 International Dance (3)
Provides students with an international dance experience from countries such as Africa, China, India, Thailand or Spain. The course is theoretical and experiential, with students receiving information on all that might relate to the understanding of a particular dance, such as its relationship to its history, culture, or music. May be repeated for credit. GCP Coding: (GLBL) (INTC)

DANC 1050 Black Choreographers in American Concert Dance (3)
In this course, students will survey black choreographers of American concert dance from the 1920's to the present. Students will focus on the characteristics of modern dance that gave rise to black participation and innovation, and the critical response to that work. Students will analyze and interpret dances crafted by black choreographers through a cultural and historical context.

DANC 1090 Jazz I (1-2)
Introduces techniques of jazz dance for contemporary and musical theatre. May be repeated once for credit.

DANC 1100 Jazz I (1-2)
Continues DANC 1090. Prerequisite: DANC 1090 or permission of the instructor. May be repeated once for credit.

DANC 1110 Modern Dance I (1-2)
Fundamental course studies such as Graham, Humphries, or Limon philosophies in studio situation. May be repeated once for credit.

DANC 1120 Modern Dance I (1-2)
Prerequisite: DANC 1110 or permission of the instructor. May be repeated once for credit.

DANC 1220 Improvisation (2)
Explores space, time, weight, energy, contact, props, games, grids, scores, relationships, and group dynamics. Appropriate for dance majors and non-dance majors. Class members are expected to invent their own approaches to their work. May be repeated for credit.

DANC 1230 Tap Dance I (2)
Studies fundamental steps and techniques necessary for rhythmic coordination of simple tap routines. May be repeated once for credit.

DANC 1240 Tap Dance I (2)
Continues DANC 1230. 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. Prerequisites: 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 (1-2)
This course introduces the serious dance student to the aesthetics of a concert dancer. Several aspects necessary for a dancer's successful career are explored, including nutrition, cross training, the psychology of dance, injury prevention and training.

DANC 1420 Introduction to Professional Dance II (1-2)
This course focuses on the BFA candidate and continues to develop the knowledge of the serious dance student in the aesthetics of a concert dancer. Dance philosophy and criticism are introduced. Continues DANC 1410. Prerequisites: DANC 1410, Introduction to Professional Dance I, or permission of instructor.

DANC 1550 Stagecraft for Dance I (1-2)
Dance students will experience various applications, and work on technical crews, learning the basics of behind the scenes preparations for productions. Lighting, sound and costuming are some of the possible areas for experience. May be repeated for credit.

DANC 1560 Stagecraft for Dance II (1-2)
Dance students will continue to experience various applications, and work on technical crews, learning the behind the scenes preparations for productions. Lighting, sound and costuming are
some of the possible areas for experience. May be repeated for credit.

DANC 1600 Introduction to Global Dance (3)
In this on-line course, students will explore a diverse range of dance traditions from around the world and throughout history to gain a greater understanding of the role of dance in different cultures. Students will play an active role in defining "what is dance" by contributing video examples of their favorite styles of dance, creating their own dances, and discussing their selections and projects with fellow classmates. GCP Coding: (ARTS) (INTC)

DANC 2000 Topics in Dance (1-3)
Intermediate studies in a specialized area of dance, such as: technique, improvisation, choreography, repertory, history, anatomy/kinesiology, technical theatre, criticism, arts administration, therapy, or other related issues. May be repeated for credit.

DANC 2010 Ballet II (1-3)
Aims to reinforce the still-growing beginning skills. Adds these skills to a combination of exercises designed to explore a more evolved style of ballet. 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 and Variations (1-2)
The objective of the class is to give the students an understanding of the role of the female dancer in the world of ballet. Correct anatomical placement is defined with attention to the artistry of the ballerina in the execution of the steps performed on pointe. The student learns and performs specific variations/choreography from a variety of renowned ballets. May be repeated for credit.

DANC 2060 Men's and Variations (1-2)
This class gives students an understanding of the role of the male dancer in the world of ballet and dance in general. There is a focus on jumps, beats and turns to enhance the technical performance of the man. The student learns and preforms specific variations/choreography from a variety of renowned ballets. May be repeated for credit.

DANC 2090 Jazz II (1-3)
Studies contemporary jazz dance techniques using an approach toward concert jazz dance. 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)
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 2310 Composition II (1-3)
Continues Composition I. Emphasizes phrasing, form, content, the utilization of music, props, and other visual effects, and manipulation of larger groups. Prerequisite: DANC 1320 or permission of the instructor.

DANC 2320 Composition II (1-3)
Continues DANC 2310. Prerequisite: DANC 2310 or permission of the instructor.

DANC 2400 Aerial Dance (3)
The aerial dance course is designed for students who are interested in studying aerial circus art and contemporary dance concepts. The class will combine both techniques to help students understand how movements flow whether on the ground or in the air. We encourage all students to work on their upper body strength every day to increase their learning potential in class.

DANC 2520 Living Anatomy and Movement (3)
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.
Course Descriptions

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 3020 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 develops an awareness of the mutual respect needed between the partners working in a particular duet, be it classical or modern, or being danced by one male and one female, two males or two females. Student grasp the myriad of possibilities that exist in the art of choreography when they understand the relationship between two dancers and how to develop the pas de deux into a work. May be repeated for credit.

DANC 3090 Jazz III (1-3)
Studies contemporary jazz dance techniques using an approach toward concert jazz dance. Expand upon Jazz II by understanding more complicated rhythms and movement vocabulary. Prerequisite: DANC 2100 or permission of the instructor. May be repeated for credit.

DANC 3099 Practicum (1-3)
On-the-job experience, an internship, fieldwork, an apprenticeship, and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. Prerequisite: Permission of the department chair.

DANC 3100 Jazz III (1-3)
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 Performance Techniques I (1-2)
Create a dance lecture demonstration; this includes writing and performing the text, choreographing the movement, conducting rehearsals and performing the dance lecture demonstration. May be repeated for credit.

DANC 3160 Performance Techniques II (1-2)
Performance skills are developed and deepened through rehearsal and performance of the Webster University Dance Ensemble and the Dance Lecture Demonstration Touring opportunities.

DANC 3210 Dance History: 20th Century to the Present (3)
Studies and analyzes a series of aesthetic revolutions that have led to the art of dance as we know it today. Students study dance in the 20th century to the present day. Prerequisite: DANC 2210 or permission of instructor. GCP Coding: (ROC) (CRI)

DANC 3220 Improvisation II (1-2)
Explores advanced techniques in the exploration of space, time, weight, energy, contact, props, games, grids, scores, relationships and group dynamics. Class members expected to invest their own approaches to work. 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, Feldendrais, Yoga and Alexander are possible offerings. May be repeated for credit.

DANC 3550 Lighting & Costume Design for Dance I (1-2)
This course has a theoretical design focus on dance lighting and costuming, also stage management instruction and experience are explored in this course.

DANC 3560 Lighting & Costume Design for Dance II (1-2)
An experiential design focus on dance lighting and costuming, also continued stage management instruction and experience, with crew/design experience on both costumes and lighting comprise this course.

DANC 3599 Independent Study (1-3)
Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Prerequisite: Permission of department chair.

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 leading to performance. 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: Student must be in senior year or permission of the instructor.

DANC 4310 Choreographic Project (3)
Requires a written proposal for choreography, including music to be used, number of dancers, length, and brief description of intended choreographic approach. Viewings and feedback of the work occurs several times during the semester. Public performance of the work constitutes satisfactory completion of course requirements. Prerequisite: Student must be in senior year or permission of the instructor.

DANC 4320 Choreographic Project (1-3)
Prerequisite: Permission of the instructor.

DANC 4400 Dance Pedagogy (3)
Student learns to teach dance, to create and execute lesson plans, and develops an understanding of how to create curriculums for various populations and dance forms. This is both a theoretical and an experiential course recommended for students accomplished in at least an intermediate level of modern or ballet technique.

DANC 4410 Webster University Dance Ensemble (0-2)
This course is required for all Dance Majors each semester. The content of the course may include opportunities such as: community based learning, guest artists, master classes, showings of student works-in-progress. May be repeated for credit.

DANC 4610 Reading Course (1-3)
Prerequisite: Filing of the official form.

DANC 4900 Senior Seminar (1-2)
Integrate knowledge and focus on the development of self-marketing skills, creating materials such as promos, résumés, websites to assist in the job search and sustainability of one’s career. Research prospective job market. Prerequisite: Student must be in senior year or permission of the instructor. May be repeated for credit.

DESIGN - Design

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** Course fulfills two skill areas

DESIGN 2120 Design Concepts (3)

Prerequisite: Permission of the instructor. May be repeated once for credit.

PREREQUISITES: Student must be in senior year or permission of the instructor.

DESIGN 2200 Design Play (3)

Challenges students to seek communicative potentials in the formats of graphic design, advertising, products, or installations. Students are encouraged to leave design assumptions and stereotypes behind in order to promote human wonder and engage the audience on an emotional level. May be repeated once for credit.

PREREQUISITES: DESN 1210. Students without portfolio admission to the department with permission of the chair.

DESIGN 2300 Type Dialogues (3)

Introduces the formal and conceptual fundamentals of typography as a communicative medium that conveys personal, aesthetic, and social meaning. By understanding the contextual history of typography, students will become able to make informed typographic decisions, allowing for more thoughtful and compelling design solutions. May be repeated once for credit.

PREREQUISITES: DESN 1500. Students without portfolio admission to the department with permission of the chair.

DESIGN 2500 Design for Digital Portfolios (3)

Investigates how to design and build website, mobile, and ebook portfolios for artists and graphic designers. Students will learn web authoring, mobile and electronic book tools and techniques specific to portfolio design. At the conclusion of the course students will have a finished digital portfolio that they can use professionally. May be repeated once for credit.

PREREQUISITES: DESN 1210. Students without portfolio admission to the department with permission of the chair.
Course Descriptions

DESN 2200 or permission of instructor. Students without portfolio admission to the department with permission of the chair.

DESN 3050 Topics in Design (1-3)
In-depth study of particular issues in the field of graphic design. Topics vary from semester to semester, e.g., UX, product, or typeface design, or design for appetite, apps, music, exhibition, publication, packaging, motion, toys, advertising, etc. Prerequisites: DESN 2300 and DESN 2500. Students without portfolio admission to the department with permission of the chair. May be repeated for credit if content differs.

DESN 3099 Independent Study (1-6)
Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

DESN 3200 Design Theory and Methods (3)
Introduces methodologies for graphic design and inspiring new ideas for the design process. Researching, inventing, and conveying messages are involved in the practice. Exercises include collaborative approaches as well as techniques to assist students in expanding their individual creative voices. May be repeated twice for credit. Prerequisite: DESN 2300 and DESN 2500, or permission of instructor. Students without portfolio admission to the department with permission of the chair.

DESN 3800 Professional Practice in Graphic Design (3)
Prepares students for post-graduation entrance into the field. Focuses on development of a portfolio and presentation skills. Students will have opportunities to interact with professional designers in design studio visits, and in other venues. May be repeated once for credit. Prerequisite: DESN 2300 and DESN 2500. Students without portfolio admission to the department with permission of the chair.

DESN 4200 Design for Good (3)
Examines the social responsibilities for graphic designers. Projects demonstrate the power of design to communities, business leaders, and the public. Investigates a platform to build and sustain the implementation of design thinking for social change. May be repeated once for credit. Prerequisite: ART 3900. Students without portfolio admission to the department with permission of the chair.

ECON 2000 Survey of Economics (3)
This course provides students a broad survey of the discipline of economics. The emphasis is on the acquisition of a broad conceptual understanding of how academic and professional economists "view" the world. Given the importance of understanding "markets" to both business and public policy, the heaviest emphasis is on how markets function and a smaller emphasis on the business cycle and macroeconomic policy.

ECON 2020 Principles of Microeconomics (3)
Studies institutions and process of market specialization and exchange, pricing and output, competition and monopoly, government regulation, current economic problems, and international economic developments.

ECON 2030 Principles of Macroeconomics (3)
Covers economic activity and growth, determination of income, employment, output, inflation, aggregate demand and supply, money and banking, monetary and fiscal policies, and international economic issues.

ECON 3020 Intermediate Microeconomics (3)
This course covers advanced theory and applications in microeconomics. Topics include utility theory, consumer and firm choice, optimization, goods and services markets, resource markets, strategic behavior, and market equilibrium. Prerequisite: ECON 2000.

ECON 3030 Intermediate Macroeconomics (3)
This course covers advanced theory and applications in macroeconomics. Topics include growth, determination of income, employment and output, aggregate demand and supply, the business cycle, monetary and fiscal policies, and international macroeconomic modeling. Prerequisite: ECON 2000.

ECON 3100 Issues in Economics (3)
Analyzes current economic issues in terms of historical background, present status, and possible solutions. Prerequisite: ECON 2000. 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 2000.

ECON 3410 Labor Economics (3)
Studies the labor market, compensations, labor unions, management and labor strategies, collective bargaining and labor legislation. Prerequisite: ECON 2000.

ECON 3700 Economics of Development (3)
An analysis of issues and problems pertaining to natural resources management, manpower, capital accumulation, technological progress, and sociocultural-institutional factors. Prerequisite: ECON 2000.
ECON 3720 International Trade and Finance (3)
Students examine the theories, policies, and instruments (e.g., tariffs, quotas, V.E.R.’s) of international trade and consider trade integration. Course content also focuses on the foreign exchange market and balance of payments in international trade. Macropolicies in open economies, such as flexible exchange rates and the nature of world money, are examined. Theories and policies of foreign direct investment are considered. **Prerequisite:** ECON 2000.

ECON 3737 The Business of Sports (3)
Students will examine and learn (1) the primary revenues and expenditures encountered by professional sports teams and collegiate athletic departments, (2) the evolution of collective bargaining agreements in sports and how these agreements impact the economics of sports leagues, (3) the economic marketplace for sports media rights, (4) the supply and demand factors that influence the dynamics associated with facility financing levels and methods, (5) the essential characteristics that impact the market for sport sponsorships and athlete endorsements, (6) the role that local and regional sports commissions play within communities, and (7) current events impacting the growth and evolution of the sports business industry. **Prerequisite:** MNGT 3700 or instructor's approval.

ECON 4300 Public Finance (3)
Covers the growth and impact of the public sector. This includes revenue generation and the impact of public expenditures on the allocation of wealth in society. Topics include welfare economics, cost benefit analysis, public choice theory, the theory of optimal taxation, and selected public-sector issues. **Prerequisite:** ECON 2000.

ECON 4600 Comparative Economic Systems (3)
Examines and compares the concepts and techniques of systems, ranging from those that rely heavily on market mechanisms to allocate the resources to those that rely on central command or planning for resource allocation, and the systems that are a mixture of market and command. **Prerequisite:** ECON 2000.

ECON 4610 Reading Course (1-4)
**Prerequisite:** Filing of official form.

ECON 4800 Industrial Organizational Economics (3)
Analyzes the structure, performance, and antitrust policies of industries. Includes major economic theories of the firm's objectives and decision making, pricing and output policies, market structures, industrial policies, and the role of multinational corporations in international markets. **Prerequisite:** ECON 2000.

ECON 4900 History of Economic Thought (3)
This course provides the student a context for understanding the modern economic paradigm. This is accomplished by introducing the student to the development of economic thought from its earliest formation through its current manifestation. Care is taken to demonstrate the interdependence of this development of thought and the historical social context. **Prerequisite:** ECON 2000.

ECON 4910 Comparative Economic Problems (3)
Analyzes economic issues confronting the world in achieving economic and social goals, the influence of market and public policies on attainment of goals, distribution of income, business cycle fluctuations, growth, inflation, technological progress, and concentration of economic power. **Prerequisite:** Senior standing.

ECON 4950 Internship in Economics (1-6)
**Prerequisite:** Major in Business Department.

EDUC - Education

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<td>EDUC 1050</td>
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<td>Math Tutoring (1)</td>
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<td>EDUC 1500</td>
<td>Webster 101 (1)</td>
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**Global Citizenship Program Knowledge Areas (....)**

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**Course fulfills two skill areas**

EDUC 1000 Educational Program Analysis (3)
Many adult students have gained the equivalent of college-level learning through their work experiences, training on the job, volunteer activities, civic involvement, travel or other nonacademic settings. In this independent course, students learn to document their college-level learning into a portfolio that can then be assessed for college credit. Permission from the Coordinator for Experiential Learning required for enrollment. **Prerequisite:** Permission from Academic Advising.

EDUC 1050 Outdoor Education (2-3)
An introduction to environmental education that includes environmental living skills, curriculum enrichment through outdoor activities, stress challenge, group dynamics, environmental education, and global sustainability.

EDUC 1100 Math Tutoring (1)
This course identifies basic tutoring techniques that encourage a child to think about, verbalize, and solve problems. It will also identify some common K-5 math problem areas, provide video examples of good tutoring techniques and materials, and address classroom etiquette. Successful completion of the course is a requirement for participation in the Webster Math Tutoring Program. **Prerequisite:** Approval of instructor.

EDUC 1500 Webster 101 (1)
Webster 101 is designed as an introduction to college life and is intended for first year students. This course will help the first year student make the most of his/her career at Webster University. Using various assessments and exercises, each student will develop a deeper understanding of him/herself and use that understanding to learn adaptation strategies, such as goal setting, values clarification, time management, money management, and stress management skills that will work for each student in and out of the classroom. Each student will also learn how to use the many resources Webster provides to support students in meeting...
Course Descriptions

both academic and social challenges. All freshmen are invited but not required to enroll. See also: Student Affairs. Prerequisite: First time freshman status.

EDUC 1510 Major and Career Explorations (1)
This class is designed to provide students with the opportunity to explore major and career interests. Students will take several self-evaluation assessments that will allow them to understand their values, interest, personality characteristics and skills in relation to a variety of majors. Students will also learn resources for obtaining accurate major and career related information. The course will include one-on-one meeting with career counselors to create individualized career development plans and career-related group outings. The skills and strategies learned in this class will enable students to make informed decisions about choosing majors and careers.

EDUC 2000 Beginning Practicum in Education (1-2)
This practicum provides supervised field experience for students who are beginning their education studies. The focus of this practicum is observation of teachers and students in a specific classroom setting. Taken concurrently with EDUC 2800 Foundations of Education. Must be completed with a grade of B or better.

EDUC 2110 Communication in Education (3)
Students in this introductory communications course focus on learning about communication models and the affective domain. Students work on developing self-awareness and interpersonal communication skills. GCP Coding: (SSHB) (OCOM)

EDUC 2140 Writing for Teachers (3)
This course is designed to help prospective teachers develop a sense of themselves as writers as they experience the components of writers' workshop. Through self-evaluation, peer response, and teacher evaluation, candidates will strengthen the clarity, efficacy, and intentionality of their writing. GCP Coding: (WCOM)

EDUC 2180 International Children's Literature (3)
This course is designed to provide students an opportunity to become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. Students will utilize literature as a lens for understanding the child’s historical and contemporary roles in U.S. and global societies. Extensive and intensive reading and analysis of children's literature will be required. This is a writing intensive course. GCP Coding: (GLBL) (INTC)

EDUC 2240 Middle School Philosophy and History (3)
Students examine the history of the middle school movement from the 18th century through the 21st century and its evolving philosophy. Implications for teacher professionalism, school and classroom design, and teaching methodologies are also studied.

EDUC 2300 Child and Adolescent Development (3)
Students in this course are presented with theories of physical, cognitive, emotional, and social development. The emphasis is on developmental processes beginning in early childhood through the teenage years. Theories of development are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Development is studied in the context of family, school, community, and society. Intercultural and intercultural variations in development are examined. GCP Coding: (SSHB) (INTC)

EDUC 2550 Student Literacy Corps (1-3)
Students in this course learn from tutoring experiences in the greater St. Louis area about the problems caused by and associated with illiteracy. Students receive literacy training during class meetings. Students learn strategies to support literacy as well as become aware of cultural and ethnic differences within their own community. Students are introduced to various reading strategies for tutoring. Students provide 20 hours of tutoring experience per credit hour throughout the semester at community settings within the St. Louis area. May be repeated for credit up to 6 credit hours.

EDUC 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.

EDUC 2800 Foundations in Education (3)
This course enables teacher candidates to explore diverse values and beliefs about learning and teaching. Candidates will investigate the historical, philosophical, social, political, and legal aspects of education and to further their understanding of the various issues that shape and impact the U.S. system of education. This course is designed to challenge candidates to promote individual and group responsibility for education in a democratic and diverse society. Prerequisite: WRIT 1010 or WRIT 2000 with a B or better. GCP Coding: (SSHB) (CRI)

EDUC 2850 Foundations of Early Childhood Education (3)
Students in this course examine the historical, philosophical, psychological, and social foundations in order to understand and define best practices in early childhood education. By studying various models and approaches to this field, students gain an understanding of the state of the art of early childhood education and the forces shaping its future underscoring legal and ethical responsibilities to children, families, and colleagues with their communities. Topics such as administrative planning of programs, environments, personnel policies, management, maintenance and budget are discussed. Field observation and participation with children and adults in a variety of different local types of programs are required.

EDUC 2900 Education of Students with Exceptionalities (3)
This course is intended for students in education and others interested in the education and counseling of individuals with exceptional and/or disabling conditions. The focus is on the definition, identification, education, and vocational preparation of students with special needs, with specific reference to those disabilities set forth in the Individuals with Disabilities Act (IDEA).

EDUC 3000 Practicum: Elementary (1-4)
This practicum is in an elementary setting for 155 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisites: Eligible for admission
to Teacher Certification and filing of appropriate form by the posted deadline. Practicum placements will be made in the St. Louis City, St. Louis County, St. Charles County and Jefferson County School Districts along with private and independent schools.

EDUC 3001 Practicum: MDSC 3001 Language Arts (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3002 Practicum: MDSC Math (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3003 Practicum: MDSC Science (3)
This Practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3004 Practicum: MDSC Social Science (3)
This practicum is in a middle school setting for 135 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3005 Practicum: Secondary English (3)
This practicum is in a high school setting for 90 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3006 Practicum: Secondary Mathematics (3)
This practicum is in a high school setting for 90 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3007 Practicum: Secondary Social Science (3)
This practicum is in a high school setting for 90 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3008 Practicum: Secondary Unified Science: Biology (3)
This practicum is in a high school setting for 90 hours in a classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3009 Practicum: Art (3)
This practicum is in a P-12 setting classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3010 Practicum: K-12 Choral Music (1-3)
This practicum is in a P-12 setting classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in
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practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3011 Practicum: K-12 Instrumental Music (1-3)
This practicum is in a P-12 setting classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3012 Practicum: K-12 French (3)
This practicum is in a P-12 setting classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3013 Practicum: K-12 German (3)
This practicum is in a P-12 setting classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3014 Practicum: K-12 Spanish (3)
This practicum is in a P-12 setting classroom involving observations, lesson planning, and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3015 Practicum: Special Education (3)
This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for spring placements are due by September 15th in Tk20. Practicum applications for fall are due by February 15th in Tk20. Five of nine assignments in Passport 2 must be completed before the start of practicum. Prerequisite: Eligible for admissions to teacher certification, filing of application one semester prior to placement by the posted deadline.

EDUC 3070 Intro to Sign Language and Deaf Culture
This course is designed as an introductory conversational ASL class. Students will learn sign vocabulary, ASL syntax, nonverbal grammatical features, fingerspelling, and numbers, with both receptive and expressive activities. In addition, Deaf culture, which is an integral part of learning ASL will be included. Signs will be organized into conversational themes and will be reinforced through various interactive activities that may include interaction with signing Deaf guests and out of class experiences with members of the Deaf community.

EDUC 3099 Practicum: Seminar (1)
This seminar will help students in the secondary practicum focus on multiple factors affecting curriculum including planning, classroom organization and structure, lesson planning, and student evaluation. The course is designed to better prepare each student to meet the MoSPE Standards within the context of the content being addressed. Prerequisite: Eligible for admission to teacher certification and filing of appropriate form by the posted deadline.

EDUC 3100 Learning, Teaching and Assessment (3)
This course is designed as an introductory conversational ASL class. Students will learn sign vocabulary, ASL syntax, nonverbal grammatical features, fingerspelling, and numbers, with both receptive and expressive activities. In addition, Deaf culture, which is an integral part of learning ASL will be included. Signs will be organized into conversational themes and will be reinforced through various interactive activities that may include interaction with signing Deaf guests and out of class experiences with members of the Deaf community.

EDUC 3120 Classroom Assessment (1)
This course prepares students for the demands of assessment, building on the constructs of educational psychology. It covers types of assessments, characteristics of quality assessments, developing scoring guides, asking questions, and documenting student learning.

EDUC 3125 Technology in the Classroom (2)
This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Emphasis is on learning how to use software and the Internet in the classroom. The focus is not on the tool, but rather on the pedagogy and how to effectively implement the tools in the classroom to instruct and assess students.

EDUC 3126 Web 2.0 Technologies in the Classroom (1)
This is a hands-on project based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn the use of the Inspiration family of software and contribute to a course wiki site based on the SOE goals.

EDUC 3127 Interactive Technologies in the Classroom (1)
This is a hands-on project based course designed to help educators use technology creatively and effectively to support
EDUC 3128 Multimedia in the Classroom (1)
This is a hands-on project-based course designed to help educators use technology creatively and effectively to support curriculum in PK-12 classrooms. Students will learn how to use web cameras, podcasting, PDAs, and iMovie software.

EDUC 3129 Assistive Technologies (1)
This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate a learner characteristics-feature match in order to provide individualized supports.

EDUC 3130 Adventure Education Program (2-6)
Students in this field practicum in adventure education are involved in curriculum development, instruction, and evaluation. The practicum typically involves K-12 students. Prerequisite: EDUC 1050 or permission of the instructor. May be repeated for credit.

EDUC 3140 Introduction to Global Education (3)
This course provides students from all academic backgrounds the opportunity to explore educational systems in a global context. Students will examine both the foundations of education and human development. They will gain a solid understanding of the similarity and differences in education across culture, class, and ability as well as the impact of political, social and economic factors that impact educational systems.

EDUC 3150 Education in a Diverse Society (3)
Students in this course explore values and beliefs about learning and teaching in a multicultural setting. Typically held in a local K-12 school, the course has a concurrent 1-credit-hour field experience at the site. EDUC 3155. Must be completed with a grade of B or better. Prerequisites: College level composition course with a B or better; EDUC 2110. GCP Coding: (SSHB) (CRI)

EDUC 3155 Early Diversity Practicum (1)
Students in this early practicum are placed in the diverse PK-12 school settings. This early Practicum is designed to accompany EDUC 3150 Education in a Diverse Society and will take place in the diverse school setting in which the course is offered. Students will be assessed using the School of Education Dispositions. Must be completed with a grade of B or better.

EDUC 3160 Multimodal Literacies (3)
This course develops future educators' abilities to utilize verbal, visual, musical, and kinesthetic activities in classroom settings. As students explore the potential of specific and integrated modalities they learn how to utilize the visual, performing, and language arts to cultivate executive function, problem-solving in media, and literacy skills.

EDUC 3190 Young Adult Literature (3)
Students will explore the transitional aspects of adolescence (physical, cognitive, social, and emotional) through reading texts written for and about young adults. These multi-ethnic and international texts represent the genres and formats of traditional fantasy, modern fantasy, historical fiction, contemporary realistic fiction, nonfiction, poetry, and graphic novels. These readings will support students' understanding of the impact of historical, gender, socio-economic, and cultural status on the adolescent journey. GCP Coding: (SSHB) (INTC)

EDUC 3225 Education Passport 1 (0)
The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

EDUC 3275 Education Passport 2 (0)
The Department of Teacher Education Passport system is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 2 is required prior to apprentice teaching. Candidates must successfully submit the nine assignments accompanied by highlights, annotations, and/or short reflections and have met the other teacher certification criteria.

EDUC 3300 Topics in Education (1-3)
A variety of topics are presented dealing with specialized areas of interest in the field of education. May be repeated for credit if content differs.

EDUC 3375 Behavior Management (3)
Students in this course study the principles and techniques of behavioral management. The purpose of this course is to provide prospective teachers and other professionals with a basic understanding of the social, cultural, emotional, motivational, and environmental factors that influence human behavior and development, and strategies that promote self-esteem, autonomy and self-regulation. Prerequisites: Eligible for admission to Teacher Certification and concurrently registered in a practicum.

EDUC 3500 Methods of Teaching Secondary School (3)
Students in this course explore activities and interactions of teachers and pupils in the development of conditions for learning in secondary schools. Candidates learn the fundamentals of teacher-centered and student-centered instructional and assessment techniques and apply these in developing standards-based lessons and curricular units based on subject-specific competencies. Prerequisite: Eligible for admission to Teacher Certification.

EDUC 3520 Methods of Teaching Elementary Reading (3)
Students in this introductory course in reading methodology examine a variety of approaches and models to teaching reading in elementary schools. The focus is on teaching reading at the primary grades. This course is designed for early childhood, elementary education and special education certification students. Prerequisite: Eligible for admission to Teacher Certification.

EDUC 3650 Instructional Design (3)
In this course, students will examine the use of instructional systems design to create Instructional experiences across different learning environments. Practical application of models and theories that employ digital and rich multimedia instruction are emphasized. Focus areas will include learning and design, the ADDIE model and approaches to Design Implementation. Students in this course will acquire the knowledge, skills, and
capacities to design and develop instruction for formal as well as informal learning environments. Using ID in the areas of mobile, e-learning and onsite deployments will be examined. **Prerequisites:** EDUC 2800 or with permission of the instructor.

**EDUC 3900 Methods of Teaching Reading and Writing in the Content Areas (3)**
This course is designed for all teacher certification majors. Students will explore research-based reading strategies, reading/writing workshop, vocabulary acquisition, and independent reading. Student-centered approaches such as guided reading will be highlighted with both fiction and non-fiction texts. Students will also learn and apply content area reading strategies through a class assignment and field experience.

**EDUC 4000 Apprentice Teaching Seminar (1)**
This seminar is designed to assist apprentice teachers to focus on multiple factors affecting their classroom experiences, student interactions, and curriculum through the creation of an electronic Teacher Work Sample. Through this process each teacher candidate demonstrates knowledge and skills in meeting the MoSTEP standards. **Prerequisite:** Concurrent enrollment in apprentice teaching.

**EDUC 4020 Health, Nutrition, and Safety (3)**
Students in this course learn about the basic factors that affect the health, nutrition, and safety of the young child. Nutritional needs, feeding, health routines, safety hygiene, childhood illnesses, socio-emotional needs and first aid for young children will be examined. This course also addresses program, curriculum for young children, and parent education as it relates to these areas. **Prerequisites:** EDUC 2850, EDUC 2800, and EDUC 2000.

**EDUC 4105 Methods of Teaching Middle School Language Arts (3)**
Students in this course examine issues, attitudes, and trends in teaching Middle School Language Arts as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are covered. Methods used to teach and evaluate speaking and listening, writing and reading, and visually representing and viewing are discussed. Assignments similar to those used in typical middle school language arts classrooms are included. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

**EDUC 4110 Methods of Teaching Secondary English (3)**
Students in this course examine issues, attitudes, and trends in teaching English as well as the essential subject matter of the discipline. Strategies, canons, management and philosophy concerning instruction are covered. Methods used to teach and evaluate speaking and listening, writing and reading, and visually representing and viewing are discussed. Assignments similar to those used in typical English classrooms are included. **Prerequisites:** EDUC 3500 and eligible for admission to Teacher Certification.

**EDUC 4115 Methods of Teaching Middle School Social Studies (3)**
This course focuses on materials, techniques, and resources for teaching social studies to students in middle school settings. It also explores instructional strategies to help middle school students develop historical, political, geographical, social and cultural understanding. Students will be prepared to work with middle school students from a variety of multicultural groups as well as teachers in other subject areas to support the Integration of social studies across the curriculum. **Prerequisites:** EDUC 2240 and eligibility for admission to Teacher Certification.

**EDUC 4120 Methods of Teaching Secondary Social Studies (3)**
This course studies curricular and instructional objectives for teaching social studies to students in secondary school. It also explores instructional strategies to help secondary students develop historical, political, social and cultural understanding. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Standards for social studies are also of particular importance. Emphasizes materials, techniques, and resources. **Prerequisites:** EDUC 3900 and eligible for admission to Teacher Certification.

**EDUC 4130 Methods of Teaching Writing (3)**
Students in this course study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students practice designing writing assignments, organizing courses and activities for writing and assessing writing. They also experience the actual process of composing by designing a writing process project. **Prerequisite:** Eligible for admission to Teacher Certification.

**EDUC 4200 Methods in Middle School Curriculum and Instruction (3)**
Students in this course examine curricular and instructional strategies for middle school grades 5-9 Interdisciplinary curriculum personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed. **Prerequisites:** EDUC 2240 and eligible for admission to Teacher Certification.

**EDUC 4250 Economics and Geography for Global Sustainability (4)**
This course is designed to provide elementary, middle and secondary educators the information they need to understand and be able to teach the fundamentals of economics, geography and global sustainability. Economic content includes: economic systems, concepts, and institutions; economic change over time; modern global economics; and the relationship between producers, consumers, and the government. Geography content includes: Physical geography skills (apply and use geographic representations, tools, and resources such as maps, atlases, aerial photographs, globes, etc.), and concepts: locales, regions, nations, and the world relative to location, size, climate, and geology; and how individuals and groups are affected by events on an international and global scale. Sustainability concepts and skills will be integrated throughout the course with emphasis on current environmental and social equity issues as well as systems thinking. Students will explore the interconnectedness of people, profit and planet. **GCP Coding:** (GLBL) (ETH)

**EDUC 4330 Introduction to Students with Mild/Moderate Disabilities (3)**
Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities, and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions, and educational models. **Prerequisite:** EDUC 2900.

**EDUC 4435 Inclusive Practices for the General Education Teacher (3)**
This course will introduce general educators to strategies that promote the full social and academic inclusion of children with disabilities, English Language Learners and children from culturally and linguistically diverse backgrounds into the general
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The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families. The concepts and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course.

Curriculum and instruction for the transition period from school to adult life specifically addresses post secondary education, vocational training, and integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. Prerequisite: EDUC 4330 Introduction to Students with Mild/Moderate Disabilities.

EDUC 4565 Global Education Portfolio Review (1)
This course allows students pursuing the global education certificate to integrate knowledge and perspectives related to educational systems around the world. Students will select artifacts from a variety of courses taken in the certificate program and use them as evidence to show they can analyze similarities and differences in educational systems around the world, plan and implement instruction in informal educational settings, use technology as an educational tool, and explain multiple perspectives in global education. Prerequisite: EDUC 3140.

EDUC 4575 Methods of Teaching Elementary Social Studies (3)
Students in this course study curricular and instructional objectives for teaching social studies to students in grades K-6. Materials, techniques, and resources are emphasized. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of particular importance. Prerequisites: Eligible for admission to Teacher Certification.

EDUC 4580 Methods of Teaching Elementary Science (3)
Students in this course study course content and instructional objectives for teaching science in the elementary school curriculum. The course covers methods, resources and techniques of good science instruction congruent with national standards with an emphasis on problem solving and critical thinking. Prerequisites: Eligible for admission to Teacher Certification.

EDUC 4585 Methods of Teaching Middle School Science (3)
Students in this course study course content and instructional objectives for teaching science in the middle school curriculum. The course focuses on the methods, resources and techniques of good science instruction that is congruent with national standards. Prerequisites: EDUC 2240 and eligibility for admission to Teacher Certification.

EDUC 4600 Educational Research (3)
This course enables students to systematically investigate topics of educational interest to evaluate the merits of published research in the field and to develop strategies for problem solving within educational settings.

EDUC 4610 Reading Course (1-3)
Students in this course investigate a given body of knowledge or a specific area of interest. Selected topics are agreed upon between student and a member of the departmental faculty. The topic of the course, detailed learning outcomes, and means of evaluation are negotiated between student and faculty member. This course is intended for majors only. Prerequisites: Senior standing and permission of the instructor. May be repeated for credit if content differs.
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EDUC 4620 Educational Internship (3)
This internship enables students to explore non-traditional settings and career options in education. This course is designed for students majoring in Educational Studies. **Prerequisite:** Senior standing.

EDUC 4650 Senior Overview (3)
This course is the culminating senior project for Educational Studies majors. Each student identifies, analyzes, researches, and critically discusses an important issue in education. Class sessions are devoted to presentation and critique of work in progress. **Prerequisite:** Senior standing.

EDUC 4695 Differentiated Reading Assessment and Intervention (3)
Candidates in this course learn about the best practices in developmental reading for struggling readers and learners with reading disabilities. The purpose of this course is threefold: (1) to increase knowledge, and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies for struggling readers and learners with reading disabilities. Webster students will use formal and informal reading assessments to evaluate reading abilities and implement research-based intervention strategies. **Prerequisites:** EDUC 3900 or EDUC 3520.

EDUC 4730 Language Development (3)
This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite:** EDUC 2900.

EDUC 4740 Child Development (3)
Students in this course examine child development from conception to eight years of age. Students study the whole child in context of family, community, and society. An in-depth investigation of cognition, communication, perceptual/sensory, motor, social, and emotional development is the primary focus of this course. **Co-requisite:** Concurrent registration in EDUC 4741.

EDUC 4741 Infant/Toddler Practicum (1)
The focus of the 1-credit-hour practicum is observation and participation in classrooms serving infants and toddlers. It is typically taken concurrently with EDUC 4740 Child Development and supports an understanding of child development from conception to eight years of age. **Co-requisite:** Concurrent registration in EDUC 4740.

EDUC 4770 Assessment of Young Children (3)
Students in this course focus on the assessment of young children from birth to age eight. The assessment process takes into account the whole child: cognition, communication, sensory, perceptual, motor, and social/emotional. Assessment is examined within the context of the family, environment, and culture. Emphasis is placed on the use of observation and authentic assessment with some exposure to formal standardized tests. **Prerequisites:** EDUC 4740, EDUC 4830 or concurrent registration in EDUC 4830.

EDUC 4830 Early Childhood Curriculum (3)
Students in this course investigate curriculum for children ages birth through eight years from theoretical and experiential perspectives. Students learn how to evaluate published curricula, design developmentally appropriate and responsive curricula, and adapt planned curriculum to the individual needs of children. **Co-requisite:** Concurrent registration in EDUC 4831.

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. **Co-requisite:** Concurrent registration in EDUC 4830.

EDUC 4832 Practicum: Intermediate (1)
The focus of this 1-credit-hour practicum is observation and participation in classrooms serving children in intermediate primary grades. It is typically taken concurrently with EDUC 4830 Early Childhood Curriculum and supports an understanding of developmentally appropriate curriculum. **Prerequisites:** Concurrent registration in EDUC 4830 and eligible for admission to Teacher Certification.

EDUC 4880 Family and Community Resources (3)
Students in this course learn about current family issues and needs as related to childhood education. Included are methods of assessing family concerns, needs, and interests, techniques for interacting with parents, and ways to assess and utilize community resources (including parent volunteers) in the classroom. **Prerequisites:** EDUC 2000 and EDUC 2800.

EDUC 4950 Apprentice Teaching: Primary (Grades 1-3) (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4960 Apprentice Teaching: Elementary Intermediate (Grades 4-6) (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4965 Apprentice Teaching: MDSC Language Arts (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4966 Apprentice Teaching: MDSC Math (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The
application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4967 Apprentice Teaching: MDSC Science (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4968 Apprentice Teaching: MDSC Social Science (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4970 Apprentice Teaching: Secondary English (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4971 Apprentice Teaching: Secondary Math (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4972 Apprentice Teaching: Secondary Social Science (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: EDUC 3007 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4973 Apprentice Teaching: Secondary Unified Science: Biology (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: EDUC 3008, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4980 Apprentice Teaching: Special Education (Grades K-12) (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: EDUC 3015, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4981 Apprentice Teaching: Special Education Middle School/Secondary (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4982 Apprentice Teaching: Art K-12 (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: EDUC 3009 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4983 Apprentice Teaching: Choral Music K-12 (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: EDUC 3009 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4984 Apprentice Teaching: K-12 Instrumental Music (13)
Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4985 Apprentice Teaching: World Languages K-12: French (13)
Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. Prerequisites: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.
ENGL - English

Global Citizenship Program
Knowledge Areas (....)

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<td>Quantitative Literacy</td>
<td>Roots of Cultures</td>
<td>Social Systems &amp; Human Behavior</td>
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Global Citizenship Program
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<td>Intercultural Competence</td>
<td>Oral Communication</td>
<td>Written Communication</td>
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** Course fulfills two skill areas

ENGL 1030 Introduction to Literature (3)
Designed to accommodate non-majors. Introduces the perceptive analysis of literature with an emphasis on enhancing the appreciation and enjoyment of literature in ways that extend beyond academic study. Studies a range of literature including such genres as poetry, fiction and drama. GCP Coding: (ROC) (WCOM)

ENGL 1044 Topics in Literature (1-3)
Designed to accommodate non-majors. Exposes students to a broad range of literary texts organized around a central topic, theme or genre. Topics may include: best sellers, science fiction and mystery. May be repeated for credit if content differs. Up to 3 credits may count for English majors (as ENGL elective). GCP Coding: (ROC) (WCOM)

ENGL 1050 Introduction to American Literature (3)
Focuses on themes, forms, and styles as they are represented in American literature. Emphasizes the contribution of selected major authors from the beginnings to the twentieth century. Not offered on the St. Louis campus.

ENGL 1060 Protest Literature (3)
Covers works that have a heavily sociological import and directly attack a specific social ill. Emphasizes both the literary values of the work and the social ill that inspired the work. Each section of this course focuses on only one society during one period.

ENGL 1100 Comparative European Literature (3)
Covers major themes, forms, and styles as they are represented in the various European literatures. Emphasizes the contribution of selected major authors, from the Middle Ages to the twentieth century. Not offered on the St. Louis campus.

ENGL 1200 Great Books, Liberal Studies, and Life (2-4)
This course provides students the opportunity to read and discuss one or more "great books," analyze them using secondary sources, learn about other such books from classmates' presentations, and use these literary works as a basis for exploring the intellectual tradition of the liberal arts and sciences and how such training can enhance one's life and career. Not offered on the St. Louis campus. Prerequisite: FRSH 1200.

ENGL 1900 Introductory Seminar in Literary Analysis
Provides students with the literary analysis skills required for further study in English. Focuses on academic approaches to poetry, fiction, and drama. Required of all English majors before they complete their first 30 hours in the major (first 15 hours for transfer students).

ENGL 2000 What Next? The English Major after Graduation (1)
This course prepares English majors to find fulfilling careers by exposing them to the terrain of post-graduation employment opportunities, teaching them how the skills they develop in their coursework apply to various careers, and training them to find, apply for, and interview for jobs. Activities will include guest speakers, informational interviews, résumé and application letter writing, and the creation of a personalized plan for further career preparation. Prerequisite: ENGL 1900 or concurrent enrollment in ENGL 1900.

ENGL 2020 Major British Writers I (3)
In this course, students study significant works of British literature from the Middle Ages through 1660, with emphasis on continuity of English literature and its relation to its historical moment. Required of all English majors. Offered for 16 weeks only. GCP Coding: (ROC) (WCOM)

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. GCP Coding: (ROC) (WCOM)

ENGL 2035 History of the Novel (3)
Studies significant works by important British novelists of the eighteenth and nineteenth centuries with an emphasis on the
continuity of British literature and its relationship to the historical moment. GCP Coding: (ROC) (WCOM)

**ENGL 2050 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. GCP Coding: (ROC) (WCOM)

**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. GCP Coding: (ROC) (WCOM)

**ENGL 2086 Contemporary Multiethnic Literature of the United States (3)**
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. GCP Coding: (ROC) (INTC)

**ENGL 2110 Perspectives (3)**
Examines a society, social problem, or social institutions from the differing viewpoints of those in and out of power. May be repeated for credit if content differs. GCP Coding: (ROC) (WCOM)

**ENGL 2150 Creative Writing: Poetry (3)**
Writing that explores the essential components of poems. Some work on an individual basis through conference with the instructor. May be repeated for credit with permission of the instructor. GCP Coding: (ARTS) (WCOM)

**ENGL 2160 Creative Writing: Fiction (3)**
Writing in various forms of fiction. Some work on an individual basis through conferences with the instructor. May be repeated for credit with permission of the instructor. GCP Coding: (ARTS) (WCOM)

**ENGL 2170 Creative Writing: Playwriting (3)**
Writing that explores the essential components of drama. Some work on an individual basis through conferences with the instructor as well as workshop readings of student work. May be repeated for credit with the permission of the instructor. GCP Coding: (ARTS) (WCOM)

**ENGL 2180 Creative Writing: Nonfiction (3)**
A writing course for students interested in the essay form. Studies a wide variety of contemporary essays as models for student writing, focusing on voice, form, and audience. May be repeated for credit with permission of the instructor.

**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. GCP Coding: (ARTS) (WCOM)

**ENGL 2250 Literary London (3)**
Explores the works of writers who lived in or wrote about London. Among the authors who may be discussed are Chaucer, Samuel Pepys, James Boswell, Virginia Woolf, Charles Dickens, and Iris Murdoch. Visits to relevant museum and historical sites are organized when appropriate. Offered at London campus only.

**ENGL 2300 Worlds of Romance (3)**
Explores romance texts from the Middle Ages to the twentieth century. Examines the distinctive features of the romance genre and includes medieval romances, gothic novels, and science fiction film. Offered for 16 weeks only. GCP Coding: (ROC) (WCOM)

**ENGL 2400 The Short Story (3)**
Explores the development of the short story, its conventions, genres, and innovations.

**ENGL 2500 Global Dramatic Literature (3)**
Explores the development of the short story, its conventions, genres, and innovations.

**ENGL 2500 Global Dramatic Literature (3)**
Studies significant works of global dramatic literature from the classic to the contemporary eras, with an emphasis on the cultural, historic, and artistic influences that shaped those works. Required for all world drama & playwriting emphasis students in the English Department. Offered for 16 weeks only. GCP Coding: (ROC) (WCOM)

**ENGL 2600 Introduction to Linguistics (3)**
Surveys topics such as language and the brain, animals and language learning, slang, regional dialects, how dictionaries are made, and modern grammar. Offered for 16 weeks only.

**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.
Course Descriptions

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)
Provides an overview of women writers who have created characters. Prerequisite: sophomores standing or above. Offered for 16 weeks only.

ENGL 3150 Men Create Women in Literature (3)
Studies the 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 2100, 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 3170 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 3180 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 3200 20th Century American Poetry (3)
Examines the evolution of aesthetic sensibilities in shaping distinctly American poetry in English. Focus is on the particularly fertile midcentury stomping ground for the disparate and overlapping concerns of the Objectivists, Projectivists, N.Y.C. Schoolers, Confessionalists, Deep Imagists, Free Verse writers, and others.

ENGL 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, prose writer, or novelist. May be repeated for credit if content differs. Prerequisite: 6 credits of English and Sophomore standing or above.

ENGL 4150 Shakespeare 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 4170 The Story of English (3)
Surveys the development of the English language, from Old English and its Indo-European roots up to present-day English. The course explores the evolution of the language over the last 1500 years and how and why it continues to change. Topics include the cultural context of language and the contributions of various groups to the diversity of American English.

ENGL 4190 Advanced Writing Workshop (3)
Designed for creative writing students who have already exhibited a high degree of accomplishment and commitment. Admission to the course requires a preliminary portfolio review and informal interview. May be repeated for credit with permission of the instructor. Offered only in St. Louis.

ENGL 4500 Literary Criticism (3)
Emphasizes the continuity of questions and answers in the history of literary criticism and examines the relationship of the kinds of emphases put on literary values to social, political, and economic concerns. Readings range from Plato to deconstruction, but the approach of the course is toward the problems of criticism, not toward the mastery of texts as ends in themselves. 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 ENGL 4900 Thesis Workshop. Prerequisite: ENGL 4900.

### EPMD - Electronic and Photographic Media

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**Course fulfills two skill areas**

**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

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**Course fulfills two skill areas**

### International Campuses

**ESLG 1000 Intensive English as a Second Language (1-10)**
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.
Course Descriptions

ESLG 2000 Intermediate English as a Second Language (1-10)
The course strengthens and improves listening comprehension, speaking, reading, writing, and test-taking skills, appropriate to each individual student's needs. It is taught in conjunction with a content course for which the student will earn 1 credit hour. **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 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 Upper-Intermediate 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/undergraduate classwork. 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 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.
ESLG 1000 Intensive English as a Second Language Program (1-10)

The course develops basic listening, speaking, reading, writing, test-taking, and classroom skills, appropriate to each student’s needs. **Prerequisite:** Placement test. May be repeated for credit.

ESLG 2000 Intermediate English as a Second Language Program (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 4000 Upper-Intermediate English as a Second Language Program (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 Program 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.

**ETHC - Ethics**

**Course Descriptions**

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**ETHC 1000 Issues and Problems in Ethics (1)**

This is a one-credit-hour course in applied/practical ethics, designed to explore the moral issues and/or dilemmas pertinent to a specific discipline, profession, or topic. The course is designed to increase student awareness of ethical issues and to develop critical thinking skills. May be repeated two times for a total of 3 credit hours. **GCP Coding:** (ETH)

**ETHC 2000 Intermediate Issues (3)**

This is an intermediate-level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. 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.

**EXSC - Exercise Science**

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**Course fulfills two skill areas**
**Course Descriptions**

EXSC 1400 Foundations of Exercise Science (3)
This entry-level course provides an overview of the human movement sciences, combing basic science principles with applications in exercise science. Topics covered include physiology of exercise, sports medicine prevention and rehabilitation of injuries, biomechanics of the human motion, and the mind and brain in exercise.

EXSC 2356 Principles of Athletic Training (3)
This course teaches the theory and application of the appropriate techniques and concepts in the day-to-day performance of an athletic trainer. It is a study of the treatment and prevention of specific sports injuries resulting from activities in recreational, intramural, interscholastic, intercollegiate, and professional settings. It will cover the identification of injuries, proper treatment after they occur, and preventative measures. American Red Cross techniques will be covered.

EXSC 3050 Exercise Physiology (3)
This course examines modes of exercise, muscle physiology, and the body’s adaptations to specific training regimens to improve muscle strength, power, and endurance. Nutrition will also be evaluated, as it applies to physical performance. The laboratory portion of this course, EXSC 3051, must be taken concurrently. **Prerequisites:** BIOL 3010, BIOL 3011, BIOL 3020 and BIOL 3021, or permission of instructor.

EXSC 3250 Kinesiology (3)
The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles to the understanding of human movement and athletic performance. **Prerequisites:** BIOL 3010, BIOL 3011, BIOL 3020 and BIOL 3021.

EXSC 3251 Exercise Kinesiology: Lab (1)
The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles to the understanding of human movement and athletic performance. The lab will directly apply the foundational material covered in lectures. **Corequisite:** EXSC 3250.

EXSC 4680 Exercise Prescription and Testing (3)
The purpose of this course is to provide basic physiological principles in the prescription of exercise and the administration of conditioning programs. The laboratory portion of this course, EXSC 4681, must be taken concurrently. **Prerequisite:** EXSC 3250.

EXSC 4681 Exercise Testing and Prescription: Lab (1)
An emphasis on the proper knowledge and skills required to conduct health and fitness testing. A variety of assessment principles and techniques are covered with a focus on both measurement expertise and safe and effective exercise prescription. **Corequisite:** EXSC 4680.

EXSC 4683 Exercise Prescription for Special Populations (3)
A study of the aerobics concept of conditioning, with special emphasis upon the cardiorespiratory system and the relationship between lifestyle and the risk factors of heart disease. Students will learn to write exercise prescriptions to maintain health and fitness for various populations (normal, young, rehabilitation, geriatric, etc.) *Prerequisites:* EXSC 3050, EXSC 4690 and EXSC 4681.

EXSC 4875 Exercise Science Internship (3)
The course is designed to expand the student's current knowledge in the field of exercise science. Through this course, the student will have an opportunity to work in a professional setting in an exercise science field of their choice. This is a valuable opportunity for students to gain practical work experience, apply concepts and skills learned in the classroom, and develop professional contacts within the health/fitness/clinical community. **Prerequisites:** EXSC 1400, EXSC 3251, EXSC 4680 and EXSC 4691. Must have a cumulative GPA of 2.5 in the exercise science program.

**FINC - Finance**

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**FINC 3210 Principles of Finance (3)**
Introductory course integrating concepts of corporate finance with investments and the money/capital markets. Topics include the role of money in the economy; the time value of money; financial analysis and planning; security valuation and capital market theory; capital budgeting; short- and long-term financing; and working capital management. Value maximization and risk/return tradeoffs in financial decision making are employed as integrative concepts throughout the course. **Prerequisites:** BUSN 2750, ACCT 2010 and ACCT 2025.

**FINC 3600 Financial Management (3)**
This course is a continuation and extension of the Principles of Finance course. The fundamental financial and operating decisions made by a firm are explored. Major topics include capital budgeting, cost of funds, capital structure analysis, and dividend policy. A combination of problem-solving and case-study methodologies is used. **Prerequisite:** FINC 3210.

**FINC 3800 Financial Markets and Institutions (3)**
Students develop a unified framework for understanding financial intermediaries and markets. They examine the structure,
regulation, and operation of banking and non-banking financial institutions; analyze how central bank operations affect financial institutions; and develop an understanding of money and capital markets, the flow of funds through the economy, and the role of financial markets. **Prerequisite:** FINC 3210.

**FINC 4210 Investments (3)**

Introduces information about investing in securities, commodities, and options; and methods and techniques for analyzing investment opportunities and assessing financial conditions for investment purposes. **Prerequisites:** ACCT 2010, ACCT 2025, and FINC 3210.

**FINC 4220 Financial Statement Analysis (3)**

Financial report analysis, interpretation, and evaluation from the viewpoints of creditors, owners, and others concerned with business strengths and weaknesses and future outlooks of business organizations. **Prerequisite:** FINC 3210.

**FINC 4300 International Finance (3)**

Students develop a framework for understanding the environment in which the international financial manager operates. Foundations of global financial management, world financial markets and institutions, economic exposure, and transaction and translation exposure are examined in the course. Standard corporate finance topics such as capital structure, cost of capital, and capital budgeting are considered and expanded for multinational firms. **Prerequisite:** FINC 3210.

**FINC 4610 Advanced Investments (3)**

This course is a continuation and expansion of FINC 4210, which provides an introduction to the area of investments. Focus in this class will be on non-equity investment opportunities and portfolio management. **Prerequisite:** FINC 4210.

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**FLST- Film Studies**

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

| Global Citizenship Program Skill Areas (....) |
|-----------------|-----------------|
| CRI             | Critical Thinking |
| ETH             | Ethical Reasoning |
| INTC            | Intercultural Competence |
| OCOM            | Oral Communication |
| WCOM            | Written Communication |

**FLST 1000 Film and Television Appreciation (3)**

Students learn the aesthetic and technical elements in moving pictures. The course traces artistic trends and critical theories and focuses on visual imagery, sound, story, acting, and directing to develop a critical framework for appreciating the artistic aspects of film and television.

**FLST 2050 History of Film (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:** FINC 3210.

**FLST 2070 History of Animation (3)**

Students learn the aesthetics and technical elements of animation as well as its development into a popular form of art and entertainment. This course reviews the work of a wide range of animation companies.

**FLST 3160 Topics in Film Studies (3)**

This course deals with topics related to film theory and criticism. Classes may focus on genre, individual artists, specific studios, historical eras, and film in other cultures. May be repeated for credit, if content differs.

**FLST 3170 Topics in Documentary Film Studies (3)**

This course deals with topics related to film theory and criticism pertaining to documentary films. Classes may focus on genre, individual artists, specific studio or historical eras, and film in other cultures. May be repeated for credit, if content differs.

**FLST 3599 Independent Study (1-12)**

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

**FLST 4160 Survey of Film Theory and Criticism (3)**

Students learn the major critical approaches to the study of film, including the auteur theory, structuralism and semiotics, genre criticism, and political and sociological film criticism. Students examine these critical approaches and apply these concepts through analysis of films. **Prerequisite:** FLST 1000 or FLST 2050.

**FLST 4610 Readings in Film (3)**

**Prerequisites:** Media major, junior/senior standing, filing of official form, 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.

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**FREN - French**
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**Course fulfills two skill areas**

FREN 1070 Intensive Introduction to French: Level I (1-3)
A beginning-level course offered in a variety of formats. Teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g., travel, business, medicine, law enforcement. May be repeated once for credit with permission of department chair.\[GCP\] Coding: (GLBL) (INTC)

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 emphasis on understanding and speaking. The goal is fluency in the basic French needed for everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of department chair.\[GCP\] Coding: (GLBL) (INTC)

FREN 1091 Workshop (1-2)
This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. Prerequisite: Concurrent enrollment in FREN 1090. May be repeated once for credit with permission of department chair.

FREN 2090 Intermediate French: Level I (1-4)
Teaches listening comprehension, speaking, reading, and writing, with the emphasis on understanding and speaking. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. 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, with an emphasis on pronunciation. 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)
This is a review of the basic grammatical structures of French, as well as a development of vocabulary and of written and oral fluency. The goal is intermediate mid-level fluency and basic intercultural competence. 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, with an emphasis on pronunciation. 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 vocabulary, linguistic structures, and cultural understanding needed for more successful communication in everyday situations. Prerequisite: FREN 2090 or equivalent. May be repeated for credit if content differs.

FREN 2250 La Cuisine Française (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, and grammar review. 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 vocabulary development, with a cultural focus. **Prerequisite:** Concurrent enrollment in FREN 3150. May be repeated once for credit with permission of department chair.

FREN 3250 Introduction to French Literature (1-3)
This course introduces students to the various literary genres such as poetry, short story, drama, etc. Students will explore a selection of texts in French and learn basic terms and strategies for literary analysis. **Prerequisite:** FREN 2100 or equivalent. May be repeated for credit if content differs.

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 through vocabulary development and cultural contextualization. **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 2100 or equivalent.

FREN 4650 Advanced Topics (1-3)
Exploration of an interdisciplinary topic related to French or francophone culture. May be repeated for credit if content differs. **Prerequisites:** Advanced reading, writing, listening, and speaking skills in French and FREN 3090 or FREN 3250 or FREN 3150 or equivalent.

FRSH - First Year Seminar

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**FTVP - Film, Television and Video Production**

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FTVP 0500 Monthly Meeting (0)
Once a month, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus.

FTVP 0501 Monthly Meeting (0)
Once a month, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will enable access to the intermediate equipment package/SVER 256
Course Descriptions

FTVP 0502 Monthly Meeting (0)
Once a month, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will enable access to the advanced equipment package/SVER 256 and serve as a co-requisite for students taking FTVP 5200. Prerequisite: FTVP 0501.

FTVP 1000 Introduction to Film, Television, and Video Production (3)
This course will introduce basic concepts of production with cameras and editing equipment. Intended mostly for non-majors or new majors who are unsure about the field, this class will introduce the foundations of production with video cameras, including basic documentary and narrative production. Areas of study will include camera basics, 3-point lighting, audio for video, editing and online delivery.

FTVP 1100 Produce and Direct (3)
Students learn the roles and responsibilities of those charged with the execution of a film, television, or video production. Areas of emphasis will include terminology, film and television producing and directing roles, how to read and breakdown a script, writing treatments, budgeting, logistics, production management, working with talent, working with crews, and scheduling. FTVP majors should be concurrently enrolled in FTVP 1200 and FTVP 1300 unless this is waived by a departmental advisor.

FTVP 1200 Camera and Light (3)
Cameras and lights are the primary artistic tools of the filmmaker and as such Camera and Light will focus heavily on the aesthetics of cameras and lighting in both documentary and narrative style environments. Areas of study will include: film language, film and television production roles, video formats, acquisition styles, lens basics, composition and framing, light, shadow, color, and form. FTVP majors should be concurrently enrolled in FTVP 1100 and FTVP 1300 unless this is waived by a departmental advisor.

FTVP 1300 Edit and Color (3)
Editing is the last and most important writing process in a film, video, or television production. Edit and Color will focus on that writing process in both documentary and narrative ways and will include: media management, postproduction roles and workflows, the language of the edit, basic toolset navigation, color theory, color correction and grading, editing for emotion, editing mechanics, and editing for genre. FTVP majors should be concurrently enrolled in FTVP 1100 and FTVP 1200 unless this is waived by a departmental advisor.

FTVP 1400 Graphics and Effects (3)
The visual toolset of the modern producer is not limited to just what can be done with cameras and editing, but also contains elements made outside of the physical production. This course will concentrate on those elements, introducing concepts like typography, shape, and form, as well as shape layers, masking, compositing, motion tracking, chroma keying, particle systems, and delivery.

FTVP 2100 Advanced Producing (3)
Students learn the various producing roles (line producer, executive producer, supervising producer, co-producer, etc.) while simultaneously performing those roles on a narrative film or television program. Ideation, budgets, logistics, planning, legal issues, and personnel questions will all be studied. Prerequisite: FTVP 1100.

FTVP 2150 Advanced Directing (3)
Students learn the elements of directing applicable to narratives in film and/or television. Areas addressed include script analysis, choice of shots, character development, working with actors, working with production designers and cinematographers, techniques for efficient, creative work on the set, and working with editors in post-production. Students will direct short, dramatic narratives. Prerequisite: FTVP 1100.

FTVP 2200 Advanced Camera and Light (3)
Students will move beyond the basic skills learned in FTVP 1200. We will work with advanced camera systems and rigging equipment. Emphasis will be placed on camera movement, angle, and theory. We will view examples of camera and lighting work in both historical and contemporary styles. Using industry standard terms, we will light and shoot scenes with complex blocking. Prerequisite: FTVP 1200.

FTVP 2300 Advanced Edit and Color (3)
Expanding on principles taught in FTVP 1300, this class will move from editing and pacing single scenes to editing an entire short film for emotion, continuity, and pacing. We will look at examples of the editing styles of master editors of narrative and documentary projects from film and television. Prerequisite: FTVP 1300.

FTVP 2400 Motion Graphics (3)
Students in this course will work to create professionally finished motion graphics projects with delivery outcomes for potential broadcast, film, and web clients. Areas of emphasis will include aesthetics, technical skills, collaborative capacity, and time management. Prerequisite: FTVP 1400.

FTVP 2450 Visual Effects (3)
"Visual effects" is the term used to describe what many think of as film "magic" and includes areas of study such as particle systems, compositing, color correction, chroma keying, and basic modeling. Students will explore these concepts in both 2D and 3D programs using timeline and node-based software. Prerequisite: FTVP 1400.

FTVP 2500 Event and Studio Production (3)
Students will learn the multi-camera, live-switched video production environment commonly employed in sitcoms, news shows, and large-scale live events both to tape and to a live feed. Studio roles and hierarchy, technical operations of studio equipment, and timing and choreography will be covered. May be repeated for credit.

FTVP 3000 StoryLab (3)
The Webster University Storylab is a unique opportunity for School of Communications students from every discipline to come together and work on storytelling projects, both of their own design as well as helping others realize their vision. Students can use this course to develop professional examples of work, do storytelling projects like films, podcasts, YouTube shows, advertising campaigns, investigative journalism, scripts, concept development for television show, documentary photography and video, radio shows, and anything else you can imagine. Students will develop and pitch ideas, and work together across disciplines to complete projects from ideation though development and into production and implementation. Storylab functions like an actual laboratory environment where the telling of compelling stories is the whole focus. May be repeated for credit, as content
differs. **Prerequisites:** FTVP 1100, FTVP 1200, FTVP 1300 and sophomore or higher status.

**FTVP 3100 Experimental Film and Video (3)**

Students learn the potential of film and video as a fine art medium. Projects are screened and discussed in class, and students are trained in advanced techniques to enable them to produce individual works to be screened in a group show at the end of the semester. **Prerequisites:** FTVP 1100, FTVP 1200, and FTVP 1300 or permission of instructor.

**FTVP 3110 Documentary Production (3)**

This class will focus on one of the most challenging forms of storytelling: the documentary. The documentary producer is often a one-person team responsible for navigating the legality, setting up the shoots, doing the shooting and lighting, wrangling the footage, and determining the story of the documentary project. Using historical examples from around the world, we will look at trends and examples of good documentary work, and students will produce, direct, and shoot their own short documentary projects. **Prerequisites:** FTVP 1100, FTVP 1200, and FTVP 1300.

**FTVP 3120 Narrative Filmmaking (3)**

Narrative Filmmaking will cover the holistic approach to filmmaking, notably, the theory, history, and creative practice of auteur filmmaking. Students in this course will research and discuss the various processes of famous and not-so-famous auteurs and use that discovery as a jumping off point for how to approach their own work. Building on the skills developed at the 2000-level, each student will be responsible for the conception, execution and delivery of a complete film. **Prerequisite:** FTVP 2100 or FTVP 2150 or FTVP 2200.

**FTVP 3150 Topics in Film, Television or Video Production (3)**

These courses are offered periodically to feature topics in film production not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites** vary with topic.

**FTVP 3200 Reality TV (3)**

Students will work on a scripted, documentary-style show to be delivered online while also discussing examples of the style from multiple platforms. As part of this production, students will work in groups to develop their own projects complete with treatments, a pitch, and a sizzle reel. **Prerequisites:** FTVP 1100, FTVP 1200, and FTVP 1300.

**FTVP 3210 Cinematography (3)**

Students will move beyond the cinematography skills learned in FTVP 2200. We will work with advanced motion picture rigging equipment and create story-based projects. Emphasis will be placed on theory, safety and procedure. This class will provide access to specialized grip and equipment such as Arri M18, Joker Bug 800, Matthew’s doorway dolly, track and hot buttons, Matthew’s Master Car Mount, S’Job, butterfly kit, autopole, etc. **Prerequisites:** FTVP 1200 and FTVP 2200.

**FTVP 3300 The Socially Responsible Filmmaker (3)**

Film, video, and television producers are some of the most powerful shapers of ideas in modern culture, and as such have a unique responsibility to the society in which they produce. This course will look at the medium as a tool to tell stories that help rather than harm, and expose issues dealing with ethics, race, sex, gender, creed, and ideology. During the course, production students will work together to develop examples of films, videos, or television programs that address such issues. **Prerequisite:** Junior standing.

**FTVP 3500 Production House (1-3)**

A faculty member acts as an executive producer and/or producer/director, while students work as a crew to produce a project that embodies professional standards and production values. This course is also open to audio production and animation majors with permission from the instructor. Maybe be repeated for credit, as content differs. **Prerequisite:** Junior standing.

**FTVP 3599 Independent Study in Film, Television or Video Production (1-12)**

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

**FTVP 4000 Professional Development in Film, Television and Video Production (3)**

Students are introduced to the basics of the working world of film and video production, including: freelancing, the business of production, marketing themselves, and making a portfolio and résumé. Students will participate in the construction of necessary materials for their further career development, and participate in critiques of those materials. Students must complete this course to be eligible to do a senior overview or internship. **Prerequisite:** Senior standing.

**FTVP 4200 Senior Overview (3-6)**

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of film production or film history/criticism. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects may include a film production or a thesis. **Prerequisites:** Senior standing, FTVP 4000, AND acceptance of the student's petition to proceed to Senior Overview, AND permission of the instructor.

**FTVP 4950 Graduate Independent Study (1-12)**

This course exists so that currently enrolled graduate students can take existing FTVP courses below the 4000-level, but do work at the graduate level. Course selections must be approved by the Chair of the department and Graduate Program Director. The independent study would require the production of work at an advanced level.

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**GAME - Games and Game Design**

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GAME 2000 Introduction to Video Game Theory and Design (3)
This course is designed to give students an overview of gaming and game development. Students will learn about gaming history, game design, psychological, sociological, physiological, and economic aspects of games and gaming. A strong emphasis of this class will be on deconstruction and critique of popular computer and console games and genres. Students will also examine gaming trends to answer the question, “What’s next?” Prior video game experience is recommended but not required.

GAME 2500 Traditional Game Design (3)
In this course, students will learn traditional game design theory, analyze a variety of board, card and dice games, and then create their own prototype for the entire class to play/test.

GAME 2650 Crowdfunding (3)
This course is designed to provide students with an understanding of crowdfunding, how it has developed and how it can be utilized. Topics will include the principles and practices required to develop and run a successful crowdfunding project, including aspects of business and marketing your project.

GAME 3000 Video Game Design I (3)
This course is designed to provide students with an understanding of video game design. They will build their own game using game development software (that has a built-in scripting language so that they will not have to write any code). Through this process they will be introduced to more advanced design technologies that will be used in subsequent video game design courses. Prerequisite: GAME 2000.

GAME 3150 Special Topics in Game Design (1-3)
This course is designed to periodically feature topics in games and game design not covered by regularly offered courses. Topics will be dedicated to narrow aspects of the discipline, time dependent materials, or guest lectures. May be repeated for credit if content differs. Prerequisites may vary with topic.

GAME 3500 History of Video Games (3)
This course introduces students to the history of modern video games. Students will be taken through a video game timeline, highlighting the important events that led to video games as they are today. The course will address key innovators and major turning points. Students will also be exposed to staple classics in each genre to build an appreciation for current genre games. As a supplement to lectures, discussions and the text, students will experience classic games in a hands-on environment.

GAME 3550 Video Game Art (3)
This course is designed to allow students an understanding of the principles and concepts of art in video game development. This will focus on the production and application of 2D ‘pixel’ art and 3D assets, and how best to utilize and apply art within video game engines. Prerequisites: GAME 2000 and ART 1110.

GAME 3650 World Design (3)
This course is designed to allow students to explore the principles involved in the development of an expansive game world for use within an interactive video game. This will involve the study of the different world development techniques employed by writers and designers in the development of unique and exciting fictional worlds. Emphasis will be placed upon the conveyance of sociological and historical significance in fictional world design. Prerequisite: GAME 2000.

GAME 4000 Video Game Level Design (3)
This course focuses on video game level design using a professional game development framework. Students will learn what it takes to build a successful interactive environment. Course work will focus on level, theme, mood, texturing, modeling, lighting, terrain, optimization, streaming, playability, and testing. Prerequisites: GAME 2500, GAME 3000, and GAME 3500.

GAME 4500 Video Game Design II (3)
In this course, students will continue to work within a professional game development framework that provides tools to create games, visualizations and 3D simulations with the focus of “bringing everything together.” We will build on concepts introduced in GAME 3000 Video Game Design I and GAME 4000 Video Game Level Design. This course will also introduce more advanced concepts such as artificial intelligence, interface, and scripting. Prerequisites: GAME 2500, GAME 3000, GAME 3500, and GAME 4000.

GAME 4600 Video Game Production (3)
Video Game Production focuses on the entire production process of games. Students will tie together their understanding from previous courses in the curriculum regarding design of games with understanding of the production process. This course will require students to work together in teams to release a game online (via digital means such as iTunes or Google Play) within the 16-week course timeframe. Within that time, each student-led team will develop and pitch their game concept, design and stick to a schedule, develop, market, and ultimately release their game. Prerequisite: GAME 4500 or permission of instructor.

GAME 4620 Senior Overview (3-6)
Students will tie together their understanding from previous courses in the curriculum regarding design of games with understanding of the production process and create a game of their own. Students will then develop and pitch their own game concept, design and stick to a schedule, develop, market, and ultimately release their game. Prerequisite: The student must be a senior and in the games and game design program.

GLBC - Global Citizenship Program

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GLBC 1210 Gateway Seminar to the Global Citizenship Program in Online Environments (3)
This course invites students to examine the fundamental questions about the technologies that influence our lives. New technologies and a connected millennium have brought massive changes to our economy, politics, culture, spiritually, relationships, and the values of individuals, organizations, and the entire world. This course is designed to support students in beginning to develop the habits of mind, habits of heart, and the cultivation of skills that lead to global citizenship and individual excellence and to provide an orientation to Webster University resources. This seminar is not available for on-campus first-year students.

GNST - General Studies

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<td>Intercultural Competence</td>
<td>Oral Communication</td>
<td>Written Communication</td>
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** Course fulfills two skill areas
Course Descriptions

GNST 4000 Senior Overview (0-6)
The overview is a final project for a Self-Designed Interdisciplinary Major (SIM) candidate and demonstrates the student's mastery of the chosen area of study. This final project can take many forms: a thesis, a performance, a practicum, or another appropriate project. An overview which involves a performance, a practicum, or another kind of project must also include a written component. Offered in Europe only.

GNST 4701 Capstone (3)
In this final course for the General Studies Degree, students will apply interdisciplinary research, data collection, and decision-making to propose solutions for a complex, global problem. Prerequisite: GNST 3101.

GRMN - German

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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. GCP Coding: (GLBL) (INTC)

GRMN 1080 Intermediate 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)
Teaches listening comprehension, speaking, reading, and writing with the emphasis on understanding and speaking. The goal is fluency in the basic German needed for everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of department chair. GCP Coding: (GLBL) (INTC)

GRMN 1091 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. 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)
A continuation of GRMN 1090. Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in the basic German needed for expression in everyday situations and in understanding of the origin of specific cultural differences. Prerequisite: GRMN 1090 or equivalent. May be repeated once for credit with permission of department chair. GCP Coding: (GLBL) (INTC)

GRMN 1101 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. 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)
Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. Proceeds from the basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. 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, with an emphasis on pronunciation. 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)
This course is a continuation of GRMN 2090. It consolidates grammar, vocabulary building, and development of conversational skill with group discussions, covering practical and cultural aspects of the language. 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, with an emphasis on pronunciation. 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 2100 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 3091 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. Prerequisite: Concurrent enrollment in GRMN 3090. May be repeated once for credit 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 may include films, plays, and performance by students, in order to develop understanding and appreciation of literature in a wider cultural context. It also provides opportunities for improving pronunciation, discussion, and developing listening comprehension and writing skills. 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 using texts, film, and drama. May also be a weekend course for intensive practice for progress in language competency. Prerequisite: GRMN 2170 or equivalent. May be repeated for credit if content differs.

GRMN 4250 Topics in Literature (1-3)
Exploration of an interdisciplinary topic related to German or German-speaking culture such as German film, German art, and German theater. Prerequisites: Advanced reading, writing, listening, and speaking skills in German and GRMN 3090, GRMN 3250, or GRMN 3150 or equivalent. May be repeated for credit if content differs.

GRMN 4650 Advanced Topics (1-3)
Exploration of an interdisciplinary topic related to German or German-speaking culture such as German film, German art, and German theater. Prerequisites: Advanced reading, writing, listening, and speaking skills in German and GRMN 3090, GRMN 3250, and GRMN 3150 or equivalent. May be repeated for credit if content differs.

HIST - History

Global Citizenship Program Knowledge Areas (....)

| ARTS | Arts Appreciation |
| GLBL | Global Understanding |
| PNW | Physical & Natural World |
| QL | Quantitative Literacy |
| ROC | Roots of Cultures |

HIST 1010 Topics in History (3)
Introductory course of a survey nature covering various topics. Recent topics have included the American West, American history through folk song and story, historians and the American experience, and religion in America. May be repeated for credit if content differs.

HIST 1100 World Civilizations before 1500 (3)
Examines the evolution of ancient and pre-modern cultures throughout the world with a focus on the development of the ideas, values, and social, cultural, and political institutions that have shaped the civilizations and the subsequent history of the world. May be repeated for credit if content differs.

HIST 1120 The Ancient World (3)
This course will trace the beginnings of civilization in the ancient world, from the first urban societies in Mesopotamia 5500 years ago to the independent development of such societies elsewhere. Geographically, it will range from the Atlantic to the Pacific, encompassing Europe, Africa, Asia, and the Americas. The focus will be on differentiating between universals of complex society formation and unique responses to situations peculiar to individual cases.

HIST 1150 History of Popular Culture (3)
Survey of social, psychological, political, and economic themes that are recurrent in the literature and entertainment of the common person. Particular emphasis is given to twentieth-century media influences.

HIST 1200 Careers in History, Politics and International Relations (3)
This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

HIST 1300 Colonial and Revolutionary America (3)
Explores the creation of American cultures and identities in the nation's formative years covering the colonial, revolutionary, and early national periods of American history. GCP Coding: (ROC) (CRI)

HIST 1310 Nineteenth-Century America (3)
Survey of U.S. history from early national period to World War I. Examines nationalism and sectionalism in the nineteenth century...
Course Descriptions

and analyzes the formation of American identity and values. GCP Coding: (ROC) (CRI)

HIST 1320 Twentieth-Century United States (3)
Survey of U.S. history from World War I to the present. GCP Coding: (ROC) (CRI)

HIST 1400 Civil War and Reconstruction (3)
The Civil War and Reconstruction were pivotal events in the history of the United States and continue to fascinate Americans today. This course will examine the causes of war, the events of the war itself, and the social and political changes that followed in its wake. In addition to examining the battles and the activities of generals and politicians, this course will also examine how women, African Americans, immigrants, and working-class people experienced the war and its outcome. GCP Coding: (ROC) (CRI)

HIST 1410 St. Louis History (3)
During the years since its founding, St. Louis has changed immensely, from a struggling fur trading post to a modern-day metropolis. This course will examine the development of the city in the larger context of American urban history. We will examine the evolution of St. Louis over time and the efforts of its residents to change, reform, or promote their city. We will also discuss the role St. Louis played in American history at the national level and how its development compares with other U.S. cities. Finally, the course will examine the development of St. Louis's unique neighborhoods and the signature aspects of St. Louis culture. GCP Coding: (ROC) (CRI)

HIST 1500 American Studies (3)
A series of topical courses covering specialized aspects of the American historical experience, e.g., the Western story, utopian societies, folklore and legend, and theories of the American character. May be repeated for credit if content differs.

HIST 1800 History of American Education (3)
Surveys the major developments in the history of American education, from colonial times to the present.

HIST 2000 Social History (3)
Course concentrates on the way ordinary people lived in different times and places and their values, customs, beliefs, and social institutions. Content varies (e.g., the social history of war, crime, labor, popular ideas). May be repeated for credit if content differs.

HIST 2010 Topics in Medieval and Early Modern European History (3)
A topics course devoted to an in-depth examination of chronological sub-periods or distinctive themes in medieval or early modern European history. May be repeated for credit if content differs.

HIST 2020 Topics in Modern European History (3)
Overview of the political, social, and cultural history of Europe from the Reformation to the present. Chronological periods or themes vary from semester to semester. Prerequisite: Sophomore standing or permission of the instructor. May be repeated for credit if content differs.

HIST 2030 Topics in Asian History (3)
Studies the cultures and the political-social development of major Asian nations, with an emphasis on the period since the impact of Western civilizations on ancient cultures. Content varies (e.g., Japan, China, Far East, Pacific World). May be repeated for credit if content differs.

HIST 2040 Topics in Latin American History (3)
Introduces students to the history of culture, politics, and society in Latin America. Chronological periods and themes will vary. Topics could include Mesoamerican civilizations, the colonial era, modern Mexico, and overviews of South and/or Central American history. May be repeated for credit if content differs.

HIST 2050 Topics in African History (3)
Introduces students to the history of politics, culture, and society in Africa. Chronological periods of themes may vary. Topics include traditional heritage, slavery and its consequences, colonial experience, nationalism, and independence. May be repeated for credit if content differs.

HIST 2060 Topics in the History of Gender and the Family (3)
Devoted to the history of gender roles and the ideas and values associated with the creation of those roles in different times and places. Possible topics include the history of women, the family, men and masculinity, etc. May be repeated for credit if content differs.

HIST 2070 Topics in Non-Western History (3)
A series of courses that focuses on the history of developing areas of the world (e.g., Southeast Asia, India). May be repeated for credit if content differs.

HIST 2090 Encounters with History (3)
A topics course devoted to an in-depth examination of chronological sub-periods or distinctive themes in history. May be repeated for credit 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 Early Modern Europe (3)
Survey of European history in the early modern era, ca. 1300-1650. The course focuses on the artistic, literary, philosophical, and scientific contributions associated with the cultural "rebirth" of the Renaissance and the religious ferment that led to the Protestant Reformation. GCP Coding: (ROC) (CRI)

HIST 2230 The Age of Total War: Europe 1890-1945 (3)
An exploration of European politics, society, and culture during a period dominated by two world wars. Topics include imperialism and great power competition, the Great War, social reform and class conflict, transformations in gender, the Russian Revolution, Nazism and Fascism, World War II, and the Holocaust. GCP Coding: (ROC) (CRI)

HIST 2240 Contemporary Europe: 1945-Present (3)
An exploration of European politics, society, and culture from the end of World War II to the present. Topics include postwar reconstruction and the Marshall Plan, the origins of the Cold War, decolonization, feminism and environmentalism, the European Union, and the crisis and fall of the Soviet empire, along with current issues in European affairs. GCP Coding: (ROC) (CRI)

HIST 2250 History of Russia (3)
Overview of Russian history with varied chronological emphasis. Includes Norse, Byzantine, and Tartar influences, the rise of Moscow, absolutism of the czars, and development of the Soviet Union and post-Soviet regimes. 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 2300 History of Disease and Medicine (3)
Examines the impact of epidemic diseases on human history and the ideas and strategies humans have adopted to understand and combat their diseases.

HIST 2320 African-American History (3)
Survey of the African-American experience from colonial times to the present.

HIST 2330 History of the Consumer Society (3)
Examines the development of and debates concerning modern institutions associated with consumption, such as department stores, shopping malls, and advertising.

HIST 2340 History of American Business and Management (3)
Traces the rise of business as a major American cultural institution, with consideration given to its impact on government, law, education, and social customs. Special emphasis is given to the changes in managerial thought and practice in the twentieth century, and the rise of big management and bureaucracy. Cross-listed with MNGT 2340.

HIST 2360 Refugee and Migration Movements (3)
Studies the historical evolution of migration and refugee flows and examines their psychosocial impacts on peoples, states, and regions. Sometimes focuses on a particular region or people. May be repeated if content differs.

HIST 2370 U.S. Women's History (3)
This course examines the lives of women in America during the years from the Revolution to the present day. We will investigate the ways in which women have functioned as agents of historical change, as their lives and actions have both impacted and been impacted by major historical events. Particular attention will be paid to the changing nature of the family, changes to the work women did (both paid and unpaid), and the involvement of women in social and political reform. We will also investigate the diversity of women's experiences in the past. Just as today, "women" cannot be spoken of as a monolithic block; women throughout America's history have been divided and often had difficulty uniting across lines of class, race, and ethnicity. GCP Coding: (ROC) (CRI)

HIST 2380 The American West: Film, Fiction, and Reality (3)
This course examines the settlement of the American West as well as the role that the region has played in American culture throughout the country's history. Students will learn about the history of the West as a region for the earliest days of European exploration through the 20th century. Particular attention will be paid to the late 19th century, when western expansion was at its peak. We will examine western expansion from the perspectives of both American settlers and the Native Americans already living in the region. Students will learn about the diversity of the West throughout its history, and how the "Old West" of cowboys and gunslingers was only part of the story. We will also discuss the reasons why the popular perception of the "Old West" has lingered as a romanticized image in American culture. GCP Coding: (ROC) (CRI)

HIST 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 traditional concepts of sovereignty and national belonging and then looks at two monumental events that created new possibilities for "moral intervention" across international borders: The French Revolution and the birth of the anti-slavery movement in the context of European imperialism. The course also explores the rise of global governance and human rights movements both on the local and the global level.

HIST 3150 International Affairs (3)
Employs regional or topical approach to selected international periods and issues, with attention given to knowledge of historical events preceding and influencing the topic under analysis. Content varies. 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 knowledge and methodology in a professional environment. Prerequisite: Sophomore standing or permission of the instructor. May be repeated for credit if content differs.
Course Descriptions

of historical methodology, research, writing, and/or historical knowledge. A total of 6 credit hours of practicum may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper level coursework. **Prerequisites:** Junior standing and permission of the department chair; specific prerequisites will vary according to topic.

**HIST 3800 Introduction to Methods of Teaching Social Studies (2)**
Introductory course in methods and techniques of teaching social studies, with the emphasis on organization of teaching units and classroom procedures. **Prerequisite:** Acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

**HIST 3810 Methods of Teaching Social Studies (2-4)**
A continuation of HIST 3800. **Prerequisites:** Student teaching simultaneous to this course and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

**HIST 4000 Research Requirement (0)**
Required of all history majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

**HIST 4100 Advanced Studies in International Affairs (3)**
Allows students to pursue advanced studies in a wide variety of subfields of 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)**
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**

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**HLSC 1300 Topics in Health Sciences (1)**
These courses are designed for students to study the concepts of lifetime fitness through lecture, discussions, lifestyle assessment, and health risk management and fitness activities. A maximum of 4 credit hours may be applied toward graduation requirements. Class can be repeated for credit if content differs.

**Life Long Fitness and Sports Courses**
These courses are designed for students to study the concepts of lifetime fitness through lecture, discussion, lifestyle assessment, and health risk management and fitness activities. Students will meet the following objectives: 1) understand the basic concepts of physical fitness and the interaction of exercise and lifelong health; 2) participate in activities that promote the development of muscular strength, flexibility, and cardiovascular fitness; 3) become aware of their current level of fitness; 4) become aware of their own nutritional habits and needs; and 5) become familiar with stress theories and stress management techniques. A maximum of 4 credit hours may be applied toward graduation requirements. Class cannot be repeated for credit.
**HLSC 1310 Wellness and Healthy Lifestyle (3)**

Introduces issues of wellness including theory, theorists, and developing a healthy lifestyle. Emphasizes principles of learning styles, health promotion, intimacy, grieving process, fitness, and alcohol and other drugs. Will also examine current research in the area of wellness and healthy lifestyles.

**HLSC 1340 Lifeguard Training (1)**

Covers basic swimming and water safety techniques, including personal water safety, public relations, accident prevention, surveillance, emergency preparation, and spinal injury. Prepares students to qualify for American Red Cross certification in life guarding, CPR, and first aid. **Prerequisite:** Must be experienced swimmer or permission of 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.

**HLSC 1660 RAD (Rape, Aggression, and Defense) (1)**

An introduction to basic self-defense skills. The course includes an exploration of escape and avoidance strategies, offensive and defensive postures, defensive techniques, and simulated attacks. This course will also examine community services available for both violence prevention and victim abuse services. Fitness principles, such as strength, flexibility, and cardiovascular fitness, will be addressed, particularly in regard to the impact of personal fitness on one's ability to perform the self-defense skills. Note: For women only.

**HLSC 1670 RAD II (Rape, Aggression and Defense) (1)**

Advanced RAD. Builds on self-defense techniques and awareness, prevention, and avoidance strategies learned in basic RAD, adding defenses against the edged weapon and firearm. Covers more prone defense strategies, multiple subject encounters, and low and diffused light simulation exercises. **Prerequisite:** HLSC 1660 offered in the fall semester or permission of instructor. Note: For women only.

**HLSC 3100 Diversity in Health (3)**

Examines the health issues of African-, Latin-, Native Americans, Asians, and Alaskans. Focus will be on health promotion and disease prevention. The most common health problems across gender and across ages will be included as well as how the media presents diversity issues. Counts as a multicultural studies minor course.

**HLSC 3200 Issues in Women's Health (3)**

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 organizations.

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 organizations.

**HRTS - Human Rights**

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| **Global Citizenship Program** |
| **Skill Areas (....)** |
| CRI | Critical Thinking |
| ETH | Ethical Reasoning |
| INTC | Intercultural Competence |
| OCOM | Oral Communication |
| WCOM | Written Communication |

**** Course fulfills two skill areas
HR 3080 Advanced Topics in Human Rights (3)
Upper-level study of influential text(s) or topic(s) in a special area of international human rights. May be repeated for credit if content differs.

HR 3100 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 FLST 3160 and PHIL 3110. May be repeated for credit if content differs.

HR 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 FLST 3160 and PHIL 3110. May be repeated for credit if content differs.

HR 3200 Human Rights Area Studies (1-3)
Examines the conditions in selected countries during a specific time period. (An example might be the conditions in Argentina, Chile, and Uruguay in the 1960s and 1970s that led to the human rights abuses of the 1970s and 1980s.) Investigates the impact of human rights abuses on the politics and society in the countries selected. The approach may vary from semester to semester, ranging from the historical to the literary. May be repeated once for credit, when subject matter varies.

HR 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.

HR 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.

HR 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.

HR 3560 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.

HR 3650 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.

HR 4500 Human Rights Field Experience (3)
For students undertaking travel and research into a specific human rights topic or area through direct contact with the material or people studied, outside academic confines, or students undertaking experience working in an organization whose mission includes work in the area of international human rights. Requires prior and follow-up consultation with an appropriate faculty member approved by the director of the human rights program or a site academic director. The student must prepare a portfolio, to include an advance description of the intended field and/or...
work experience and, whichever is appropriate: either a projected
iterative, documentation of the travel and experiences, and a
summary of and formal reflection on those experiences; or a
description of the projected work experience and a summary of
and formal reflection on the work experience. Prerequisites:
HRTS 1100, HRTS 2800, and approval of the director of the
human rights program or the site academic director.

HRTS 4600 Overview (3)
A critical examination of a text, a theme, or a current problem in
international human rights. Each student writes a paper reflecting
significant mastery of the methods and content of the chosen
area, and an ability to evaluate the evidence and assumptions
in light of criteria relevant to human rights. Prerequisites: HRTS
2800 and advanced standing.

ILC - International
Languages and Cultures

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ILC 1070 Intensive Introduction to Language: Level I
(1-3)
A beginning-level course offered in a variety of formats. It teaches
listening comprehension, speaking, reading, and writing skills. The
goal is to develop basic linguistic structures and vocabularies for
specific needs: e.g. travel, business, medicine, law enforcement.
The target language varies. May be repeated once for credit with
permission of 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. Prerequisite: ILC 1070 or equivalent.

ILC 1090 Elementary Language: Level I (1-4)
Develops listening comprehension, speaking, reading, and writing
skills. The goal is fluency in basic linguistic structures needed
for expression in everyday situations and the recognition of
challenges in intercultural communication. The target language
varies. May be repeated for credit with permission of department
chair.* GCP Coding: (GLBL) (INTC)

ILC 1091 Workshop (1-2)
This workshop is intended for listening and speaking practice,
vocabulary building, and grammar review. Prerequisite:
Concurrent enrollment in corresponding ILC 1090 language
course. May be repeated for credit with permission of department
chair.

ILC 1100 Elementary Language: Level II (1-4)
This course is a continuation of ILC 1090. Teaches listening
comprehension, speaking, reading, and writing, with emphasis on
understanding and speaking. The goal is fluency in basic linguistic
structures needed for everyday situations and an understanding
of the origin of specific cultural differences. 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. 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 develop
basic oral communication and cultural understanding. Functions
as a preparation for travel abroad or to give additional oral
practice to students currently enrolled in a language course. May
be repeated for credit with permission of 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. Prerequisites: Intermediate level in appropriate
foreign language and permission of department chair. May be
repeated for credit if content differs.

ILC 2090 Intermediate Language: Level I (1-4)
Strengthens listening comprehension, speaking, reading,
and writing skills with the emphasis on understanding and
speaking. Proceeds from the concrete basic language of everyday
situations to expressions of ideas and opinions, with the goal of
achieving intermediate level fluency and basic intercultural
competence. 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. Prerequisite:
Concurrent enrollment in corresponding ILC 2090 language
course. May be repeated for credit with permission of department
chair.

ILC 2100 Intermediate Language: Level II (1-4)
This course is a continuation of ILC 2090. The goal is
intermediate mid-level fluency and basic intercultural

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** Course fulfills two skill areas
Course Descriptions

competence. **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. **Prerequisite:** Concurrent enrollment in corresponding ILC 2100 language course. May be repeated for credit with permission of department chair.

**ILC 2150 Topics in Culture(s) (1-3)**
An introduction to the culture; including customs, history, literature, and arts of a particular region or country, taught by faculty trained and experienced in the target culture or language. Through single or multiple themes, students will learn about the historical and sociopolitical contexts for areas where the target culture differs significantly from U.S. culture and develop their intercultural competence skills. Students may also learn linguistic tools, such as greetings, polite and ceremonial formulas, and culturally specific terms that do not exist in English, that would help them establish contact with the people of the target region. The course may be repeated for credit if the content differs. **GCP Coding:** (GLBL) (INTC)

**ILC 2610 Intermediate Language: Readings (1-3)**
Strengthens and develops reading skills. The goal is to encourage students to enhance their linguistic abilities, particularly discipline-specific reading skills. Sections are offered in various languages (e.g., French, German, Chinese (Mandarin), Japanese, Italian, Spanish, etc). **Prerequisites:** ILC 2100 or equivalent and permission of instructor or chair of the department. May be repeated for credit if content differs.

**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 if content differs, 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 department chair. 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. **Prerequisites:** Advanced level in appropriate foreign language and permission of the department chair. May be repeated for credit if content differs.

**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, 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, the internet, etc. The study of cultures and the understanding of socio-historical and political events leading to contemporary issues are important components of these courses. **Prerequisite:** Advanced level in appropriate language. May be repeated for credit if content differs.

**ILC 4200 Lyric Diction (2)**
Teaches voice students the correct pronunciation of language sounds, using the International Phonetic Alphabet. May be repeated for credit if content differs.

**ILC 4600 Topics in Language(s) (1-3)**
Exploration of an interdisciplinary topic related to the appropriate language and culture. May be repeated for credit if content differs. **Prerequisite:** Advanced level in appropriate language or permission of the instructor. 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, meeting 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. **Prerequisites:** 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 - Individualized Learning**

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INTL - International Relations

**Course fulfills two skill areas**

### INTL 1050 Introduction to International Relations (3)
This course examines how state and non-state actors confront contemporary global problems. It also introduces students to the subfields of international relations: international security, international political economy, foreign policy, international relations theory, international organizations, and international law. Cross-listed with POLT 1050. **GCP Coding: (GLBL) (CRI)**

### INTL 1200 Careers in History, Politics, and International Relations (3)
This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

### INTL 1500 The World System since 1500 (3)
Examines the origin and evolution of the current world system. The course explores the political, cultural, technological, social, and economic forces that have shaped world history from 1500 until the present. **GCP Coding: (GLBL) (CRI)**

### INTL 2030 International Law (3)
Introduces public international law, including the law of international institutions. Topics include the sources of international law, questions relating to state jurisdiction and state responsibility, the regulation of the use of force, and the legal aspects of the structure and functions of the United Nations.
INTL 2100 Model U.N. (0-3)
Studies the structure, operations, and politics of the United Nations. Attention will focus on current U.N. issues, and students will be required to participate in classroom simulations. Students will attend the Collegiate Midwest Model U.N. and represent a country as U.N. delegates.

INTL 2610 Advocacy, NGOs, and Civil Society (3)
Studies multilateral activities designed to promote economic, social, and technical progress. Examines international cooperation in such "nonpolitical" fields as trade, economic development, communications, health, humanitarian assistance, and environmental protection.

INTL 2620 Ideological Influences in International Relations (3)
Examines ideologies and value systems such as liberal democracy, pragmatism, materialism, nationalism, racism, and internationalism in light of their influence on foreign policies of the major Western countries and of select developing nations.

INTL 2630 New States in World Politics (3)
Introduces the political process in the non-Western world and a survey of different methodological approaches to the study of non-Western systems. Emphasizes analysis of foreign policies and the role of new states in world politics.

INTL 2650 The Politics of Peace (3)
Studies issues of war prevention, including social justice, ecological balance, large-scale social change, impacts of science and technology, and political processes relating to national and transnational institutions.

INTL 2680 International Relations Theory (3)
Analyzes the nature of international society and of the forces affecting the behavior of states in their relations with one another.

INTL 2690 Multinational Corporations (3)
Analyzes the emergence and significance of multinational corporations, their structure, and their impact on international relations.

INTL 2700 Methods of Political Inquiry (3)
Explores the nature of political inquiry and the conceptual approaches to the study of politics and government. Students examine and compare some major modes of political inquiry: discursive, systematic, philosophical, and scientific. Prerequisite: Usually sophomore standing or permission of the instructor.

INTL 3030 Advanced Studies in International Law (3)
An overview of post-World War II development. Examines issues affecting international politics using guest lecturers, field trips, and simulations projects. May be repeated for credit if content differs. Prerequisite: Usually sophomore standing or permission of the instructor.

INTL 3200 Comparative Politics: Western Europe and the United States (3)
Compares Western European and U.S. political culture, constitutional structure, and governmental development, with particular attention given to contemporary problems. Prerequisite: Usually sophomore standing or permission of the instructor.

INTL 3220 Current European and American Diplomatic Issues (3)
An overview of post-World War II development. Examines issues affecting international politics using guest lecturers, field trips, and simulations projects. May be repeated for credit if content differs. Prerequisite: Usually sophomore standing or permission of the instructor.

INTL 3240 United States Foreign Policy (3)
Surveys the constitutional and political factors entering into the formulation, execution, and substance of U.S. foreign policy, with special emphasis on contemporary problems. Prerequisite: Usually sophomore standing or permission of the instructor. Cross-listed with MEDC 3260.

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:** INTL 1050 or POLT 1050 or permission of instructor.

INTL 3700 International Organizations: Structure and Political Conflict (3)
Analyzes the international organization to determine whether it is an effective instrument for achieving peace and security and for the promotion of human welfare. Attention is given to the adjustment of political conflicts by international organizations, and to interactions between different types of multinational enterprises and various levels of government.

INTL 3800 International Security (3)
This course explores the nature of international conflict in the world from the perspective of international relations, focusing extensively on the causes, conditions, and consequences for war (both historical and contemporary), and the possible paths to peace. **Prerequisite:** INTL 1050 or POLT 1050 or permission by the instructor. This course is routinely cross-listed with INTL 5590 and may not be repeated at the graduate level if cross-listed.

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 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 (2-4)
Allows senior students to pursue significant independent research/writing projects in international relations. **Prerequisites:** Senior standing and approval of the department.

INTM- Interactive Digital Media

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**Global Citizenship Program Skill Areas:**
- Critical Thinking (CRI)
- Ethical Reasoning (ETH)
- Intercultural Competence (INTC)
- Oral Communication (OCOM)
- Written Communication (WCOM)

**Note:** Course fulfills two skill areas

INTM 1600 Introduction to Interactive Digital Media (3)
A practical introduction to interactive media. Students learn the concept, information and interactive design, production strategies, technical aspects of production and publication, and practical applications of interactive media in educational, commercial, and public environments. Students create formal design documents that include flowcharts, treatments, scripts, and storyboards. **GCP Coding:** (SSHB) (CRI)

INTM 2000 Strategic Writing for Interactive Media (3)
Students learn the application of traditional media writing to interactive contexts with an emphasis in content development and marketing. Writing is focused on creating and distributing valuable, relevant and consistent content to attract and retain a clearly-defined audience. Students develop more sophisticated approaches to information design, with an emphasis on search engine optimization, and interactive design through the writing course. **GCP Coding:** (SSHB) (WCOM)

INTM 2200 Visual Design for Interactive Media (3)
This is a course that covers the fundamentals of 2D graphic image creation and digital image manipulation using Adobe Illustrator and Adobe Photoshop. Fundamental principles of graphic design and image creation will be emphasized as well as current techniques and trends. Students will become familiar with tools, panels, menus, and creative capabilities of the software. This class will utilize lecture, demonstration, discussion and hands-on experience. **Prerequisite:** Permission of the instructor. **GCP Coding:** (ARTS) (CRI)

INTM 2350 Digital Production Tools (3)
In this hands-on, practical course, students will learn basic digital production skills such as image editing, illustration, page
Course Descriptions

INTM 2800 Storyboard Techniques for Visual Media (3)
Students practice composing and rendering images for storyboards for use in film and digital media, including video and animation production. Students learn scene perspective, figure proportions, and dramatic character poses as a means to enhance communicating their story. Students study the works of classic draftsmen - from Rembrandt to Disney - to improve their storyboard techniques.

INTM 3050 Information Architecture (3)
Information Architecture refers to the structure or organization of an interactive, digital experience. Students will gain a practical, historical and theoretical introduction to the information architecture development phase of the interactive media process. We will explore ways in which areas/sections/pages relate to one another, information organization, user roles as well as their goals and expectations, content definition and navigational structures. Through hands-on projects and regular assignments, students will gain skills in creating relevant planning documents and prototypes for an interactive digital media project.

INTM 3100 Introduction to Web Development (3)
Students learn the application of interactive media to the Internet. The course addresses concepts and strategies for integrating interactive function and design in the World Wide Web context. Students learn how to organize information and design the interactive function of a Web-based delivery system. The projects in this class are publications of Web sites that have interpreted and applied interactive design and function in their Web site. Prerequisites: INTM 1600 and INTM 2200 or permission of the instructor.

INTM 3150 Special Topics (3)
This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include 1) Computer-Based Training; 2) Games and Entertainment; 3) Journalism on the Internet; and 4) Interactive Narrative Writing. May be repeated for credit if content differs. Prerequisites will vary with topic.

INTM 3200 Interface Design (3)
This course explores design issues involved in creating functional interfaces for interactive media. The intricacies of designing the interfaces for ease of use and navigation, intuitive understanding of icons and their functions, continuity of layout, ergonomics, and the use of metaphors and known conventions are all studied. Prerequisites: INTM 2200.

INTM 3300 Animation Techniques and Practices for Interactive Media (3)
The objective of this course is for students to gain experience with animation production, skills, terminology and techniques. Topics may include creating vector graphics, drawing tools, typography, tweening, kinematics, basic interactivity as well as integration of other multimedia. There is also an emphasis on working in teams and project collaboration. Programming knowledge is not a requirement as this course is largely visually-oriented comprised primarily of instructor-led demonstrations. Prerequisite: INTM 2200.

INTM 3580 Delivering Digital Media (3)
Students learn how to prepare digital media programs for delivery on the Internet, CD-ROM, and DVD. This course addresses technical issues, such as compression and basic programming, as well as content issues, such as program design and length. This course can be a valuable elective for video, film, and interactive digital media students interested in "screening" their work on the Web.

INTM 3599 Independent Study (1-12)
Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. May be repeated for credit if content differs.

INTM 3750 Interactive Reporting and Producing (3)
The focus of this course is the growing reliance of the broadcast outlets (radio, broadcast television, cable) on the World Wide Web as a secondary distribution for news. Students learn the information design and strategies associated with distributing news in the interactive and multimedia environment of the Web. This class is conducted in a collaborative and workshop environment, with students producing news reporting Web sites. Prerequisites: JOUR 1030; and INTM 3100 or COAP 2000.

INTM 3850 Interactive Marketing Communications (3)
This course addresses marketing communications in a variety of interactive contexts, from the World Wide Web to public environments. Students learn information and interactive design strategies and the integration of new media into publications and marketing plans. This class is conducted in a collaborative and workshop environment, with students producing interactive projects. Prerequisites: PBRL 2920 or ADVT 2550; and INTM 3100 or COAP 2000.

INTM 4050 Professional Practice of Interactive Digital Media (3)
INTM 4050 will prepare students to become professionals in the field of interactive digital media. This preparation will involve learning about job resources and tactics, developing and presenting a portfolio, and honing interview skills. Students will also be exposed to the wide range of entrepreneurship and employment opportunities in the field of interactive digital media and be able to identify the ideal type of role they seek. In addition, ethical and legal issues that frequently arise in the field of interactive digital media will be presented and analyzed, and potential solutions to these dilemmas will be proposed. The course will conclude with a public presentation of final portfolios to faculty and industry professionals. Prerequisite: Senior standing.

INTM 4100 Programming for Web Communications 2 (3)
The first half of this course will focus on advanced XHTML and CSS development. The goal of this portion of the class is to produce a complete bulletproof set of XHTML / CSS website templates. Topics will include development workflows, best practices, browser testing, optimization, troubleshooting, and continued education. The second half of the course provides a comprehensive introduction to PHP and build upon the XHTML/ CSS templates developed in the first part of the course. This section will review the language and standard open-source development tools with the goal of providing a student an end-to-end understanding of techniques used to build a wide range of dynamic websites. Topics will span creation of flat (non-database) PHP-based websites and thereafter introduce the use of a MySQL database for dynamic sites, PHP-based content management systems, and frameworks. Prerequisite: INTM 3100.
INTM 4150 Advanced Topics in Interactive Digital Media (1-3)
Course description will vary depending on topic. Prerequisites may vary depending on topic. May be repeated if topic is different.

INTM 4300 Programming for Interactive Media 2 (3)
Advanced interactive media development for a variety of applications. Students will continue to explore the integration of 2D vector based animation with more sophisticated interactivity. Topics covered include the development of web sites, games, and instructional media. Prerequisite: INTM 3300.

INTM 4620 Senior Overview (3-6)
This course provides an opportunity for seniors to demonstrate their proficiency in a selected area of interactive media production. The student assumes responsibility for the production of a project under the direction of a faculty member. The projects can be collaborative and must demonstrate creative strategies using multimedia and interactive elements. Prerequisites: Senior standing, acceptance of the petition to proceed with senior overview, AND permission of the instructor.

ISTL - International Studies

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** Course fulfills two skill areas **

ISTL 1000 Introduction to International Studies (3)
This course serves to expose students to global issues and national cultures different from their own. It also introduces students to cross-disciplinary perspectives to key theoretical and methodological issues in international studies. GCP Coding: (GLBL) (INTC)

ISTL 1100 Introduction to Latin American Studies (3)
An interdisciplinary survey of the cultures and people of Latin America. Introduces students to the accomplishments and problems of Latin Americans and to the concepts and methodologies employed in area studies. GCP Coding: (GLBL) (INTC)

ISTL 1492 Topics in Latin American Studies (3)
A topical course integrating distance learning and/or attendance at lectures, films, plays, and artistic performances, as well as class discussions and other more traditional academic activities. May be repeated when content differs.

ISTL 1550 Topics in International Studies (1-3)
Introductory topical course in international studies. Subject matter varies from semester to semester. This course may be repeated once for credit.

ISTL 1600 Introduction to International Tourism and Development (3)
Tourism is a complex and multifaceted phenomenon. It is of economic importance to most countries and a major source of foreign exchange for much of the developing world. It is also the most intimate of all industries, bringing culturally diverse people together in close association, and placing large numbers of tourists in sensitive situations and socially/ecologically fragile places. In addition, tourism plays a significant role in conflicts that arise over how people and their places are represented and served with identities. This course will explore some of the social, cultural, and environmental consequences of travel and tourism.

ISTL 2450 Modern Latin America (3)
This course analyzes the history of Latin American since independence with a focus on the twentieth century and after. As well as looking at political events, students will uncover the cultural and social history of the region with an emphasis on issues of class, race and gender. Cross-listed with HIST 2040 when appropriate.

ISTL 2500 International Field Experience in International Studies (1-6)
This course is for students embarking on travel and conducting topic-specific research through direct interaction and/or engagement with the material or people studied in a country other than that of the student's home campus. Requires prior and follow-up consultation with an appropriate faculty member approved by the head of the international studies program. To complete this course, the student must prepare a portfolio detailing the following: a comprehensive description of the intended field experience and projected itinerary, documentation of the travel and experiences, and a summary of and formal reflection on those experiences. Prerequisite: ISTL 1000, or registration in the international studies certificate program, or approval of the director of the international studies major.

ISTL 2550 Topics in International Studies (3)
Examines various international issues and topics from one or more disciplinary perspectives. This course may be repeated for credit if content differs.

ISTL 2600 Natural Systems and Sustainable Ecologies (3)
Examines ecosystems, how they function, and how they shape and are shaped by human societies. Includes both a comparative and global perspective on environmental issues and ecology.

ISTL 3550 Advanced Topics in International Studies (3)
Allows students to pursue advanced studies in international studies or one of its subfields. Subject matter varies from semester to semester. May be repeated for credit if content differs. Prerequisites: ISTL 1000 or permission of instructor.
Course Descriptions

**ITAL 3600 Intercultural Negotiations (3)**
Human communication is a complicated process replete with challenges. These are particularly acute when those involved come from different cultural backgrounds and communicate according to different norms. In this course, students will analyze the conditions of negotiations across cultures (geographical, cultural and organizational context, identities, motivation), the potential obstacles to a satisfying outcome of these negotiations for the involved parties, and finally strategies for a meaningful resolution. In order to accomplish the course goals, students will cultivate cultural and linguistic awareness and sensitivity, learn how to interpret nonverbal cues, consider the implications of language choices and practice the integration of perspectives and the articulation of intercultural motivations, ideas and action steps. **Prerequisites:** ISTL 1000 or ISTL 1600. Knowledge of a second language is strongly recommended.

**ITAL 4500 Seminar in International Studies (3)**
Thematic topics chosen to encourage interdisciplinary engagement, such that students from different thematic and regional concentrations in international studies make special contributions. A senior project related to both the student's areas of concentration and the seminar theme is required to fulfill the overview requirement for students majoring in international studies.

**ITAL 4510 European Studies Overview (0-1)**
This course is required for and only open to European studies majors with senior standing. Students will write an 8-10 page essay that synthesizes their reading and course work on European politics, culture, and history. Each year there will be one question, general in nature, that provides an organizing theme for the capstone. The students themselves – in consultation with the instructor – will choose the question. The course will meet only intermittently – at most, 3 times in a semester.

**ITAL 4550 Topics Seminar in International Studies (3)**
Allows students to pursue advanced studies in international studies or one of its subfields. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisites:** ISTL 1000 and ISTL 1600. Knowledge of a second language is strongly recommended.

**ITAL 4610 Reading Course (1-4)**
Involves preparing a bibliography on a topic chosen by the student, submitting it to the instructor for approval, reading the listed books, meeting with the instructor, and writing papers. **Prerequisites:** ISTL 1000 and ISTL 2600. May be repeated for credit if content differs.

**ITAL - Italian**

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**ITAL 1090 Elementary Italian: Level I (1-4)**
Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic Italian structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of department chair. **GCP Coding:** (GLBL) (INTC)

**ITAL 1091 Workshop (1-2)**
This workshop is intended for listening and speaking practice, vocabulary development, grammar review, and cultural contextualization. **Prerequisite:** Concurrent enrollment in ITAL 1090. May be repeated once for credit with permission of department chair.

**ITAL 1100 Elementary Italian: Level II (1-4)**
This course is designed as the continuation of Italian Elementary Level I. Students will complete the basics of grammar and expand their vocabulary beyond daily topics. The goal is fluency in the basic Italian needed for everyday situations and an understanding of the origin of specific cultural differences. **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. **Prerequisite:** Concurrent enrollment in ITAL 1100. May be repeated once for credit with permission of department chair.

**ITAL 2090 Intermediate Italian: Level I (1-4)**
Strengthens listening comprehension, speaking, reading, and writing skills. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. **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. **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. It continues to develop the grammatical structures of Italian, as well as vocabulary and fluency. The goal is intermediate mid-level written and oral fluency and basic intercultural competence. **Prerequisite:** ITAL 2090 or equivalent. May be repeated once for credit with permission of department chair.
ITAL 2101 Workshop (1)
This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. Prerequisite: Concurrent enrollment in ITAL 2100. May be repeated once for credit with permission of department chair.

JAPN 1100 Elementary Japanese: Level I (1-4)
This course is an introduction to beginner-level Japanese. Students learn to speak socially and culturally appropriate Japanese, not merely to translate from English. Emphasizing Japanese and culturally appropriate behavior through role play, students will learn basic expressions, including self introductions and those appropriate to daily life and community experiences, as well as learning to recognize challenges in intercultural communications. Students will also learn to read and write Hiragana and katakana script, a Japanese phonetic alphabet. May be repeated once for credit with permission of the department chair. GCP Coding: (GLBL) (INTC)

JAPN 1101 Workshop (1-2)
This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. Prerequisite: Concurrent enrollment in JAPN 1100.

JAPN 2090 Intermediate Japanese: Level I (1-4)
Students will continue to learn how to communicate in various situations and develop reading comprehension and writing skills in Japanese. In addition, they will continue to learn Kanji, the Chinese characters for reading and writing. 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. Prerequisite: Concurrent enrollment in JAPN 2090.

JAPN 2100 Intermediate Japanese: Level II (1-4)
In this course, students strengthen their speaking, listening, reading, and writing skills in Japanese. They will learn to communicate appropriately in a variety of situations and to express their own ideas and opinions. They will continue to learn Kanji, the Chinese characters for reading and writing. 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. 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 practiced. Culture lessons are interspersed among the language lessons. 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, with special attention on the drafting, writing, and rewriting process. Students will continue to acquire basic skills in speaking, listening comprehension, reading, and writing. Culture lessons are interspersed among the language lessons. Final evaluation will be based on written assignments, periodic quizzes, a final exam, and class participation. 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. Culture lessons are interspersed among the language lessons. 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 (3)
Provides a thorough review of Japanese linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written Japanese. Prerequisite: JAPN 2630 or equivalent and permission of instructor or department chair.
JOUR - Journalism

JOUR 1030 Fundamentals of Reporting (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 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. Concurrent enrollment in JOUR 2140 required. Prerequisites: EPMD 1000 AND JOUR 2410.

JOUR 2140 Advanced Reporting (3)
Students learn a variety of specialized news story forms, as well as the formats for interpretative stories, editorials, op-ed pieces, and personal columns. Actual reporting assignments, both on- and off-campus, are an integral part of the course work. Students are expected to compose subjective commentaries based on their objectively reported story assignments. Concurrent enrollment in JOUR 2110 required. 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 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 1020 or JOUR 1030, or permission of instructor. May be repeated once for credit.

JOUR 3050 Sports Reporting (3)
Students learn the principles, strategies, and techniques involved in sports reporting by analyzing a variety of sports styles and approaches and producing sports articles throughout the course. **Prerequisite:** JOUR 1030 or permission of instructor.

JOUR 3060 Community Reporting (3)
Students learn and apply the concepts of local reporting of city government, police, fire, schools, and special business districts. Students are assigned community "beats" and are expected to report regularly with stories in their assigned areas. **Prerequisite:** JOUR 2140.

JOUR 3080 Global Journalism (3)
Students learn strategies and techniques used by the United States and across the globe in the management of domestic and international news. Students listen to and evaluate broadcasts from world capitals, including Moscow, London, Tokyo and Beijing. Students also do content analysis of international newspapers and news websites from all continents. Students learn the different philosophies of freedom of the press operating in international and American news media. May be repeated for credit, if taken at an international campus.

JOUR 3090 Covering Global Conflicts (3)
Students will study the risks and requirements for covering global conflicts and world hot spots. Students will also explore the technological changes that have revolutionized the way audiences receive news from dangerous locations. Students will study leading professionals in international reporting from war zones, scenes of natural disasters and areas where terrorism has taken place. **Prerequisite:** JOUR 2140 or permission of instructor.

JOUR 3120 Global Affairs Reporting (3)
Students learn the role of the foreign correspondent and the structure and importance of global news organizations. Students also examine current international issues and global trouble spots, analyzing how events are covered both in the U.S. media and non-U.S. media. **Prerequisite:** 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, FTVP 1000, and JOUR 2850.

JOUR 3300 Newspaper Production Workshop (2-4)
The course forms the center of the journalism curriculum. In it students learn to apply the journalistic theories, principles, and techniques they have learned in the classroom to newspaper production. Theories of journalism are tested and refined by the everyday practice of getting out the campus newspaper. Students meet several times during the week to gain firsthand experience in developing the skills necessary to produce a readable and attractive publication. Students are required to work a minimum of five hours per week on production of the campus newspaper. **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 1020, JOUR 1030, JOUR 2110, and JOUR 2140.

JOUR 3580 Radio News Reporting and Production (3)
Students apply principles and techniques of radio broadcast journalism in a production setting. Students write, report, edit, and present newscasts and public affairs programs on the Webster University radio station. Students learn to apply broadcast journalism theories within this laboratory setting. Lab time is required at a radio station. **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 in a production setting. Students write, report, and edit newscasts, which
are broadcast to the St. Louis community. Students learn to apply broadcast journalism theories within a laboratory setting. **Prerequisites:** JOUR 2850. May be repeated for credit.

**JOUR 3599 Independent Study (Juniors or Seniors)**

(1-12)

Independent study involves research on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

**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 Webster University digital news site. Students learn to apply digital journalism theories within this laboratory setting. **Prerequisites:** JOUR 2860 and 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 4170 Investigative Journalism (3)**

In this course, the advanced journalism student learns the specialized techniques of seeking out hidden, untapped news sources, and interpreting specialized data and information. Students learn the skills of investigative reporting in the beat areas of the environment, medicine, business, consumer issues, politics, elections, crime, and more. Students study major practitioners of investigative journalism, from Ida Tarbell and Upton Sinclair to Bob Woodward and Carl Bernstein. **Prerequisite:** JOUR 2140 or permission of the instructor.

**JOUR 4200 Teaching Scholastic Publications (3)**

This course provides an overview of teaching beginning journalism and advising high school publications. Topics discussed include press rights and responsibilities; gathering, reporting, and editing the news; photo and electronic journalism; mass media and society; design techniques; management and business skills necessary for advising publications; and evaluation techniques necessary for grading students involved in school publications. Students learn how to write lesson plans for daily use in their journalism classes, and each student is required to submit a lesson plan including activities, and tests and projects on teaching the First Amendment. Each student submits a sample staff manual, which he/she adapts to the school publication that he/she will be advising. This course applies to the Missouri Department of Elementary and Secondary Education certification for the student or a school advisor. May be repeated for credit.

**JOUR 4250 Methods of Teaching Secondary Publications/Journalism (3)**

This course provides the instruction necessary for the teacher to aid in the publication of the high school newspaper, yearbook, or broadcasting medium. Students learn the process of writing bids for selecting the printing company, and techniques needed to publish the school paper or yearbook. Students learn classroom organization, photography (both digital and darkroom procedures), assigning beats, the public relations of scholastic journalism distribution and mailing of publications, press freedom and mass media in society, advertising and business skills for teaching journalism, and newspaper and yearbook production. This course applies to the Missouri Department of Elementary and Secondary Education certification of teachers of journalism in secondary education. **Prerequisite:** Admission to teacher post-baccalaureate certification program through the School of Education.

**JOUR 4380 Magazine Journalism (3)**

Students learn the elements of magazine journalism, including research, interviewing, structure, formats, feature writing, and style. The class is conducted as a workshop, with students producing articles and critiquing the work of their peers. **Prerequisite:** JOUR 3300 OR permission of the instructor.

**JOUR 4390 Magazine Production (3)**

This course will provide the principles and techniques of producing a student magazine, including writing, editing, photography and other artwork, as well as working with a printer for production. The students in the class assume responsibility for production of the magazine under the supervision of a faculty advisor. May be repeated for credit.

**JOUR 4400 Business Journalism (3)**

Students learn the function, role, and practice of the business press, with emphasis on the strategies, style, and techniques involved in this specialized application of journalism. Students analyze business articles as well as produce a variety of written materials in this subject area. **Prerequisite:** JOUR 3300.

**JOUR 4500 Media Criticism for Publication (3)**

Students learn to research and write media analysis within a journalism format. Students learn about the techniques of writing media literacy analysis designed for popular consumption in newspapers, magazines, and online publications. Students analyze the content of news and entertainment media and prepare articles based on this research for publication. **Prerequisite:** JOUR 3130, MEDC 3190, MEDC 5460 for graduate students or permission of instructor.

**JOUR 4610 Readings in Journalism (1-6)**

**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 résumés. **Prerequisites:** Journalism major AND senior standing.

KEYS - Global Keystone Seminars

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Global Citizenship Program Skill Areas (....)

| Arts Appreciation |
| Global Understanding |
| Physical & Natural World |
| Quantitative Literacy |
| Roots of Cultures |
| Social Systems & Human Behavior |

**Course Descriptions**

**KEYS 4002 Water: The World's Most Valuable Resource (3)**
Water concerns are among the most important and controversial global issues of the 21st century. Recent years have witnessed critical shortages of, and limited access to, water used for drinking and agricultural production; increasing incidents of local communities struggling with corporate control over water resources; difficulties for poorer human populations related to water-borne diseases; and significant increases in the cost of water through utilities. This course examines the many factors that have contributed to this global water crisis.

**Applied real-world opportunities:** Students will test water samples; explore different types of aquatic ecosystems; interview people about water access, quality and usage; and then will compare their position relative to water usage with the majority world position.

**KEYS 4003 Contemporary Slavery and Human Trafficking (3)**
Slavery is illegal globally, yet more people are enslaved/tapped today than they were at any point in history. There are approximately 27 million slaves in the world, which is more than the total number of people taken from Africa during the three centuries of the transatlantic slave trade. Work performed by slaves has become an important part of the global economy; many of the products we use and consume, from children’s toys to clothes and electronic goods, are made from materials and components that have been produced by slaves. This course begins with a brief history of slavery in the ancient world through to the present time. The local, national and global economic, political, social, cultural and legal policies, structures, institutions, conditions and practices (or lack thereof) that sustain contemporary slavery and the trafficking of human beings will be examined. The question of what can and must be done to eradicate slavery will be addressed throughout the course.

**Applied real-world opportunities:** Documenting and understanding one’s own slavery footprint will help students identify ethical dilemmas in counteracting modern day slavery in every day life. Students will have an opportunity to interact with local organizations involved in combatting slavery and human trafficking and may also participate in transcribing interviews for the Bijlmer Project.

**KEYS 4004 Design for Sustainability (3)**
Although architects, artists, scientists and other community members have designed ingenious, innovative solutions to meet needs, we have not fully addressed how these solutions affect interconnected systems. What are the dynamics of these systems? How can observing the systems in nature to determine form and function drive a sustainable future? How do we take a systems-based approach to design from the micro to macro? How do we design individual products? How do we design cities and buildings to provide for the health and well-being of its citizens?

**Applied real-world opportunities:** Participants will compare and contrast environmental, economic, and social aspects of community-based and global problems; will examine existing and green products and projects; design and implement green projects and products.

**KEYS 4005 Global Gender Rights (3)**
This course will examine the status of women and women’s rights locally, nationally, and globally. This includes analyses of the economic, political, and cultural policies, structures, institutions, constraints, and conditions that affect the status and rights of women. Possible topics addressed may include: violence against women, women’s health, women’s education and economic development, women in leadership and LGBT rights.

**Applied real-world opportunities:** Trip to the United Nations Commission on Status of Women conference (Spring semester only), interviews of NGO workers or service learning at homeless/women’s shelters.
KEYS 4007 School on a Shoestring: Educational Inequities (3)

Education is the foundation for economic, social, and personal success, and yet for millions of children primary education is inadequate or unavailable. In this course, educational inequities affecting elementary and secondary students and the systems contributing to these inequities will be examined at the local, national, and global levels. Students will consider populations particularly vulnerable to educational inequities and evaluate the unique effects they have on these populations. Students will explore possible solutions to these issues at the local, national and/or global levels.

Experiential component: Multiple observations in formal and informal education settings as well as a problem-based learning project involving the design of an experiential project for students at a local school.

KEYS 4008 Leading From Where I Am (3)

This interdisciplinary course explores leadership styles and assists students in developing their strengths in order to develop a distinctive philosophy of leadership. Students will be given the opportunity to develop their leadership through an assessment of their own strengths, projects to develop leadership and learn how to exercise leadership in teams, and reflections on these experiences.

Applied real-world opportunities: Shadowing community leaders and/or a team leadership project with a real-world application to address a challenge in the students’ community.

KEYS 4009 Through the Looking Glass: Discovering Identity, Purpose and Path (3)

At this point in college, we are either firming up who we are or our lives are turning upside down. Identity is a fluid, ever changing aspect of who we are, what we want to be, and what we value. We see it in how we view others and how others view us. In this class, we will examine theories of personal, cultural, and societal identities. Through this, we will move forward into examining what we love to do, what we are good at, and how we can use this to make a positive difference in our communities.

Applied real-world opportunities: Cultural plunges, overnight retreat, and portfolio development will be involved.

KEYS 4010 The Democratic Process (3)

Students in this course will explore democratic processes at the local, national, and international levels. This course will challenge students to define what a democracy is, and what cultural and political developments make democracy possible. It will give students the chance to reflect on their own responsibilities as citizens, and to put their insights into practice as they work as part of a team to advocate for a particular issue or position of their choosing.

Applied real-world opportunities: In groups, students will choose a local or state issue that is important to them. With the guidance of the instructor, they will design a plan to advocate for a particular position. Possible activities could include participating in a political campaign, mounting a petitioning campaign, or lobbying local or state lawmakers. At the conclusion of the project, students will reflect on what effect their participation in the democratic decision-making process had.

KEYS 4011 Crossing Borders: Language and Power (3)

How do you define torture for international law? How can the Christian Bible include references to homosexuality if the word homosexual did not exist until 1892? What are the ethical issues of teaching university courses in English in countries where English is not the native language of the people? This course will explore issues of language and power as they relate to global religions, literature, international law, and official language policies.

Applied real-world opportunities: Students will volunteer with an organization that works with international students or immigrants and journal at assigned intervals within their online workspace over the course of the term on the language and power issues they learn are of importance to the people with whom they are working.

KEYS 4012 City Life (3)

Is space merely a container of social action? Is the city merely the background, the context, of urban research? In this interdisciplinary course, we will examine the city as cultural construct and the city as the site and object of local and global social struggles. Students will explore themes and concerns in the study of urban spaces/places, including how the city has informed imaginations of the social norms, inequality, justice, and the good life. For example, the city has nurtured modernist dreams of the perfectible society, and conversely, has fed rabid fears of social disorder and violent contagion. The city is an object of contention, complexly entwined with notions of class, gender, race, and ethnicity.

Applied real-world opportunities: The experiential component will be tailored to fit the urban problem being investigated by the class. Some possibilities include: shelter and soup kitchens, work with refugees, work with local government agencies, interviews with stakeholders.

KEYS 4013 Innovation and Creativity (3)

Creu Gwir fel gwydr o ffwrnais awen (Creating truth like glass from the furnace of inspiration) –Gwyneth Lewis

What fires innovation and creativity? Often, creativity and innovation are seen as mysterious qualities that only certain people have, but creativity is a quality everyone possesses. This course offers an opportunity to learn about innovations of the past, to work creatively toward solving some problems of today, and to think about the effects of today’s new ideas on tomorrow.

Applied real-world opportunities: Students will be encouraged to discover how innovation has affected their everyday lives in ways they have probably never considered – for instance, why are there wheels on their luggage? What historical, sociological, and situational forces have pushed for luggage that is small, lightweight and can easily be pulled along? Students will identify a current problem or inefficiency in the world, devise practical solutions/improvements, get feedback from users, and modify their inventions.

KEYS 4014 Social Movements and the Impact of Technologies (3)

Students will explore social movement thematic topics including: the history of social movements, the connection between social justice and social movements, social movement theories, and ethics. Social movement case studies may consist of some of the following movements: American Civil Rights Movement, Black Panthers Movement, Apartheid, Student Activism/Vietnam Protest, Women's Movement, LGBTQ+ Movement, Environmental Movement, American Right-Wing Movement, White Nationalism, Antifa, Extremists Movements, Global Movement, and New Movements such as BLM. Those seeking social change have always made use of the communications technology of the day to promote causes. Hence, the impact of technologies will be an ongoing thread that weaves through each theme with an emphasis on technological systems including social networks and social media. Connections to current-event examples of social
Applied real-world opportunities: Students will conduct research on a current social movement issue(s) and contribute data to that topic. Research will also include the use of technology to reach a wide audience. Students will disseminate research findings to the Webster community or other appropriate stakeholder groups.

KEYS 4015 Food for Thought (3)
This course focuses on how and where food is produced, as well as issues of food scarcity, distribution, and pricing. It addresses local, national and international influences as well as the ethical issues surrounding these topics.

Applied real-world opportunities: Multiple trips to food production and distribution centers, food stamp budget or social welfare simulation, and/or service learning at foodbank/soup lines.

KEYS 4016 Business, Behavior, Health and Society (3)
This course will examine the intersection of business, behavior, health, and society. We will consider the business of health (e.g., weight loss companies, 24 hour gyms, advertising of the fast-type health products and programs, and advertising of health products and of unhealthy products such as fast food). We will also examine the culture of health and illness (e.g., comparing cultures to look at healthy and unhealthy behaviors and the cultural perceptions of those behaviors). Across these questions we will consider how these issues play out in the context of contemporary societies.

Applied real-world opportunities: Students will conduct an audit of their own access to health-supporting environments (e.g., memberships) and compare this familiar access to something new (e.g., a different culture). The experiential component also includes options for assisting with human subject studies on the effects of advertising on diet or the success of weight loss or get-fit programs and creating a business plan for a health-related company.

KEYS 4017 Pedal Power (3)
This course will look at the bicycle as transportation, as exercise, and as industry. The place of bicycles in different societies will be examined, including their social, economic, political, and cultural impact. Ethical concerns related to bicycling will also be explored.

Applied real-world opportunities: Local bicycling events, such as a ride for charity, group project to identify an area of need and to plan actions/advocacy to fill that need.

KEYS 4018 Plays and Concerts and Inks, Oh my!: Encountering Art in Our Communities (3)
What is art? What is community? This course explores how a community is reflected in art and how its arts are a reflection of that community. After developing an awareness of what kinds of artistic efforts exist in a particular community, students will bolster these efforts through practical, hands-on activities.

Applied real-world opportunities: Multiple field trips to arts events, an arts advocacy team project focusing on identifying an arts lack in a community and rectifying it.

KEYS 4019 Art & Social Engagement: How Do the Arts Impact the World? (3)
Whether visual art, performance art, music, film, dance, or theater — art surrounds our lives daily and mirrors our interactions as social beings. The arts are one of the principal drivers of social change, while social engagement also forms a fundamental motive for artistic expression. This course will examine the socio-political implications of art production. To approach the cultural settings of art and social engagement, students will consider (through readings, discussion, written essays, audience involvement, and personal projects) how art histories (i.e. essays/reviews/criticism, and the academic disciplines of art history, musicology, theatre history, etc.), art receivers (viewers/audience/participants), and art producers (artists), interact in creating and experiencing works of art that address social and political events.

Applied real-world opportunities: Students will reflect on the production of socially engaged art and on themselves as primary actor/audience via discussion, audience involvement (attending/experiencing), lecture/presentations, and group and/or personal projects.

KEYS 4020 Future Human: Humanity and Technology A.D. 2100 (3)
One of the earliest fables that has come down to us is that of the sorcerer’s apprentice, where a bumbling assistant learns how to turn on his master’s creation, but doesn’t also learn how to turn it off. Whether it is a golem, Frankenstein’s monster, or the artificial intelligences of The Matrix movies, the fear that what we create will ultimately overpower us, enslave us, or even destroy us, is evident throughout literature and art. Yet, we live in a world where we can hardly exist without the constant assistance of computers. Every day, computers become more integrated into our daily lives, such as phones that talk to us, and even into our bodies, such as cochlear implants, gene therapy cures for cystic fibrosis, contact lenses that track blood sugar, and prosthetic limbs that respond to thought. In the future, when machines become ever more a part of our selves, what will it mean to be human? What will it mean to be a machine? And will we be in control, or will they?

Applied real-world opportunities: Students will be offered the opportunity to tour at least one local facility that demonstrates, in some fashion, the future of humans and their daily interactions with technology, and will be researching and interviewing people from local firms who are designing the future today.

KEYS 4021 Citizen Science (3)
This course will explore the methodologies and best practices that have been identified by the citizen science community. The course will model an integrative approach and involve the direct involvement of multiple institutions and departments to explore the relationships between the different disciplines involved such as biological sciences, education, social sciences, data management, and volunteer management. This course will also highlight and explore current citizen science projects from the global, national, and regional level through hands-on activities and projects.

Applied real-world opportunities: Participation in a class Bioblitz event, a group project, and a group presentation will be required.

KEYS 4022 Living Generously (3)
This course explores generosity as an essential component of a happy life and global citizenship. The different ways to be generous will be examined along with the benefits for both the giver and the receiver. Programs and organizations will be analyzed to determine which ones provide the greatest relief and the most impact in improving quality of life. A person plan for generosity will be developed.

Applied real-world opportunities: Students will experience the joy of giving through acts of kindness and generosity. Students will affect positive change in the community as a volunteer and through participation in a team project.
Course Descriptions

KEYS 4023 Critical Issues in Global Health (3)
The focus of this course will be on the current state of global health. The Institute of Medicine defines global health as "health problems, issues, and concerns that transcend national boundaries and maybe best addressed by cooperative action." The course will explore the best ways to solve the many issues and problems associated with global health. Methods of furthering productive partnerships transcending cultural differences and political boundaries will be presented.

Applied real-world opportunities: Students will conduct an audit of their own "access" to health supports and environments and compare this familiar access to a different culture. Students will complete an agency review that offers services to immigrant and/or refugee populations. There will be a team project to collect health products for distribution.

KEYS 4024 Family Violence: A Global Perspective (3)
Family violence is a global problem that occurs in virtually every country and culture. Victims of family violence face many challenges in accessing protection, healthcare, social services, and legal assistance. From a global perspective, this course provides an overview of the current knowledge related to family violence and identifies services, programs, and policies to assist children, adults, and communities. Topics include: characteristics and consequences of family violence; violence as a human rights issue; types of family violence across the lifespan; services and programs to assist individuals, families, and groups affected by family violence; and global efforts to prevent and end violence.

Applied real-world opportunities: Students will participate in a community or campus event to increase their awareness of violence prevention programs and services. Examples of community or campus events may include plays, documentaries, art exhibits, presentations, agency interviews, high-profile legal cases, or campaigns (e.g., Take Back the Night March, V-Day activities, The Clothesline Project, Candlelight Vigil and Walk). For this event, students will be encouraged to work in small groups.

LATN - Latin

LATN 1090 Elementary Latin: Level I (1-3)
Introduces the language and culture of ancient Rome. The acquisition of vocabulary, grammatical forms, and linguistic structures enables students to decipher complex Latin sentences and encourages them to think critically about the nature of this language, and that of their own native language. The cultural content of this course touches on the roots of Western civilization and develops students' intercultural skills. May be repeated once for credit with permission of department chair. GCP Coding: (ROC) (INTC)

LATN 1100 Elementary Latin: Level II (1-3)
This course is a continuation of Elementary Latin I. The remaining grammar, inflected forms, and syntax of Latin are learned, while texts illustrating these various constructions are read. The texts used for translation are stories from Roman mythology and history, and excerpts from classical literature. The cultural content of this course touches on the roots of Western civilization and develops students' intercultural skills. Prerequisite: LATN 1090 or equivalent. May be repeated once for credit with permission of department chair.

LATN 2090 Intermediate Latin: Level I (1-3)
This course is a continuation of LATN 1100, with increased emphasis on translation of the classical authors into thoughtful and accurate English and a deeper insight into the culture of Ancient Rome. Prerequisite: LATN 1100 or equivalent. May be repeated once for credit with permission of department chair.

LEG - Legal Studies

Global Citizenship Program
Knowledge Areas (....)

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

Global Citizenship Program
Skill Areas (....)

| CRI        | Critical Thinking                 |
| ETH        | Ethical Reasoning                 |
| INTC       | Intercultural Competence          |
| OCOM       | Oral Communication                |
| WCOM       | Written Communication             |

** Course fulfills two skill areas
LEGL 2080 Topics in Law (3)
In-depth study of various law topics: e.g., privacy law, sex-based discrimination, family law, consumer law, and juvenile law. May be repeated for credit if content differs.

LEGL 2400 Introduction to Law (3)
This course introduces students to the basic history, function, and substance of the American legal system. This course covers the entire gamut of law in general terms, as well as on specific areas of law such as torts, contracts, and property. Students will be introduced to legal terminology, the court system, and the nature of legal reasoning. Furthermore, students will integrate their prior knowledge with the knowledge they gain in this course. Current legal events and cases will be discussed and integrated into the course. Cross-listed with POLT 2400.

LEGL 3000 Legal Ethics (3)
Examines the ethical and professional responsibilities of legal professionals. Students will examine such issues as confidentiality, unauthorized practice of law, and conflict of interest, as well as other ethical concerns likely to face legal assistants. Prerequisite: LEGL 2400 or POLT 2400, or permission of department chair.

LEGL 3490 Civil Litigation (3)
This course focuses on the elements of trial practice including fact investigation, discovery, drafting of motions and pleadings, control of deadlines and dates, and construction of the trial notebook. Prerequisite: LEGL 2400 or POLT 2400.

LEGL 3500 Criminal Litigation (3)
This course is an in-depth study of all facets involving criminal law. Students will study the criminal court system from law enforcement investigations through criminal trial and correctional facilities. Students will also study United States Constitutional Amendments that deal with criminal law, as well as statutory laws involving crimes against persons and property. Prerequisite: LEGL 2400 or POLT 2400.

LEGL 4460 Methods of Legal Research and Writing I (3)
A primary purpose of this course is to focus on the practical skills and ethical decisions required of practicing paralegals. This course focuses on familiarizing the student with legal reference materials by locating, analyzing, and summarizing state statutes, local ordinances, court opinions, and administrative rules. Students learn the essential skills of legal researching and legal and logical reasoning, and begin to develop legal writing skills. This course enables the student to apply the theory of legal research and writing to practical problems encountered in the legal environment. Prerequisites: Junior standing or permission of the department chair and LEGL 2400 or POLT 2400.

LEGL 4460 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 gain a working knowledge of frequently used civil litigation documents (e.g., petitions, client communications, discovery documents, etc.). An emphasis will be placed on drafting these documents and using persuasive writing techniques. Prerequisites: Junior standing or permission of the department chair, LEGL 2400 or POLT 2400, and LEGL 4460.

LEGL 4480 Computerized Legal Research (3)
Acquaints students with the fundamental concepts of locating and accessing legal information utilizing computer technology. Prerequisites: Junior standing or permission of the department chair, LEGL 2400 or POLT 2400, and LEGL 4460.

LEGL 4490 Advanced Paralegal Procedures (3)
Teaches students practical skills applicable to a variety of civil law areas and that are needed by paralegals. Some of those skills are case assessment, witness preparation, document acquisition, task-based billing, and recognizing the unauthorized practice of law. Prerequisites: LEGL 2400 or POLT 2400 and LEGL 4460, or permission of the department chair.

LEGL 4600 Legal Studies Seminar (3)
In-depth examination of carefully selected legal subjects, which will involve extensive law-related research and writing. This course is offered periodically and requires focused and intense study. 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.

LEGL 4601 International Trials: An International and Informed View (3)
This course will utilize the unique function of The Hague as a center of international trials by preparing students with an understanding of the basics of international law and the facts and issues that underpin the trials and related institutions before they observe such trials and court proceedings on location. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 4602 International Criminal Law: A Human Rights Perspective (3)
This course will offer a comparison between international law as viewed by most of Europe and as viewed by the United States. The impact of those two views of international law will be studied both in theory and as they apply to tribunals, governmental organizations, and nongovernmental organizations that are located in the Hague.

LEGL 4603 International Issues Related to Women and Children (3)
This course will explore issues relating to women and children from an international perspective. Special attention directed toward comparing and contrasting law and policy on juvenile delinquency: women, children, and poverty; child labor; child soldiers; and child maltreatment.

LEGL 4604 International Jurisprudence and Law (3)
This course will study the historic background of international law, its formation, and its development; including the formation and enforcement of treaties; the role of the international courts; international human rights and the protection of individuals; conflicts in international law; and, if time permits, the law of the sea and international terrorism laws.

LEGL 4605 Constitutional and International Issues: Human Trafficking & Slavery (3)
This course will explore constitutional and human rights issues which arise as individual countries and the international community work to address issues and concerns involving slavery
and human trafficking. Topics discussed include: trafficking in women and children; sexual exploitation; labor exploitation, i.e. domestic slavery, forced labor, bonded labor; racial discrimination; refugee issues/status; and other related topics.

**LEGL 4606 International Law and the Environment (3)**

This course will explore the development of international law on issues related to environmental concerns, including: the international lawmaker process; development of treaties and protocols related to regulation of natural resources; waste management issues; environmental concerns relating to marine environments; laws related to freshwater resources; exchange of information among countries; and reporting and monitoring issues.

**LEGL 4607 The Hague: Peacemaking Catalyst in International Conflict (3)**

This course will explore The Hague’s pivotal role in preventing, resolving, and redressing international conflicts, with heavy emphasis on law enforcement and interpretation. Numerous law-related institutions that make The Hague their home will be explored, including international courts, international law-enforcement establishments, legal think tanks, international arms-control entities, and dispute resolution organizations. Pertinent documents and analysis by leading experts in the field will be studied, discussed, and analyzed, with an eye toward the future roles these entities may play in peacemaking in the future.

**LEGL 4608 Collision Course: A Critical Approach (3)**

This course will lay a foundation for student understanding of basic international law principles. In addition to exploring the traditional topics of international law such as sources of international law, the role of states, and the management of international conflict, the course will also consider the application of international law as applied outside of the United States. Particular emphasis will be placed on the effect of these often colliding views on human rights around the world.

**LEGL 4800 Advanced Topics in Law (3)**

An advanced, in-depth study of law topics directed toward the paralegal student. Includes topics such as evidence, probate and estates, intellectual property, environmental law, family law, elder law, employment law, and alternative dispute resolution. **Prerequisite:** 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 students with an overview of computer technology applicable to law office management, document production, scheduling (including docket control), research, litigation support, and communication with other systems. This course will include hands-on computer assignments. It is designed to train paralegals with the theoretical and practical skills to enable them to work in legal environments that utilize computers. **Prerequisites:** Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

**LEGL 4900 Paralegal Clinical Studies (3-6)**

Students are placed in law-related work environments to augment students’ knowledge of legal studies, procedures, decision-making, paralegal practices, and related areas. A total of 6 credit hours of clinical studies (internships) may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper level coursework. **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, an employment cover letter and résumé. The student's portfolio should also demonstrate the ability to do basic legal research, draft legal documents, use law office software, summarize depositions, and draft interrogatories. Finally, students will also have to show their ability to communicate effectively through oral interviews with the professor and potential employers. **Prerequisites:** Senior standing and major in legal studies.

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**MATH - Mathematics**

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<td><strong>QL</strong></td>
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<td><strong>ROC</strong></td>
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MATH 1010 Fundamentals of Mathematics (3)
Develops and strengthens the concepts and skills of elementary mathematics, particularly skills related to various disciplines of the college curriculum. For credit only.

MATH 1050 Basic Algebra (3)
Introduces the basic topics of algebra, including linear and quadratic equations.

MATH 1100 Math Tutoring (1)
This course identifies basic tutoring techniques that encourage a child to think about, verbalize and solve problems. It will also identify some common K-5 math problem areas, provide video examples of good tutoring techniques and materials, and address classroom etiquette. Successful completion of this course is a requirement for participation in the Webster Math Tutoring Program. Prerequisite: Approval of instructor.

MATH 1200 Topics in Mathematics (3)
For students interested in applications of elementary mathematics to everyday life. May be repeated for credit if content differs.

MATH 1360 Business Mathematics (3)
This course provides the student with a variety of opportunities to strengthen math skills necessary for analyzing numerical information and solving practical business problems. Students will learn to translate business-related problems into simple equations. Topics include applications of ratio and proportion, computing taxes, commercial discounts, simple and compound interest, basic statistics, and graphs. GCP Coding: (QL)

MATH 1370 Business Applications of Algebra (3)
This course will emphasize the use of basic algebra concepts in solving numerical problems common in business and management. Students will apply skills of writing, solving, and graphing elementary equations. Students will apply basic linear programming methods to management science problems.

MATH 1410 Introductory College Mathematics (3)
Covers various topics of mathematics that are both conceptual and practical. Course is designed to enable a student to appreciate mathematics and its application to numerous disciplines and professions. GCP Coding: (QL)

MATH 1420 Modular Algebra (3)
This course explores algebra through the lens of the modular systems, each a finite and unique world generated by remainders. Students will develop number sense, problem-solving skills, and a deeper understanding of arithmetic and algebra as they experience the beauty, underlying structure, surprising results, and creative potential of mathematics.

MATH 1430 College Algebra (3)
Covers sets, the real number system, functions, equations, inequalities, and logarithms. GCP Coding: (QL)

MATH 1440 Trigonometry (3)
Presents trigonometric functions using the unit circle. Prerequisite: MATH 1430 or equivalent competence.

MATH 1470 Survey of Calculus (3)
Introduces the ideas of calculus without the rigor associated with the course in the standard calculus sequence. It can be used by students who are not mathematics or science majors to understand the concepts of calculus well enough to apply them to their own discipline. It might also be used as a stepping stone to get a head start before taking the standard calculus course. The emphasis is on computational ability, problem solving, and applications. Prerequisite: Proficiency in algebra.

MATH 1490 Finite Mathematics (3)
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. GCP Coding: (QL)

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, including linear and characteristic functions, digraphs, functions as relations, types of functions and relations. Prerequisite: MATH 1430.

MATH 1620 Calculus II (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. GCP Coding: (QL)

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 experience 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.
Course Descriptions

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)
Includes differential and integral calculus of several variables. **Prerequisite:** MATH 1620. Only offered in a 16-week format.

MATH 3010 Discrete Mathematics (3)
Discrete math deals with finite numbers and finite processes. This course uses the algorithmic approach to problem solving. Topics may include set, relations, and functions; graphs and trees; counting techniques; and recurrence relations. **Prerequisite:** COSC 1550.

MATH 3020 Numerical Analysis (3)
Numerical methods are used to analyze a variety of problems. Emphasis is on understanding why these methods work and their limitations. **Prerequisite:** MATH 3000.

MATH 3030 Theory of Equations (3)
This course is an introduction to the study of algebraic equations that goes beyond what is generally covered in a standard college algebra class. **Prerequisite:** MATH 1610.

MATH 3040 Differential Equations (3)
Studies techniques for solving ordinary differential equations; examines existence and uniqueness of solutions; considers a variety of applications. **Prerequisite:** MATH 3000.

MATH 3050 History of Mathematics (3)
This course is a survey of the history of mathematics. Topics include the history of numbers, number systems, arithmetic, algebra, geometry, calculus, and modern geometry. **Prerequisite:** MATH 1610.

MATH 3060 Calculus IV (3)
This course studies calculus with more rigor and depth than in the usual calculus sequence. **Prerequisite:** MATH 3000.

MATH 3070 Advanced Topics (3)
Includes a variety of advanced topics offered under different subtitles. **Prerequisites** vary with subtitle. May be repeated for credit if content differs.

MATH 3100 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 3110 Probability (3)
Focuses on those mathematical models that have been developed to best deal with the phenomena of chance and random behavior. **Prerequisite:** MATH 1620.

MATH 3120 Applied Statistics (3)
Statistics is the science of analyzing data and arriving at reasonable and intelligent conclusions based upon that analysis. **Prerequisite:** Sophomore standing. **GCP Coding:** (QL)

MATH 3130 Real Number System (3)
This course studies the natural numbers, integers, rational numbers, and real numbers, with a focus on the classification of real numbers as either rational or irrational and as algebraic or transcendental. Also covered are the field properties, order properties, and completeness properties of the real number system. **Prerequisite:** MATH 1620.

MATH 3140 Modern Geometry (3)
Geometry is studied using vectors. **Prerequisite:** MATH 1620.

MATH 3150 Vector Geometry (3)
Geometry is studied using post-Euclidean methods. **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 mathematics. Some of the disciplines using linear algebra are economics, physics, biology, statistics, computer graphics, engineering, business, ecology, sociology, demography, and genetics. **Prerequisite:** Junior standing.

MATH 3170 Modern Algebra (3)
Presents concrete material designed to make the transition from college algebra to modern abstract algebra. **Prerequisite:** MATH 3000.

MATH 3180 Introduction to Number Theory (3)
Studies elementary properties of integers, primes, congruencies, and arithmetic functions. **Prerequisite:** MATH 3000.

MATH 3190 Introduction to Algebraic Structures (3)
Presents an axiomatic study of groups, rings, and fields. **Prerequisites:** MATH 2450 and MATH 3000.

MATH 3200 Statistics (3)
Statistics is the science of analyzing data and arriving at reasonable and intelligent conclusions based upon that analysis. **Prerequisite:** Sophomore standing. **GCP Coding:** (QL)

MATH 3210 Data Mining Foundations (3)
This course explores the core concepts of data mining including the research methodology and process, data sources, messy data and data cleansing. It also examines algorithms in each of the main data mining groupings of classification, categorization, and association rules. The course emphasizes the use of data mining concepts in real-world applications with database components. Students will present their findings and recommendations in written and oral project reports. **Prerequisite:** Junior standing.

MATH 3220 Data Mining Methods (3)
This course surveys the current techniques of problem solving using modern heuristics. It covers classic methods of optimization, including dynamic programming, the simplex method, and gradient techniques, as well as recent innovations such as simulated annealing, tabu search, and evolutionary computation. Besides exploring a compendium of specific techniques, this course also delves into the approaches of framing and attacking the issue of problem solving itself. Students will present their findings and recommendations in written and oral project reports. **Prerequisite:** Junior standing.

MATH 3250 Logic and Proof (3)
Provides a theoretical look at the concepts presented in elementary calculus. Topics include basic topology of the real number line, series of functions, theory of integers, etc. **Prerequisites:** MATH 2450 and MATH 3000.

MATH 4110 Introduction to Analysis (3)
Provides a theoretical look at the concepts presented in elementary calculus. Topics include basic topology of the real number line, series of functions, theory of integers, etc. **Prerequisites:** MATH 2450 and MATH 3000.

MATH 4500 Applications of Mathematics (3)
Includes applications of advanced mathematics selected at the instructor's discretion. **Prerequisite:** MATH 3000. May be repeated for credit if content differs.
MEDC 1010 Introduction to Mass Communications (3)
Students learn the history, development, and impact of the mass media, including print, photography, film, radio, 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 writing for a number of applications as well as the style, structure, and techniques involved in journalism, scriptwriting, advertising, public relations writing, critical writing, writing for interactive and other emerging media.
GCP Coding: (WCOM)

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. (No longer offered at Webster Groves campus.) Prerequisite: EPMD 1000.

MEDC 1630 Media Literacy (3)
Students learn to systematically decode, evaluate, and analyze information conveyed through the channels of mass communication. They learn the process, language, and effects of the media and develop a critical awareness of messages conveyed through channels of mass communications, as reflected in children's programming, advertising, journalism, and political communications. GCP Coding: (SSHB) (CRI)

MEDC 2200 Ethics in the Media (3)
Students learn the ethical considerations applied to journalism, broadcast journalism, photography, audio, film, video, interactive digital media, the Internet, public relations, and advertising. Students learn to analyze the ethical dilemmas facing media professionals. Prerequisite: MEDC 1010 or MEDC 1630

MEDC 2490 Media Externship (1)
Students participate in a series of informational interviews as a means of learning the characteristics, structure, and operations of media-related professional organizations. Attendance is required at an orientation and two seminars. Prerequisite: Permission of the instructor.

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 images and messages portray people of different races, genders, classes, faiths and sexual orientations and how those images impact our understanding of and attitudes toward those groups. Students also investigate the multiple ways that they have learned about cultural diversity through personal reflection, formal education, as well as the media. GCP Coding: (SSHB) (INTC)

MEDC 3099 Practicum (3-6)
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. Requires the filing of official form and permission of instructor.

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 how to use 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 or MEDC 1630

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. Students who take the course at the Webster Groves campus may repeat it for credit if they also take it at an international campus. GCP Coding: (GLBL) (INTC)
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 3599 Independent Study (Juniors or Seniors) (1-12)
Independent study involves research work on a specialized subject or 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. Requires the filing of official form and permission of instructor.

MEDC 3700 Topics in International Communications (3-6)
Students learn the cultural aspects of international media communications; international advertising; international public relations; international communications as a political tool; international communications and cultural stereotypes; and media systems as a reflection of a country's cultural, political, and economic structures. 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 or MEDC 1630.

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 various means of communication, as well as basic principles of contracts within a variety of media fields. 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 or MEDC 5460 for graduate students.

MEDC 4190 Media Research Methodologies (3-6)
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 or MEDC 5460 for graduate students.

MEDC 4440 Patterns of Ownership in Media (3)
Students learn the impact of media economics on content by studying media ownership patterns, such as state-run, state-owned, privately owned, and individually owned systems, and topics such as cross promotion, conflicts of interest, bottom-line programming decisions, and internal organizational/staffing decisions. 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 or MEDC 5000 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/Thesis (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, exhibit or thesis under the direction of a faculty member. Students studying at Webster University Vienna must complete a thesis and register for six hours. May be repeated for a total of 6 hours. Prerequisites: Senior standing, acceptance into the major through portfolio review, and permission of the instructor. Students and their instructors must submit a proposal for the overview project for the approval of the department chair.

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 Internship (3-8)**

Provides an internship placement that offers supervised professional experience in audio production, broadcast and print journalism, photography, public relations, advertising and marketing communications, interactive media, animation, video, and film based on appropriateness to academic major. In addition to field placement, students attend regular seminars and write observations and analysis of their internship experience, as well as complete assignments designed to help them make the transition from student to professional. Prerequisites: Students generally do internships during the senior year after passing an initial portfolio review and must have permission of advisor and instructor. (Students may do multiple internships but may earn no more than a total of 8 credit hours for internships during their program at the University.)

### MNGT - Management

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

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#### Global Citizenship Program Skill Areas (....)

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**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 workforce. There is an additional course fee of $35.

**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.

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**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.
Course Descriptions

MNGT 3440 Stress Management (3)
Studies the impact of stress conditions within organizations and how they impair effective communication and organizational perceptions of organizational behavior. Involves a holistic approach to emotional and physiological stress management. Prerequisite: MNGT 2100.

MNGT 3450 Principles of Organizational Behavior (3)
Presents individual and group processes involved in management-employee relationships; deals with leadership, group dynamics, communications, motivation, morale, power, conflict management, and job design and satisfaction. Includes analysis of modern concepts of participatory management, organizational culture, change, and development.

MNGT 3470 Women in Management (3)
Designed to increase women's expertise in achieving success in management through a theoretical, issues-oriented analysis of problems facing women in male-oriented organizations. Goes beyond sex-role stereotypes and labels to expand women's potential for achievement, leadership, and power. Prerequisite: MNGT 2100.

MNGT 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 governmental 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 engineering, unions, merchandising, filmmaking and film music, and artist management, according to the needs of each department. Prerequisites: Junior or senior standing and permission of the instructor.

MNGT 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, managerial functions, marketing, and financing a new enterprise, as well as governmental regulations.

MNGT 3720 Entrepreneurial Marketing (3)
This course introduces students to the unique marketing issues faced by today's entrepreneurs when creating and growing their businesses. Students will learn the process of designing and implementing marketing concepts to address challenges facing entrepreneurial organization. This process, known as Entrepreneurial Marketing, takes into account the special challenges and opportunities involved in developing marketing strategies from the “start-up phase”, through growth and maintenance phases. Students will develop a comprehensive entrepreneurial marketing plan over the course based on their own business concept.

MNGT 3730 Innovation, Creativity and the Entrepreneur (3)
This course introduces students to basic theories of innovation and creativity. The concepts are balanced between an analysis of what has been done and what can be done. The course includes an analysis of the sources of creativity as seen from multiple perspectives and from an interdisciplinary perspective. The creativity of artists and musicians is analyzed. The role played by language, and to a lesser extent, literature is also analyzed. The social contexts for creativity and economic activity are evaluated and analyzed. Practical tools for individual creativity are introduced to the student to advance their own approaches to creativity in their specific field to assist the student toward realizing what might be done.

MNGT 3740 Global Entrepreneurship (3)
The Global Entrepreneurship course will increase the probability of success for students who wish to start and grow a global business. Students will gain knowledge and insight into how a global business is born. Because global business factors increasingly impinge upon entrepreneurs, whether the venture addresses a domestic market or a global market the course in global entrepreneurship is relevant to both US-based and non-US-based students. Course provides both experiential learning and case studies involving The World Trade Center, US Export/Import Bank, and The US Chamber of Commerce. Students will develop a global entrepreneurial action plan that can be implemented. Prerequisite: MNGT 3700 or permission from instructor.

MNGT 3741 Social Entrepreneurism (3)
Designed for individuals who want to help change the world around them, students in this course will explore the expanding field of social entrepreneurship - blending a social mission with a financially sustainable business organization. This course will introduce strategies and tools for identifying, planning, and starting a social entrepreneurial organization. Core concepts addressed in the course include: recognizing social opportunities, organizational structures (for-profit or nonprofit), funding models, and social impact measurements. Students will also examine existing social-change organizations. The course project will offer the opportunity for students to develop a feasibility plan for a social-change organization based on the students passion. Prerequisite: MNGT 3700 or permission of instructor.

MNGT 3790 Entrepreneurship Consulting (3)
In this course students will gain insight into how entrepreneurial consulting teams function. Working as a mock board of directors they will develop solutions to problems presented to them by entrepreneurs. Students learn to employ creative problem solving tools and techniques to create implementable solutions. Entrepreneurs will engage in this process and provide guidance and support to student teams to explore optimum solutions to their business problems. This course also provides an overview of the profession of consulting with a subsequent emphasis on entrepreneurial consulting techniques. The course emphasizes developing presignifies in a range of skills required to practice as a consultant. Prerequisite: MNGT 3700, MNGT 3720 and BUSN 3710 or permission of the instructor.

MNGT 3800 Health Care Organizations (3)
Examines the various components of the health care delivery system in the United States from a historical perspective and
MNGT 3820 Health Care Administration (3)
Analyzes organizational patterns of various types of health care institutions. Introduces various administrative functions, including medical staff organization, departmental functions, policy formation, internal control systems, planning procedures, fiscal and personnel management, public relations, and the various information needs of administration. Prerequisite: MNGT 3800.

MNGT 3840 Health Care Budgeting and Finance (3)
Studies accounting and financial management principles and their application to operational problems in the health care environment. Includes budgeting and the purposes and techniques of forecasting financial results for individual projects and the entire institution. Prerequisite: ACCT 2010.

MNGT 3860 Social and Economic Issues in Health Care (3)
Studies social and economic aspects of illness and the health care industry. Includes economic, social, cultural, and psychological influences and the responsibilities of the patient and the health care facilities.

MNGT 4100 International Management (3)
Students examine the environment and operations of international management. Topics include the globalization of business, strategic planning for the multinational, global, and transnational organizations, multinational structure, foreign subsidiary coordination and control, and special issues concerning expatriate employees. Prerequisites: MNGT 2100 and MNGT 3400.

MNGT 4330 International Marketing (3)
The student will be exposed to several aspects of international marketing. These will include the international marketing mix: product, pricing, distribution, and promotion; as well as emerging issues in international trade, such as trading blocs, trade barriers, and standardization/adaptation. Prerequisite: MNGT 3400.

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 healthcare industry. Includes legal obligations of the governing board, administration, and medical staff; consent for treatment; patients' rights; admission and discharge of patients; negligence and malpractice; licensure; liability of hospital and staff; and medical research.

MNGT 4850 Health Care Administration Overview (3)
This seminar involves case studies designed to provide a practical analysis and application of the theories and problem-solving tools acquired in the health care administration courses. Prerequisite: Completion of other courses in the area of emphasis.

MNGT 4900 Managerial Policies and Strategies (3)
This course takes a broad view of business from the perspective of the CEO and general manager. Students will learn concepts and tools for company and environmental analysis and the formulation, implementation and control of strategies. Students then will apply this knowledge in problem-solving case analyses of firms and industries. There is an additional course fee of $35. Prerequisite: Completion of the other courses in the area of emphasis.
Course Descriptions

MNGT 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.

MNGT 4940 Global Competitive Strategies (3)
A capstone course that covers a variety of international business and management practices, procedures, and problems. Employs a case-study method with emphasis on problem-solving techniques in a global perspective. Prerequisite: Completion of other courses in area of emphasis.

MNGT 4950 Internship (1-6)
Prerequisite: Major in Management Department.

MNGT 4960 Entrepreneurship Capstone (3)
This capstone course is about building a roadmap for your dreams. It is an integrative, "capstone" project course designed to bring together a student's entrepreneurial education experience at Webster University. Building on this entrepreneurial education, each student will develop a comprehensive business plan based on the student's original and innovative concept. At the end of the term, each student will present their business plan before a review panel comprised of faculty, entrepreneurs, financial organizations, and the business community who will evaluate your plan using "real-world standards." Prerequisite: For students seeking the certificate in entrepreneurship, they must complete all of the required courses for the certificate. For students seeing the BA in entrepreneurship, they must complete all required courses for the degree.

MNGT 4970 Senior Thesis (3-9)
This course allows students to pursue significant independent research and writing projects in management. Students apply integrative and analytical skills to provide a final report. They develop the topic, design the study, and integrate the theories, tools, and concepts that they have learned during the program to analyze a management problem in a coherent, systematic, and scientific fashion. The course comes in two parts: the preparatory course with taught classes concluded by a proposal, and the individual research component. The thesis prepares students for further master-level studies. Serves as senior overview. Prerequisite: BUSN 2750, completion of all other courses in the area of emphasis, and be within 15 credit hours of graduation. See Senior Thesis or Thesis Project in the George Herbert Walker School of Business & Technology section of this catalog for more information.

MNGT 4990 Entrepreneurship Practicum (3)
The Entrepreneurship practicum course provides students with a valuable opportunity to explore different kinds of real life business activities entrepreneurs engage in to build entrepreneurial skills, competencies and industry specific expertise. Students explore various entrepreneurial career pathways guided by entrepreneurs, industry experts and smart capital providers. Prerequisite: Students must submit a written application to become enrolled in the entrepreneurship practicum course. Selected students will have the opportunity to explore how they can implement their entrepreneurial action plans.

MTHT - Mathematics Education

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** Course fulfills two skill areas

MTHT 1350 Mathematics for Teachers (3)
This course provides teacher candidates with increased skills in number theory, algebra, geometry, probability and statistics. Content and skills are aligned with state certification requirements. Students must pass this course with a B- or better to meet the requirement for admission to teacher certification. QCP Coding: (QL)

MTHT 4310 Elementary-School Mathematics Methods (3)
This course presents methods, curricula, and materials for elementary school mathematics, with an emphasis on problem solving and critical thinking. Prerequisite: A grade of B- or better in a college-level mathematics course.

MTHT 4320 Differentiated Mathematics Instruction (3)
This course is designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions and target specific math difficulties. Prerequisite: A grade of B- or better in a college-level mathematics course.

MTHT 4450 Middle-School Mathematics Methods (3)
This course analyzes the curriculum and methods of middle-school mathematics, as well as the principal materials available for teaching. Prerequisites: 3 credit hours of mathematics at the 3000-level and acceptance to the Teacher Certification Program or permission of the student's advisor.
MTHT 4460 Secondary Mathematics Methods (3)
Analyzes the curriculum and methods of secondary school mathematics, as well as the principal materials available for teaching. Prerequisites: 6 credit hours of mathematics at the 3000-level and acceptance to the Teacher Certification Program or permission of the student’s advisor.

MULC - Multicultural Studies

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** Course fulfills two skill areas

MULC 1100 Introduction to Multicultural Studies (3)
Introduces the methods of studying cultural pluralism in the United States, including the dynamics, problems, and rewards resulting from interactions among diverse groups. Strategies for avoiding stereotyping and discrimination; combating institutional and personal oppression and racism; and promoting cultural empathy and cooperation are addressed. GCP Coding: (SSHB) (INTC)

MULC 2000 Topics in Multicultural Studies (3)
This course provides an opportunity to examine topics of interest within multicultural studies. Content will vary and will include particular focus on race, sexual orientation, age, ability, ethnicity, religion, and other aspects of diversity. May be repeated for credit if content differs.

MULC 4650 Seminar in Multicultural Studies (3)
This course provides an opportunity for advanced study in multicultural studies. Content will vary and will include particular focus on race, sexual orientation, age, ability, ethnicity, religion, and other aspects of diversity. Prerequisites: MULC 2010 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 (0)
An independent project required of all students earning the certificate in multicultural studies. Students who wish to earn the certificate in multicultural studies must submit an independent research project. Students must propose a research project relevant to multicultural issues in the United States by the end of the fourth week of the semester in which they wish to receive the certificate, and upon approval, complete the project, and present it to the Multicultural Studies committee no later than two weeks before the end of the semester. The format and content of the project is flexible. In addition, students must submit a 500-word self-reflective learning statement related to the project.

MUSC - Music

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** Course fulfills two skill areas

MUSC 0790 Piano Proficiency (0)
Piano Proficiency Examination to be completed by music education majors in the semester before apprentice teaching.

MUSC 0890 Recital Attendance (0)
Attendance at Music Department recitals and concerts. Six semesters required of all music majors. Graded as Pass or Fail.

MUSC 0990 Master Class (0)
Required of all piano, voice, composition, jazz (performance and music technology), and instrumental performance majors each semester of enrollment. Graded as Pass or Fail.

MUSC 1000 Fundamentals of Musicianship (2-3)
A section of MUSC 1000 is available for music majors who need additional background in fundamentals before beginning the theory sequence. This course is also taken by musical theatre majors.
Course Descriptions

MUSC 1001 A Musical Odyssey (3)
Designed for non-majors. Music is a language, and in learning a new language, one must first learn the rudiments and basic rules that govern that language. The course will cover the building blocks of the music language, to include pitch, rhythm, scales, and chords, and will conclude with a study of melody, harmony and how music is constructed. Students will gain experience with these concepts through a combination of "nests and bolts" exercises, performance, composition, and written reflection/ critique.

GCP Coding: (ARTS) (WCOM)

MUSC 1010 Music Theory I (3)
Music Theory I is the first of four music theory courses required of music majors and the first of two music theory courses required of music minors.

This course begins with a review of music fundamentals, including notation of pitch and rhythm, major and minor scales, key signatures, intervals, simple and compound meters, triads and seventh chords. It continues with an introduction to species counterpoint, melodic embellishment, four-part writing, melody harmonization and realizing figured bass. Prerequisite: MUSC 1000 or MUSC 1001 or permission of instructor.

MUSC 1015 Music Theory for Musical Theatre (3)
This course begins with a review of music fundamentals as compound meters, triads, and seventh chords. It continues with melodic embellishment, three and four part writing, melody harmonization, and realized figured bass. The course concludes with secondary dominants and non-chord tones as used in musical theatre styles. Prerequisite: MUSC 1000 or permission of instructor.

MUSC 1020 Music Theory II (3)
Music Theory II is the second of four music theory courses required of music majors and the second of two music theory courses required of music minors.

This course begins with a review of the basic phrase model and the expansion of this model through the use of six-four chords, other diatonic harmonies, embellishing tones and the leading-tone chords. It continues with an introduction to phrase analysis and diatonic sequences, and it concludes with secondary dominants and an introduction to modulation. Prerequisite: MUSC 1010 or equivalent experience.

MUSC 1050 Introduction to Music Appreciation (3)
Designed for students majoring in areas outside of music. The course covers the elements, style, genre, and structures of major works of traditional Western music. In some semesters, instructors may also cover jazz, popular music, or music of other world cultures.

GCP Coding: (ARTS) (WCOM)

MUSC 1051 The Sound of Surprise: An Introduction to American Jazz History to 1970 (3)
A historical overview of the development of American jazz styles to the jazz-rock fusion period including New Orleans, Chicago, and Kansas City styles, swing, bop and post-bop, cool, and free jazz. Introduces structural elements and instrumental function, and examines the innovations of major jazz figures such as Armstrong, Ellington, Young, Holiday, Parker, Davis, Coltrane, and Coleman.

GCP Coding: (ARTS) (WCOM)

MUSC 1052 History of Rock and Roll (3)
A chronological overview of the development of rock and roll from its roots in American folk music and blues with an examination of each primary development up to 1965 within a social and political context.

GCP Coding: (ARTS) (WCOM)

MUSC 1053 Introduction to History of Popular Music Styles (3)
Introduction to History of Popular Music Styles is designed to give an overview of popular, mass market styles of the 20th and 21st centuries, from an American point of view. Beginning with Tin Pan Alley and working through the advent of hip-hop and progressive rock, students will discover the pockets of musical trends, how each came about, the overwhelmingly popular product of American music and its international reach.

GCP Coding: (ARTS) (WCOM)

MUSC 1070 Topics in Music (3)
Designed for students majoring in areas outside of music. These courses include African music, American music, jazz, music and spirituality, rock music, women in music, and world music. See the current course description book for the topics offered for a particular semester. Emphasizes listening skills by examining musical materials and structures. May be repeated for credit if content differs.

GCP Coding: (ARTS) (WCOM)

MUSC 1071 Interdisciplinary Topics in Music (1-3)
This variable topics course provides and introduction to various aspects of music study with an emphasis on how the study of music connects to disciplines outside of music and how our understanding of music can be enhanced through the application of interdisciplinary approaches. May be repeated for credit if content differs, up to a maximum of 3 credits.

MUSC 1072 Crossroads in Musics of the World (3)
As a music appreciation course, topics include classical, jazz, pop, folk, and world music, in addition to art, architecture and the historical, cultural, and geographical contexts for artists’ forms of expression.

GCP Coding: (ARTS) (WCOM)

MUSC 1080 Beginning Class Piano (2)
Group study of basic piano technique, treble and bass clef, with an introduction to scales, harmony, improvisation, and literature.

MUSC 1085 Intermediate Class Piano (2)
Group study of piano technique, with an introduction to various scales types, harmonic progressions, improvisation, and literature.

Prerequisite: Completion of MUSC 1080 or permission of instructor.

MUSC 1090 Beginning Guitar Class (2)
Group study of basic accompaniment using open position chord voicings. Introduction to 12 bar blues song form, the minor pentatonic and blues scale. Gaining a working knowledge of chord diagram notation, tablature notation, tuning procedures, and basic musical concepts.

MUSC 1095 Intermediate Guitar Class (2)
Group study of strumming and finger-style chordal accompaniment patterns. Further exploration of the minor pentatonic and blues scale. Introduction to major and minor scales and reading standard music notation in the open position. Expansion of chord vocabulary to include extended chords (seventh, ninth, etc.) and bar chords. Gaining a working knowledge of chord diagram notation, tablature notation, tuning procedures, and basic musical concepts.

Prerequisite: Successful completion of MUSC 1090.

MUSC 1370 Jazz Theory I (3)
Examines theoretical principles and nomenclature associated with jazz. Emphasizes spelling, naming, and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis of
jazz tunes and of combo and big band arrangements. Includes some composition.

MUSC 1380 Jazz Theory II (3)
Continues MUSC 1370. Prerequisite: MUSC 1370.

MUSC 1800 Basic Musicianship for Musical Theatre Majors (2)
Studies in interval recognition, triad and seventh-chord recognition, recognition of basic elements of rhythm. Sight-seeing, exercises in rhythm, melodics, harmonic dictation; keyboard progressions. The analysis of music from an aural perspective. Open only to musical theatre majors in the Conservatory of Theatre Arts.

MUSC 1810 Musicianship I (2)
Musicianship I is the first in a series of four musicianship courses.

The primary goal of this course is to develop your skills and fluency in sight singing, rhythmic reading and listening skills. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicianship I curriculum focuses on the use and recognition of major and minor scales, triad quality and beginning functional harmony; rhythmic patterns in simple and compound meters; and reading music in treble and bass clefs. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conducting while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements.

MUSC 1820 Musicianship II (2)
Musicianship II is the second in a series of four musicianship courses.

The primary goal of this course is to develop your skills and fluency in sight singing, rhythmic reading and listening skills. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicianship II curriculum focuses on the use and recognition of diatonic harmonies, including seventh chords, common chord progressions, and beginning chromaticism; rhythmic patterns using 2 against 3, less common simple and compound meters, and syncopation; reading music in treble, based and C clefs; and formal elements to include phrase and cadence recognition. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conducting while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements. Prerequisite: MUSC 1810 or equivalent experience.

MUSC 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)
Music Theory III is the third semester in the four-semester sequence of music theory courses at Webster.

This course will be devoted to studying how composers use different chords, sonorities and structures in a piece of music. The concepts we will focus on include secondary functions and tonization, modulation, mode mixture, Neapolitan sixth chords, augmented sixth chords, chromatic mediator relationship and enharmonic modulation. We will also examine various musical forms, including: sonata form, rondo form, contrapuntal genres (including inventions and fugues), vocal forms, popular song forms, and theme and variations.

As a result of this study, you should become more comfortable producing a formal analysis of a piece of music, demonstrating how and why a composer uses various musical elements, composing with simple forms, and discussing how your analytical observations can inform a performance of the work. Prerequisite: MUSC 1020 or equivalent experience.

MUSC 2020 Music Theory IV (3)
Music Theory IV is the last of four music theory courses required of music majors.

Music Theory IV begins with a review of fundamental concepts from Music Theory III and a discussion of the dissolution of the common-practice style. Following this, the focus shifts toward the twentieth- and twenty-first centuries and the compositional and analytical tool associated with these works. Topics include modes and alternative scales, polytonality, free atonality, new approaches to rhythm and form, twelve-tone/serialism, electronic/computer music, minimalism and indeterminacy. Prerequisite: MUSC 2010 or equivalent experience.

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.
Course Descriptions

MUSC 2040 Survey of Music History II (3)
Continuation of MUSC 2030. Covers the music of the classical through the contemporary periods (late eighteenth to early twentieth centuries). Prerequisite: MUSC 1020. GCP Coding: (ROC) (WRIT)

MUSC 2085 Piano Proficiency Practicum (2)
This course helps students successfully complete the piano proficiency exam, required of all music majors. Included in Piano Proficiency are scales, triads, seventh chords, basic harmonic patterns, modulation and transposition.

MUSC 2121 Brass Methods (2)
This course focuses on elements of playing and teaching various band and orchestra brass instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2122 Woodwind Methods (2)
This course focuses on elements of playing and teaching various band and orchestra woodwind instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2123 String Methods (2)
This course enables music education majors to set up and maintain an effective school strings program. Students will acquire rudimentary playing levels and develop tools for problem solving. The class combines “hands-on” learning with research in the field. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2124 Percussion Methods (2)
This course focuses on elements of playing and teaching various band and orchestra percussion instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2126 Class Voice (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 2127 Vocal Diction Practicum (1)
Provides introductory experience in topics in vocal diction in a language, with a focus on usage of International Phonetic Alphabet, variety of sounds within a language, and language as a soundscape. May be repeated for credit if the focus is on a language not yet studied in this course.

MUSC 2210 Beginning Practicum in Music Education (1)
This practicum provides supervised field experience for students who are beginning their education studies. The focus on this practicum is observation of teachers and students in a specific classroom setting. Prerequisite: Filing of appropriate form eight weeks prior to beginning of placement.

MUSC 2200 Introduction to Music Education (2)
This course is an orientation to the music education profession. Students will build a foundation by viewing the profession through the lens of a teacher and student, exploring current issues relevant to music education, investigating the teacher roles of planning, teaching, assessing, reflecting, and managing; observing local school music classes; and developing a philosophy of music and music teaching.

MUSC 2300 Jazz Improvisation I (2)
Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom. Prerequisite: MUSC 1380 or permission of the instructor.

MUSC 2305 Jazz Improvisation II (2)
Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom.

MUSC 2310 Jazz Improvisation III (2)
Continues MUSC 2300. Prerequisite: MUSC 2300.

MUSC 2315 Jazz Improvisation IV (2)
Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom.

MUSC 2370 Jazz Theory III (2)
Continues MUSC 1380. Prerequisites: MUSC 1370 and MUSC 1380.

MUSC 2375 Jazz Theory IV (2)
Examines theoretical principles and nomenclature associated with jazz. Emphasizes spelling, naming, and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis of jazz tunes and of combo and big band arrangements. Includes some composition.

MUSC 2380 Jazz Theory V (3)
Continues MUSC 2375. Prerequisite: MUSC 2375.

MUSC 2385 Jazz Theory VI (2)
Examines theoretical principles and nomenclature associated with jazz. Emphasize spelling, naming, and aural recognition of chords, scales, and harmonic progressions; principles of substitute scales and chords; harmonic and melodic analysis of jazz tunes and of combo and big band arrangements. Includes some composition.

MUSC 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 2810 Musicanship III (2)
Musicanship III is the third in a series of four musicanship courses.
The primary goal of musicanship courses is to develop your skills and fluency in sight singing, rhythmic reading and ear training. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicanship III begins with a review of beginning chromaticism. It then focuses on the use and recognition of secondary dominants, mode mixture, the Neapolitan chord, augmented sixth chords, modulation to closely related keys and more complex modulation; rhythmic patterns that include irregular subdivisions and more complexities; and formal elements to include phrase structure and cadence recognition. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conduction while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements. Prerequisite: MUSC 1820 or equivalent experience.

MUSC 2820 Musicanship IV (2)
Musicanship IV is the last in a series of four musicanship courses.
The primary goal of this course is to develop your skills and fluency in sight singing, rhythmic reading and listening skills. Prepared singing, sight reading and performing exercises will address the ability to read musical notation and translate it into sound, both internally (hearing music without the aid of an external instrument) and externally (through meaningful performance). Dictation, transcription and aural analysis will cultivate your ability to translate musical sound into musical notation.

Musicanship IV curriculum focuses on the complex modulation, shifting tonalities, non-diatonic scales, polynotality and atonality; rhythmic patterns in changing meters, metric modulation, polyrhythms and asymmetric meters; reading music in all clefs; and formal elements to include phrase structure recognition. Class activities may include prepared and at-sight singing (solo, duets, or groups); melodic, rhythmic, and harmonic dictation and transcription (multi-voice settings, two-part and solo textures); conducting while singing; playing chord progressions and accompanying your own singing on piano; and aural analysis of melodic, rhythmic, harmonic and formal elements. Prerequisite: MUSC 2810 or equivalent experience.

MUSC 2910 Applied Musicianship for Musical Theatre (3)
The goal of this course is to prepare the musical theatre singer for "real world situations" involving musicianship. Keyboard, sight singing, dictation, and theory skills are studied with the express purpose of dealing with issues commonly faced by musical theatre performers. Prerequisite: MUSC 1800.

MUSC 3003 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 3010 Composition (3)
deals with the attitudes and skills necessary for composing original music. Music calligraphy will constitute an important part of the course. In addition, students over the course of the semester prepare a portfolio of all their compositions. Readings of students' compositions are held as part of the classes, with critiques by both the instructor and the students. A public performance of works composed during the term may be required of students. Prerequisite: MUSC 1020.

MUSC 3020 Composition (3)
Continuation of MUSC 3010. Prerequisite: MUSC 3010.

MUSC 3050 Music Software Applications (2)
This course is an introduction to fundamentals of computerized music notation, in addition to other software platforms appropriate for music educators and composers. Prerequisite: MUSC 1000.

MUSC 3070 Orchestration I (3)
Study of orchestral instruments together with practical work in the art of symphonic scoring. Includes periodic readings of student works and analytical score study. Prerequisite: MUSC 2020.

MUSC 3080 Orchestration II (2)
Continues MUSC 3070. Prerequisite: MUSC 3070.

MUSC 3099 Independent Study (1-6)
Independent study involves research work on a specialized subject or project or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content or creative arena. May be repeated for credit if content differs.

MUSC 3170 Jazz History I (3)
Study of the style characteristics of the many types of music that generally fall under the heading "jazz," with a historical approach placing much emphasis on listening to jazz for comprehensive understanding of rhythm, melody, harmony, and instrumentation.

MUSC 3180 Jazz History II (3)
Continues MUSC 3170, with an emphasis on the music from 1945 to the present. Prerequisite: MUSC 3170.

MUSC 3210 Elementary School Music Methods (3)
Presents methods and materials for teaching vocal and general music in elementary schools; development of a resource file and techniques and strategies for lesson planning. Prerequisite: Acceptance to the Teacher Certification Program or permission of the director of music education.

MUSC 3220 Behavior Management in the Music Classroom (1)
This is an introductory course in the principles and techniques of behavioral management for pre-service music teachers. Prerequisite: MUSC 2200.
**Course Descriptions**

**MUSC 3230 Choral/General Music Methods (2)**
Focuses on methods and materials for teaching choral and general music in secondary schools; lesson planning, organization, and administration of a program; ensemble rehearsal techniques; and development of a resource file.  
**Prerequisite:** Acceptance to the Teacher Certification Program or permission of the director of music education.

**MUSC 3240 Teaching Reading in the Music Classroom (3)**
This course explores effective strategies for teaching reading in the music content area. Participants will evaluate text and plan instruction that will engage learners, increase motivation to learn, and develop critical thinkers and active, independent learners through the application of specific strategies to music content materials. This course fulfills state certification requirements for elementary and secondary music teachers.  
**Prerequisites:** MUSC 2200, EDUC 2900 and EDUC 2300.

**MUSC 3300 Jazz Improvisation V (3)**
Continues MUSC 2310.  
**Prerequisite:** MUSC 2310.

**MUSC 3310 Jazz Improvisation VI (3)**
Continues MUSC 3300.  
**Prerequisite:** MUSC 3300.

**MUSC 3410 Conducting I (3)**
Provides instruction and practice in the fundamental techniques of conducting vocal and instrumental ensembles.  
**Prerequisite:** Music major, junior standing, or permission of the instructor.

**MUSC 3420 Advanced Instrumental Conducting (3)**
Advanced work in instrumental conducting leads toward proficiency in score reading, rehearsal technique, and musical leadership.  
**Prerequisite:** MUSC 3410.

**MUSC 3430 Advanced Choral Conducting and Literature (3)**
This course is designed to prepare the prospective choral music teacher/conductor with the necessary musical knowledge, conducting technique, and teaching/rehearsing skills for effective musical leadership of choral ensembles in the K-12 public/private school and/or church setting.  
**Prerequisite:** MUSC 3410.

**MUSC 3510 Arranging for Popular Styles (3)**
Students develop a practical, applied understanding of arranging music in popular styles, including effective voicings for instruments, rhythm section notation, intros and endings, melodic embellishment, articulations and dynamics, and how to create an emotional contour throughout the arrangement.  
**Prerequisites:** MUSC 1020 and permission of instructor.

**MUSC 3520 History of Popular Styles (3)**
An advanced survey of popular song styles, including pop, rock, jazz, country, soul, and other styles appropriate for contemporary songwriter/composers.  
**Prerequisites:** MUSC 1020 and permission of instructor.

**MUSC 3530 Lyric Writing (3)**
Songwriters develop an ability to express concepts, emotions, and desires in lyrics; organize rhythms and rhymes into compelling verses, bridges, and choruses; and use creative approaches to process, structure and evaluation of song lyrics.  
**Prerequisites:** MUSC 1020 and permission of instructor.

**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 4006 Applied Conducting (2)**
Individual instruction in conducting technique, score study, aural skills, and other abilities necessary for musical theatre directions. This course may be repeated.  
**Prerequisites:** MUSC 3410 Conducting I; open only to students in the Bachelor of Music in Musical Theatre Music Direction major.

**MUSC 4010 Composition (1-3)**
For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. May be repeated for credit.  
**Prerequisite:** MUSC 3010 or permission of the instructor.

**MUSC 4020 Sixteenth Century Counterpoint (3)**
Practical study of counterpoint as used in the works of Palestrina and other Renaissance-era composers. Includes study of line, voice-leading, rhythm, texture, and extensive analysis of the music of the period.

**MUSC 4030 Eighteenth-Century Counterpoint (3)**
Practical study of counterpoint as used in the works of Bach. Includes study of the invention, choral 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.
Prerequisite: MUSC 2020 and MUSC 2040 or permission of instructor.

MUSC 4070 Choral Arranging (2)
Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys’ changing voices, limited ranges, and other exigencies. Prerequisite: MUSC 2020.

MUSC 4080 Secondary Choral Methods and Literature (3)
This course is designed to help prepare the prospective music educator with the essential musical knowledge, teaching skills, and values necessary to provide a meaningful choral experience for his or her students. Prerequisite: MUSC 3410 or permission of 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)
Focusses on the correct pronunciation of foreign language sounds using the International Phonetic Alphabet. Prerequisite: Students must be voice majors of junior or senior status.

MUSC 4150 The Art Song (3)
Solo art songs of the nineteenth and twentieth centuries are studied and performed, with emphasis on works by German, French, and American composers. Studies include analysis of style and idea in music and poetry, and the art of programming the song recital. Prerequisites: Music major and junior or senior standing.

MUSC 4160 Operatic Literature (3)
Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. Prerequisites: Music major and junior or senior standing.

MUSC 4170 Piano Literature I (2)
Designed primarily for junior or senior piano majors. A survey of the standard keyboard literature for piano. Style analysis, performance-practice problems, and editions are emphasized. Prerequisite: Permission of the instructor.

MUSC 4175 Piano Literature II (2)
Continues MUSC 4170. Prerequisite: MUSC 4170.

MUSC 4180 Piano Literature III (2)
Continues MUSC 4175. Prerequisites: MUSC 4170 and MUSC 4175.

MUSC 4185 Piano in Chamber Music Literature (3)
A survey of the chamber music keyboard literature. Style analysis, performance-practice problems, and editions are emphasized. Prerequisite: Permission of instructor.

MUSC 4190 Orchestral Literature (3)
Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwanter, Shostakovich, and Stravinsky will be covered. Prerequisite: MUSC 2040.

MUSC 4220 Instrumental Music Methods (3)
Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/ equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. Prerequisite: Two semesters of MUSC 2120.

MUSC 4250 Voice Pedagogy I (2)
Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. Prerequisite: Junior or senior voice student or permission of the instructor.

MUSC 4255 Voice Pedagogy II (2)
Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening, and class discussion. Prerequisite: MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)
Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. Prerequisite: Junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (1)
Continues MUSC 4260. Prerequisite: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)
(formerly MUSC 3320) A survey of pedagogical techniques, conducting, and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. Prerequisite: Permission of the instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)
Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. Prerequisites: MUSC 1380 and MUSC 2040.

MUSC 4350 Jazz Scoring and Arranging II (3)
Continues MUSC 4340. Prerequisite: MUSC 4340.

MUSC 4360 The Working Musician (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: BUSN 3700 or permission of instructor.

Course Descriptions
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 (1)
This course serves as a capstone for the BA in music degree. Students research, write and present to the public a substantial thesis document that demonstrates a mastery of bibliographic, analytical and writing skills. Students share their research through a prepared presentation or lecture-recital. Thesis topics are chosen by the student in consultation with the instructor. Prerequisites: MUSC 2020, MUSC 2040 and MUSC 4614.

MUSC 4612 Writing About Music (1)
This course focuses on a variety of ways musicians can use written communication to portray their ideas about music. Students will learn the stylistic traits of a variety of written genres to include a personal biography, program or liner notes, an analytical essay, a concert review, and an encyclopedia article. Prerequisites: MUSC 2020 and MUSC 2040.

MUSC 4613 Speaking About Music (1)
The course focuses on a variety of ways musicians can communicate their ideas through speaking and formal means of presentation. Activities in this class will span from the creation and presentation of the 30-second “elevator speech” to a longer public lecture presentation, which will feature the use of presentation software, musical examples, and a question/answer session. Prerequisites: MUSC 2020 and MUSC 2040.

MUSC 4614 Music Research (1)
In this course, students will become familiar with the techniques and sources for scholarly research in music. This course will provide an overview of the research process, focusing on developing a topic and thesis statement, searching for and synthesizing source material, and drafting a research proposal. Prerequisites: MUSC 2020 and MUSC 2040.

MUSC 4650 Advanced MIDI Applications: Film Scoring (3)
Examines the technique of composing music for film and video. Includes discussion of synchronization, MIDI applications, postscoring, and film music aesthetics. Prerequisites: MUSC 2020 and MUSC 2040.

MUSC 4700 Advanced Topics in Music (2-3)
A required capstone course synthesizing various aspects of music history, theory, performance practice, and/or vernacular and world music traditions. Prerequisites: MUSC 2040; junior standing or permission of instructor.

MUSC 4705 The Vienna Musical Experience (3)
Vienna is the music capitol of Europe. This course guides students in discovering the breadth and depth of musical experiences while studying abroad in Austria. Prerequisite: Junior standing.

MUSC 4710 Practicum in Music Directing (2)
Practical experience as music director or assistant music director for musical theatre productions, under the supervision and guidance of faculty. May be repeated for credit. This course may be repeated for credit. Prerequisites: MUSC 3410; open only to students in the bachelor of music in musical theatre music direction major.

MUSC 4800 Advanced Topics (2-3)
Course content varies each semester. See current course description book for subject matter for a particular semester. Credit may be in music history, music theory, music business, or music education. May be repeated for credit. Prerequisites: MUSC 2020 and senior standing.

MUSC 4900 Webster University Concert Choir (1)
This choir is open to undergraduate singers in the University community. The Concert Choir performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: Audition or permission of the instructor.

MUSC 4910 Webster University Chamber Singers (1)
This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: Audition.

MUSC 4920 Webster University Women's Chorus (1)
This choir is open to undergraduate women in the University community. The Women's Chorus performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. Prerequisite: Audition or permission of the instructor.

MUSC 4940 Webster University Orchestra (1)
The Webster University Orchestra is comprised of student musicians, faculty members, and community members. The orchestra presents five to six concerts each year with repertoire from chamber orchestra to full symphonic settings. May be repeated for credit. Prerequisite: Audition. Instrumental majors who do not qualify will be placed in other instrumental ensembles.

MUSC 4950 Webster University Chamber Music Ensembles (1)
The Department of Music offers numerous smaller ensembles, including Jazz Singers, New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4960 Webster University Jazz Ensembles (1-2)
The Jazz Ensembles are combos of three to eight members that offer a practical approach to jazz styles and improvisation through rehearsals. The Jazz Ensembles perform a wide range of music from the past 100 years on weekly Monday afternoon recitals as well as public concerts each semester. May be repeated for credit. Prerequisite: Audition.

MUSC 4970 Webster University Jazz Collective (1)
The Jazz Collective is a large ensemble that performs literature from all style periods of jazz, with focus placed on works from after 1960. Emphasis is placed on developing skills in...
improvisation, stylistic awareness, reading, and ensemble interaction. The ensemble performs several concerts each semester. May be repeated for credit. **Prerequisite:** Audition.

**MUSC 4980 Webster University Wind Ensemble (1)**
The Wind Ensemble is open to all woodwind, brass, and percussion students. The ensemble is comprised of the brass ensemble, chamber winds, saxophone ensemble, and percussion ensemble, each of which is directed by a faculty specialist. These groups join together to form the Wind Ensemble. Emphasis is placed on literature that calls for one performer per part in works from the Renaissance through contemporary periods. The ensemble presents four concerts annually. May be repeated for credit. **Prerequisite:** Audition.

**MUSC 4990 Webster University Opera Studio (1)**
The Opera Studio is open by audition to all Webster voice students. The ensemble presents opera scenes and complete works from the Baroque through contemporary periods twice annually. The ensemble frequently works with renowned guest directors and conductors, and receives assistance from Repertory Theatre of St. Louis and Opera Theatre of St. Louis. May be repeated for credit. **Prerequisite:** Audition.

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**MUTH - Musical Theatre**

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**MUTH 1030 History of American Musical Theatre (3)**
Studies American musical theatre, from the origins of early America through the twentieth-century Golden Era. Works with book, lyrics, score, dance and design to study individual composers, their styles and contributions to this musical form. **GCP Coding:** (ROC) (WCOM)

**MUTH 2410 Musical Theatre Dance Styles I (2)**
An introduction to the various genres and styles of Musical Theatre Dance. **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 styles; major periods of acting styles, with advanced training in specific MUTH movement skills: combat, clowning, period dance, etc. Also, specific work with dialects and non-regional speech. **Prerequisites:** CONS 2020 and approval of area faculty.

**MUTH 3020 Conservatory III (5)**
Continues MUTH 3010. **Prerequisite:** MUTH 3010.

**MUTH 3410 Musical Theatre Dance Styles II (2)**
Contemporary Musical Theatre (1950s, 60s & 70s, 80s and 90s) genres of Broadway-style show dancing using original Broadway choreography. **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.

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**NURS - Nursing**

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NURS 3010 Concepts of Professional Nursing (3)
This course focuses on caring and professionalism in nursing practice. Core values and principles foundational to the profession are explored. Accountability for providing safe, effective care and advocacy for diverse individuals and families are addressed. Students discuss historical, legal, and ethical perspectives of nursing and examine contemporary practice issues.

NURS 3020 Lifespan Health Assessment for RNs (3)
Students focus on the acquisition, documentation, and interpretation of findings of a holistic nursing assessment (psychosocial, cognitive, emotional, physical, cultural, and spiritual). Assessment of variations across the lifespan is emphasized. Prerequisite: Admission to the BSN program.

NURS 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. Prerequisite: Admission to the BSN program.

NURS 3270 Evidence-based Practice for Nurses (3)
This course examines the relationships of theory, research and evidence-based practice. Students utilize the skills of questioning, searching, retrieving, appraising and synthesizing to support evidence based practice and innovation of practice. Barriers to evidence based practice, including challenges in dissemination, and the role of the nurse in addressing barriers and change will be emphasized. Also, ethical considerations in research and evidence-based practice will be explored.

NURS 3400 Health Education in Nursing Practice (3)
This course 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 and NURS 3030.

NURS 3410 Health Promotion and Education (3)
This course focuses on theories and strategies relevant to health promotion and health education throughout the lifespan. Emphasis is on the role of the nurse in health promotion and the teaching process. Students plan, implement, and evaluate a health promotion plan for an individual based on assessment of needs.

NURS 3500 Issues in Women's Health (3)
Prepresents an overview of society's impact on women's health with discussion of how the women's health movement has introduced alternatives to medical control.

NURS 3600 Topics in Nursing (1-3)
Elective course focusing on a specific area or issue in nursing. May be repeated if content differs.

NURS 4060 Gerontology (3)
Explores topics pertinent to health care of well older adults and those with chronic health problems. Develops and strengthens the knowledge, skills, and attitudes of nurses caring for the older adult. Theories of aging, health promotion and preventive care, mental health issues in older adults, as well as palliative and end-of-life care are included.

NURS 4110 Interprofessional Collaboration (3)
This course focuses on effective collaboration skills needed for interprofessional practice. Roles and perspectives of the nurse and other health care professionals are explored. Students practice relationship building strategies, effective communication techniques, and group processing skills to provide high quality, safe, evidence-based patient-centered care.

NURS 4240 Organizational and Systems Leadership (3)
This course introduces the leadership skills of ethical and critical decision making, effective relationship building, skilled and mutually respectful communication, and interprofessional collaboration. Recognizing that high quality and safe patient care depends upon skilled organizational and systems leadership, quality improvement and patient safety concepts, students will gain understanding of and learn to use these skills in the complex healthcare setting.

NURS 4250 Population Health: Clinical Prevention with Families and Communities (3)
This course focuses on care of families and communities as the client. Students examine variables that influence the health of families and communities focusing on health promotion, health education, and disease reduction interventions. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence family, community and global health. A visit to a local agency serving vulnerable populations will be completed.

NURS 4410 Health Care Policy, Finance, and Regulatory Environments (3)
This course explores healthcare, financial and regulatory policies and how these influence nursing practice. Policy influences and shapes issues in healthcare such as: equity, access, affordability, and social justice. A broader perspective of healthcare is examined including how services are organized and financed. The role of advocacy in making policy change is explored specifically focused on vulnerable populations.

NURS 4600 Advanced Seminar in Nursing (2-3)
Elective course designed for in-depth study of a specific area or issue in nursing. May be repeated for credit if content differs.

NURS 4610 Advanced Readings in Nursing (1-3)
Individual student exploration of a specific area of interest in nursing. Prerequisites: NURS 3010, permission of the department chair, and filing of official form. May be repeated for credit if content differs.

NURS 4800 Capstone Portfolio (1)
Students critically reflect on learning and professional growth throughout the program through development of a portfolio of academic work. Reflection on coursework, including practice experiences, at the end of the program facilitates professional development and demonstrates achievement of end-of-program outcomes.
PBRL - Public Relations

**Course Descriptions**

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 1010.

PBRL 3150 Topics (1-3)
These courses are offered periodically to feature topics in public relations not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites** may vary with topic.

PBRL 3500 Public Relations Research (3)
Students learn the basic concepts of public relations research using the Internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. **Prerequisite:** PBRL1010 Fundamentals of Strategic Communications and Public Relations.

PBRL 3599 Independent Study (Juniors or Seniors) (1-12)
Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

PBRL 3600 Public Relations Case Studies, U.S. and Global (3)
Students in this course will study cases in public relations throughout the world to gain a better understanding of how the fundamental theories of public relations have been applied by real non-profit, corporate, government and agency organizations. Industry best practices will be highlighted, and students will distinguish between successful and unsuccessful applications of theory. Knowledge acquired in this course will be applied by students in their capstone course, PBRL 4920 Public Relations Campaigns, where they create campaigns for real clients. **Prerequisite:** PBRL 1010.

PBRL 3920 Writing for Public Relations (3)
Students learn the theory and organizational strategies of special events as a function of public relations. Topics include client consulting, objective setting, budgeting, sponsorships, vendor negotiations, and follow-up procedures. Students apply these concepts by developing an actual event. **Prerequisite:** PBRL 1010.

PBRL 4250 Media Relations (3)
Students learn effective message-framing communication techniques and apply these concepts to a series of real-world simulations in which they learn to attract, work with, and be
Course Descriptions

PBRL 4300 Crisis Communications and Issues Management (3)
Students learn techniques for identifying the stages of crisis communications for an organization starting with the process of issues identification and management and continuing through the creation of strategies and tactics necessary to retain and enhance organizational name equity with key stakeholders before, during and after an image crisis hits the organization. The student's ability to integrate social media and media relations tactics is demonstrated with the creation of a final crisis plan for an organization of the student's choice. Prerequisite: PBRL 1010.

PBRL 4500 Health Communication (3)
Overview of the field of health communication with attention to analysis and practice of health communication relationships and messages. Emphasis places on physician-patient communication, health journalism, and corporate communication, communication by non-profit organization and government health agencies, and public health education campaigns. Prerequisite: PBRL 1010.

PBRL 4610 Readings in Public Relations (3-6)
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, the filing of official form and permission of the instructor.

PBRL 4700 Professional Development in Public Relations (3)
Students learn the various career options in the field of public relations and develop and present their personal portfolios. They learn the value of participating in professional public relations organizations; improving their interviewing skills; and preparing their résumés. Prerequisites: Public relations major and senior standing.

PBRL 4920 Public Relations Campaigns (3)
The culmination of the public relations curriculum, students in this course operate as a public relations agency, serving the needs of an actual client. The course offers students the opportunity to apply learned theories to developing a complete public relations campaign. Emphasis is placed upon concept, strategy, tactics, and presentation skills. Prerequisite: PBRL 1010.

PBRL 4960 Global Strategic Communication Campaigns (3)
Advanced preparation in strategic communication within the parameters of a global perspective on message creation, glocalization, audience analysis and consideration, dissemination of information, public relations, corporate communication, social marketing, public diplomacy and international relations. Prerequisites: PBRL 1010 and PBRL 2920.

PHIL - Philosophy

PHIL 1000 Introduction to Philosophy (3)
Introduces a broad spectrum of topics in philosophy, such as knowledge, reality, freedom, morality, and art. The emphasis is not only on what is contained in these topics, but also on how to think critically about them. GCP Coding: (ROC) (CRI)

PHIL 1010 Introduction to Critical Thinking (3)
Emphasizes identifying the techniques of critical analysis and analyzing arguments in a variety of short essays, most of them not by professional philosophers. Gives special attention to educating students to distinguish between their own beliefs as to the truth or falsity of a claim and the validity of the arguments offered in support of that claim. GCP Coding: (CRI) (WCOM)**

PHIL 1200 The Meaning of Life (3)
This course explores what makes life meaningful from several perspectives, including Western and Eastern philosophical perspectives, theistic and atheistic perspectives, and social and political perspectives from different cultures both inside and outside the United States. Commitment to cultural values creates differences that often cause hostilities. This course aims to help students understand cultural values other than their own in order to promote an appreciation of and tolerance for cultural differences. GCP Coding: (GLBL) (INTC)

PHIL 2000 Making Decisions (4)
There are significant tensions between how we ought to decide (or how decision theory tells us we ought to decide) and how we in fact decide. This course reviews ideal methods for decision making, ways that decision makers habitually fall short of the ideals, and how decision theory can be applied in ordinary life to make more rational decisions and achieve better outcomes. Topics include mental and social impediments to good decision making, probabilities, risk, games, and bargaining. GCP Coding: (QL) (OCOM)
PHIL 2010 Informal Logic (3)
Introduces the study of reasoning, including the nature of argument, deductive and inductive inference, meaning and inference, validity, hypotheticals, syllogisms, and the identification of fallacies. Emphasizes reasoning in a natural language and arguments in practical contexts with minimum use of symbolic notation.

PHIL 2020 Formal Logic (3)
Studies techniques of deductive inference in a symbolic notation, including propositional calculus and some operations with quantifiers. Covers theory of logic, including such topics as axiomatization, rules of inference, the distinctions between use and mention and validity and truth, semantic interpretations, completeness, and consistency. Cross-listed with MATH 1580 and COSC 1580.

PHIL 2050 Philosophy and History of Education (3)
Analyzes the nature of education, especially as it has developed historically in the West, paying special attention to the philosophical aims and aspirations that have motivated (and ought to motivate) Western education. GCP Coding: (SSHB) (CRI)

PHIL 2080 Topics in Philosophy (3)
Study of text or topic in a special area of philosophy. Contents and methodology on an introductory level. May be repeated for credit if content differs.

PHIL 2110 Introduction to Ethics (3)
A topical introduction to ethics. Topics to be covered may include: the nature of ethical reasoning, duty, and obligation; excuses, mitigating circumstances, and personal responsibility; conflicts between obligations and between duty and self-interest; conflict between personal and community moral standards; and the objectivity or subjectivity of values. Replaces BUSN 2110. GCP Coding: (ROC) (ETH)

PHIL 2200 Philosophy of Happiness (3)
This course is a philosophical exploration of concepts, values, experiences of -- and contexts for -- happiness and its pursuit. The course centers on the question of what happiness is as both an internal experience, as part of one's "inner world," and as an external, social and cultural, reality that includes but also extends beyond one's subjective inner world. We will draw on two different theoretical orientations: a descriptive orientation, which addresses the question what is the nature of happiness?; and a normative orientation, focused on the question what role does happiness play in a good life? To enrich our understanding, we will draw on a variety of readings in philosophy and the social sciences.

PHIL 2300 Social and Political Philosophy (3)
Introduces philosophical issues and concepts of political thought from antiquity to the present day through examination, from different perspectives, of democracy, sovereignty and authority, justice, liberty, and the relationship between the individual and the state. Cross-listed with POLT 1070. GCP Coding: (ROC) (CRI)

PHIL 2310 Introduction to Scientific Understanding (3)
Offers an examination/analysis of scientific concepts in their historical, philosophical, and cultural contexts. The aim is to enable the students to gain insight into the development of scientific ideas in view of the interactions between science, technology, philosophy, and society.

PHIL 2320 Contemporary Moral Problems (3)
Examines the opposing positions typically taken in discussions of contemporary moral problems, such as euthanasia, the death penalty, pornography, animal rights, and world hunger. The focus is on developing and critically analyzing reasons used to support a moral position. GCP Coding: (SSHB) (ETH)

PHIL 2330 Philosophy and Technology (3)
Philosophical consideration of technology, including such issues as how technologies embody values, technological determinism, consequences of technological choices, and how technologies can be helpful or hurtful. Typically focuses on one or a related group of technologies.

PHIL 2340 Bioethics (3)
This course explores the ethical issues that arise with changes in medical technologies and health care policies. Students explore the philosophical concepts of autonomy, duty, justice, and care as they apply to patients and physicians. Topics covered may include stem cell research and cloning technologies, organ transplantation, experimentation on animals, prenatal diagnosis and abortion, euthanasia and assisted suicide, access to experimental treatments, and allocation of scarce resources. GCP Coding: (SSHB) (ETH)

PHIL 2360 Environmental Ethics (3)
This course considers how one ought to live, given what we know (and are learning) about ourselves in the physical and natural world. Students explore the values, rights, responsibilities, and obligations relevant to environmental problems such as climate change, air pollution, waste disposal, land degradation, water depletion and pollution, threats to biodiversity, and population growth. GCP Coding: (PNW) (ETH)

PHIL 2370 Feminist and Gender Theory (3)
Feminism. Few words provoke the amount of anger, excitement, fear, celebration and qualification that the "F" word does. In this course students learn several theories of feminism, critically analyze them, and apply them to concrete social and political problems.

PHIL 2380 Philosophy of Sex and Love (3)
An introductory study of sexual philosophy including historical traditions as well as a variety of alternative belief systems. Critical analysis of topics such as marriage and adultery, sex with and without love, perversion, and pornography.

PHIL 2400 Human Rights and Animal Rights (3)
Many advocates for human rights see humans as possessing a unique and special value which places them in a separate moral category from other animals. Some argue that ‘rights’ is a uniquely human concept which cannot be applied to other species. In this class, we will examine the concept of rights as it applies to human and other animals in an effort to determine who is entitled to rights and what rights they are entitled to.

PHIL 2510 The First Philosophers (3)
This class is an exploration of the very beginnings of Western philosophy, an invitation to hear the authentic voice of its creators. We will catch the tremendous energy and excitement of this new intellectual creation at the moment of its birth, as we study famous Ancient Greek thinkers such as Heraclitus, Socrates, Plato, and Aristotle, as well as other, later thinkers from Hellenistic times and the Roman Empire. Our main theme is “the art of living.” We will investigate the ways that the earliest thinkers considered philosophy to be “an existential choice of a way of life” (as Pierre Hadot says)—a choice about how to achieve human happiness and an intense joy in living, using Reason as our guide. GCP Coding: (ROC) (WCOM)
Course Descriptions

PHIL 2520 Philosophic Classics: Early Modern Europe (3)
Early modern Europe, an era of profound intellectual, scientific, religious, and philosophic change, produced philosophic works with enduring influence on Western culture. This course reviews selected classics, familiarizing students with famous thinkers, their thoughts, and their methods. Prerequisite: PHIL 2510 is recommended. GCP Coding: (ROC) (WCOM)

PHIL 2525 The Scientific Revolution and The Enlightenment (3)
An introductory survey of the main ideas of leading Western thinkers from the 17th to the 19th centuries—an era of profound intellectual, scientific, religious, and philosophical change. This period offered discoveries that went smaller, larger, and farther than humans had ever experienced before. As a result, intellectuals confronted questions about the role of experience in knowledge, about what things are, about our place in things, and about the limits of what we might know or say. Emphasis on the historical development of philosophical positions, especially the articulation of views in reaction to the ideas of others, the interactions between "philosophy" and "science," the development and consequences of the mechanical philosophy, and the veil of perception. GCP Coding: (ROC) (CRI)

PHIL 2540 American Philosophy (3)
Each civilization contributes a unique intellectual culture that characterizes the values and aspirations of its people. This course explores some intellectual impacts and influences of the unique contributions of American philosophers. An introductory study that combines the historical and cultural setting of inquiry into the nature of experience, truth, goodness, and society by nineteenth- and twentieth-century American philosophers, including Emerson, Thoreau, James, Peirce, and Dewey, and their influences on later philosophies in the United States. GCP Coding: (ROC) (INTC)

PHIL 2550 Existentialism (3)
Combining art, film, and literature, this course on existential philosophy aims to show that philosophy is relevant for life. Students explore existentialism—one of the most important traditions of recent thought, which gives primacy to our "lived experience," through a consideration of such vital concepts as "being-in-the-world," "authenticity," "bad faith," and "radical freedom." We look closely at what gives meaning to life and how to be a free individual. We give special attention to the moral and political implications of existentialism, particularly its implications for understanding gender and race (i.e., the nature of identity).

PHIL 2580 African American Philosophy (3)
This course will explore the history of African American philosophy in the United States. It will focus on the continuity of African thought and how it carries through to today. We will discuss topics such as the history of racism, the prison industrial complex, education, the role of the Black church, slavery, and Black Feminism. We will read thinkers like Frederick Douglass, W.E.B. Du Bois, Booker T. Washington, Sojourner Truth, Martin Luther King Jr., Malcolm X, Angela Davis, and many more.

PHIL 2610 Intermediate Reading (2-4)
Designed for students who have little background in philosophy but who have demonstrated an ability to do independent work and have an interest in exploring some philosophical or non-philosophical texts philosophically. Prerequisites: Permission of the instructor and filing of official form.

PHIL 3000 Proseminar (1)
This course develops practical communication, problem solving, and organizational skills as well as professional and cognitive skills associated with reading and writing in the discipline of philosophy. Students in this Philosophy Practicum course plan and manage the Undergraduate Philosophy Conference. May be repeated for credit.

PHIL 3080 Current Topics in Philosophy (3)
Upper-level study of influential texts or topics in a special area of philosophy, such as epistemology, metaphysics, ethics, aesthetics, philosophy of science, philosophy of social sciences, political philosophy, or logic. May be repeated for credit if content differs.

PHIL 3100 Literature and Philosophy (3)
Philosophical treatments of selected stories, novels, poems, plays, or films. Emphasizes the discovery of philosophical commitments in such works and the critical examination of their intelligibility, defensibility, and truth value. The question of the ineluctability of form is also raised.

PHIL 3110 Philosophy and Film (3)
Philosophic problems will be approached through their presentation in selected films. Emphasizes the discovery of philosophical commitments and claims in the works studied, the defensibility of those commitments and claims, and film as a mode of presentation for philosophic ideas. May be repeated for credit if content differs.

PHIL 3120 Philosophy and Art (3)
Raises philosophical issues surrounding the activities of producing and appreciating works of art. Sample topics: the theory of art, the relationship between art and other human institutions, standards of judgment in art, how works of art are meaningful and true, and the relationship between judgments of value in art and judgments of moral worth.

PHIL 3200 Philosophy of Religion (3)
This course explores the philosophical dimensions of religious belief and practice. Topics include: the nature of religion and of religious and spiritual experience; the problem of religious diversity; the nature of the Religious Ultimate, and evidence of its existence; evil and religious belief; scientific rationality and religious belief; religious naturalism; faith and rationality; continental philosophy of religion (God as "the impossible"); and the interrelation between religious, spiritual, and moral values. The course draws on writers and texts located within or in relation to various world religious traditions, especially Buddhism, Hinduism, and Abrahamic Monotheism (Judaism, Islam, and Christianity) and Humanism.

PHIL 3220 Transforming the Self (3)
This course explores a neglected dimension of the Western Philosophical Tradition -- philosophy as a transformative, spiritual practice. The goals of this transformational process can range from resolving personal and existential issues, such as the fear of death, to attaining liberation or freedom. The core of transformational philosophical practice is not the attainment of abstract, theoretical knowledge for its own sake, but rather the subordination of the pursuit of knowledge to the development of wisdom and the resolution of human problems. Students will focus on a variety of ways of doing transformative philosophy and construct their own philosophical handbook, containing helpful and liberating insights and instructions.

PHIL 3300 Theory of Knowledge (3)
An introduction to the study of knowledge, emphasizing more recent or contemporary work. Topics may include the nature of belief, perception, certainty, justification, and knowledge; naturalized, social, feminist, and contextual approaches;
relativism. **Prerequisite:** 6 credit hours of history of philosophy or permission of the instructor.

**PHIL 3310 Philosophy of Science (3)**

An introduction to the main issues in philosophy of science such as: the role of scientific developments in shaping philosophy and philosophy of science; the influence of philosophy and philosophy of science on the development of science; noteworthy philosophical accounts of the scientific enterprise; and characterizations of confirmation, explanation, scientific realism, the nature of theories, and the growth of scientific knowledge.

**PHIL 3320 Continental Philosophy (3)**

European culture of the last one hundred years has produced philosophical works that have had a profound impact on the way we think and live today. This course reviews selected works from the period, familiarizing students with central thinkers such as Husserl, Heidegger, Sartre, and Foucault, as well as some of the more important movements associated with these figures, including Phenomenology, Existentialism, and Post-structuralism.

**PHIL 3340 Global Ethics (3)**

This class examines a number of ethical issues that call for international analysis and global perspectives. Students will have the opportunity to explore pressing issues such as global poverty and distribution of wealth, consumption and environmental degradation, working conditions worldwide, and global health challenges. This course delves deeply into the work of influential ethical philosophers from diverse backgrounds, with particular attention paid to the voices of thinkers from underrepresented groups. Special emphasis is placed on the concepts of agency, power, privilege, oppression, coercion, and consent, and students use moral theories to develop their own positions on specific issues.

**PHIL 3350 Philosophical Ethics (3)**

First course in philosophical reflection on the moral life. Includes the analysis of moral terms, the techniques of moral reasoning, the origin and nature of human values, and the justification of moral judgments. Specific topics and texts vary from year to year. **Prerequisite:** PHIL 2110, PHIL 2300, PHIL 2320, PHIL 2380, or permission of the instructor.

**PHIL 3360 Global Information Ethics (3)**

A general introduction to ethical issues created, aggravated, or transformed by computing and information technology. Addresses such topics as: privacy, hacking and computer intrusion, piracy, state surveillance, freedom of expression, Internet filtering and censorship, hacktivism, encryption, responsibility and risks of relying on computers, just allocation of computing resources, and social implications of networked computing. Compares issues both across the virtual and physical divide, as well as in varying global contexts.

**PHIL 3370 Feminist Philosophy (3)**

Gives students an opportunity to consider what it means to engage in philosophical thinking from a position of “the other” in relation to the mainstream Western tradition. Students are introduced to influential texts in feminist philosophy and identify interlocking threads of connection between various opressed groups, aiding analyses of sexism, heterosexism, racism, classism, ableism and imperialism.

**PHIL 3371 Feminist Philosophy and Technology (3)**

Considers technological systems in feminist perspective to understand how a technology can oppress or limit one group of people and advantage others. Topics are likely to include household, sexual, reproductive, and medical technologies, the development of standards and classification systems, the organization of businesses and states, race, the environment, and the future of feminist philosophy and technoscience.

**PHIL 3372 Feminist Philosophy: "The Second Sex:" The Philosophy and Literature of Simone de Beauvoir (3)**

Simone de Beauvoir was one of the twentieth century’s most important and interesting thinkers. In this class, we focus on her major work, The Second Sex. We read a good deal of this text, and we examine its relevance for contemporary life. We also examine Beauvoir’s literary efforts, including She Came to Stay and All Men Are Mortal, in order to see how she illustrates her philosophy. We consider de Beauvoir’s response to both existential and political concerns, including the nature of freedom, the struggle for recognition from the Other, the situation of women in the western world (both past and present), and how to confront one’s own mortality.

**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 3380 Ethics in Social Research (3)**

Examines the ideological and practical overlap between human rights frameworks and environmental sustainability. What does it mean to have a “right” and to whom or to what does that notion apply? Should human beings have a right to a sustainable environment? Could it make sense to say that non-human animals and other living beings, such as trees and rivers, have rights? Students analyze specific cases as well as the effects of racism, sexism, classism, and nationalism on people’s physical health and the health of their environments.

**PHIL 3400 Human Rights and the Environment (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 3420 Philosophy of Race and Ethnicity (3)**

This course takes a philosophical approach to a variety of issues concerning race and ethnicity. Course topics might include Race and the Prison, Black Feminism, Black Nationalism, Native American philosophy, Latin American philosophy, or Critical Race Theory. The course may also focus on specific thinkers, such as Martin Luther King, Jr. or Malcolm X.

**PHIL 3590 Theories of Human Rights (3)**

Examines the historical development of theories of human rights and their relation to civil liberties; international law; social organization; and different conceptions of community, individualism, and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. **Prerequisite:** POLT 1070, PHIL 2300, or GNST 1600. Cross-listed with POLT 3590.

**PHIL 3650 Philosophy of Mind (3)**

This course is an investigation of various philosophical questions concerning the nature of mind, consciousness and self. The course travels a winding path from the classical mind-body problem (How does mind relate to matter?) to issues concerning the relationship of consciousness to biological life, the environment and brain (Is consciousness in our heads?) and the relationship of technology and culture to the mind (Can technology “extend” our minds, in some sense?). In the last section of the course, we will think about questions concerning the self, hallucination and dreaming (Is the self real or an illusion, like a dream?). We’ll address these issues through reading and
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 after PHOT 1000, PHOT 2000, and 3 additional PHOT production credits.

PHOT 0200 Photo Program Monthly Meeting (0)
Once a month, majors in the photography program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all PHOT majors while they are enrolled in classes at the home campus.

PHOT 1000 Photo I (3)
Students learn basic black-and-white photographic skills and the technical aspects of camera operation, light-meter readings, film development, and enlarging, as well as shooting techniques and composition. The course focuses on the visual and communicative aspects of the medium. Access to a 35-mm or 2-1/4 square camera recommended, although not required.

PHOT 1001 Intensive Introduction to Black & White Photography (1)
Students will be introduced to: Basic camera operation using a 35-mm film camera, developing black and white film, printing in the darkroom. This is a one-weekend class.

PHOT 1010 Digital Basic Photography (3)
This course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images. This course may not count towards the BA in photography electives. GCP Coding: (ARTS) (OCOM)

PHOT 2000 Photo II (3)
Continues development of photographic vision from PHOT 1000 Photo I as it moves the student into a digital environment. The course will involve a complete digital workflow, from capture with a DSLR camera to adjustment and correction in Photoshop to output for both print and web. Additional topics covered will include color theory, file format, color space and color management. Prerequisite: PHOT 1000 or PHOT 1010 or equivalent course in basic darkroom photography.

PHOT 2040 History of Photography (3)
Traces the evolution of photography from the nineteenth into the twenty-first century. GCP Coding: (ARTS) (WCOM)

PHOT 2500 Photojournalism (3)
Students combine practical assignments in newspaper and magazine photography with critical analysis of how photographs produce outstanding news and feature stories. Prerequisite: PHOT 2000 or PHOT 1010.

PHOT 2870 International Photojournalism (3)
Students learn the traditions of photojournalism, and use digital cameras to create photo stories. Major figures in international photojournalism are considered, and attention is paid to major themes. Previous photographic or computer experience is desirable, but not a prerequisite. (It is advisable to take PHOT 3190 Digital Photographic Imaging prior to or concurrently with this course).
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. Prerequisite: 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. Prerequisite: PHOT 2000.

PHOT 3180 Topics in Scientific Photography (3-6)
Specific topics are offered on a rotating basis. Topics have included macrophotography, introduction to ophthalmic photography, etc. May be repeated for credit if content differs. Prerequisites: PHOT 2000.

PHOT 3190 Digital Photographic Imaging (3)
Students learn the theoretical and practical aspects of photographic digital imaging. Students develop a theoretical understanding of this technology and learn to apply these principles using Adobe Photoshop. Students learn to control, modify, and manipulate digital photographic images for both corrective and creative purposes.

PHOT 3195 Digital Photo Imaging II (3)
Students learn intermediate and advanced concepts and methods of working with photographic imagery in creative, efficient, and innovative ways via Adobe Photoshop. Additional peripheral software and hardware are discussed as well. Mastery of these methods, tools, and topics is expressed in successful completion of interactive tutorials and personal projects. Prerequisite: PHOT 3190.

PHOT 3599 Independent Study (1-12)
Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

PHOT 3760 Topics in Editorial Photography (3)
Specific topics are offered on a rotating basis. Topics have included photo reportage, shooting for publication (lifestyle and food, arts and entertainment). May be repeated for credit if content differs. Prerequisite: PHOT 2000.

PHOT 4000 Photo Workshop (3-6)
Specific topics are offered on a rotating basis. Recent offerings have included large format photography, the toy camera, image/text and study trips to places like New York City and Tuscany. Prerequisite may vary with topic. May be repeated for credit if content differs.

PHOT 4010 Photography Gallery Management (3-6)
Students learn all aspects of running a photo gallery, including publicity, mailing lists, web site and other publications and openings. Prerequisite: Junior/senior standing or permission of instructor. May be repeated once for credit, if content differs.

PHOT 4020 The Focused Portfolio and Self-Promotion (3)
This is a class intended for intermediate and advanced photography students, to allow them to begin developing the mature pieces that will become part of their professional portfolio. Work can be done in black and white or color, with film or digitally.

Personal vision and style will be emphasized. Prerequisites: Photography major and junior or senior standing.

PHOT 4030 Topics in Studio Photography (3-6)
This course focuses on various topics in advanced studio photography, such as people and portrait, and the digital studio, on a rotating basis. Prerequisite: PHOT 3120. Additional prerequisites may vary with topic. May be repeated for credit if content differs.

PHOT 4190 Topics in Digital Imaging (3-6)
Specific topics in electronic imaging, such as digital asset management, are offered on a rotating basis. May be repeated for credit if topic differs. Prerequisite: PHOT 3190.

PHOT 4610 Readings in Photography (3-6)
Prerequisites: Media major, junior/senior 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 résumé preparation. Prerequisites: Photography major and senior standing. This is the capstone course for the major, and should be taken in the student's last semester.

PHOT 4870 Advanced Photojournalism (3-6)
Students learn practical application of photojournalism principles by serving as members of the campus newspaper, TheJournal, staff. This course is an extension of PHOT 2500. Students apply their knowledge of photojournalism, including strategies and techniques employed in a variety of assignments. 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.

PHYS - Physics

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| Skill Areas (…)    | Global Citizenship Program |

Webster University 2018-2019 Undergraduate Studies Catalog
PHYS 1710 College Physics I (3)
PHYS 1710 College Physics I: Lab (1)
An introduction to physics using an algebra-based approach to explore the fundamental laws of nature. Topics covered include: kinematics, mechanics, forces, circular motion, energy, momentum, oscillations, and sound waves. This course will focus on developing problem solving skills and strategies applicable to a wide range of scientific problems. Laboratory required. PHYS 1710 and PHYS 1711 must be taken concurrently. Prerequisites: MATH 1430 or permission of instructor. Offered in fall semester.

PHYS 1720 College Physics II (3)
PHYS 1721 College Physics II: Lab (1)
Continues and builds on PHYS 1710 and PHYS 1711 using an algebra-based approach to explore the fundamental laws of nature. Topics covered include: voltage, resistance, direct and alternating currents, DC electrical circuits, magnetism, light, optics, lenses, and wave interference and diffraction. This course will focus on developing problem solving skills and strategies applicable to a wide range of scientific problems. Laboratory required. PHYS 1720 and PHYS 1721 must be taken concurrently. Prerequisites: PHYS 1710 permission of instructor. Offered in spring semester.

PHYS 2030 University Physics I (3)
PHYS 2031 University Physics I: Lab (1)
An introduction to physics using a calculus-based approach to explore the fundamental laws of nature. Topics covered include: vectors, kinematics, mechanics, dynamics, forces, torque, circular motion, energy, momentum, oscillations, harmonic motion, and sound waves. This course is mathematically intensive and focuses on developing problem solving skills and strategies. Laboratory required. PHYS 2030 and PHYS 2031 must be taken concurrently. Prerequisites: MATH 1610 or permission of instructor. Offered in fall semesters.

PHYS 2040 University Physics II (3)
PHYS 2041 University Physics II: Lab (1)
Continues and builds on PHYS 2030 and PHYS 2031 using a calculus-based approach to explore the fundamental laws of nature. Topics covered include: voltage, resistance, direct and alternating currents, AC/DC electrical circuits, magnetism and electromagnetism, electric and magnetic fields, light, optics, wave interference and diffraction, and atomic spectroscopy. This course is mathematically intensive and focuses on developing problem solving skills and strategies. Laboratory required. PHYS 2040 and PHYS 2041 must be taken concurrently. Prerequisites: PHYS 2030 or permission of instructor. Offered in spring semesters.

PHYS 4700 Independent Research in Physics I (1-4)
A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their chosen project. For PHYS 4700, the topic should have a primary basis in physics. Prerequisite: Permission of instructor. May be repeated once for credit if content differs. Also offered during the summer term.

PHYS 4710 Independent Research in Physics II (1-4)
A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For PHYS 4710, the topic should have a primary basis in physics. Prerequisite: Permission of instructor. May be repeated once for credit if content differs. Also offered during the summer term.
POLT 1070 Introduction to Political Theory (3)
Introduces philosophical issues and concepts of political thought from antiquity to the present through examination, from different perspectives, of democracy, sovereignty and authority, justice, liberty, and the relationship between the individual and the state. Cross-listed with PHIL 2300. GCP Coding: (RO) (CRI)

POLT 1080 Introduction to Comparative Politics (3)
This course is an introduction to the systematic and analytical study of states/societies in the world using the comparative method. Students learn to compare countries on such topics as state legitimacy and capacity, ethnic conflicts, political ideologies and institutions, economic poverty and development, political violence, the impact of globalization, and environmental problems. GCP Coding: (GLBL) (INTC)

POLT 1200 Careers in History, Politics and International Relations (3)
This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

POLT 1550 Introduction to Political Argumentation and Debate (3)
Introduces students to the basic principles of debate, emphasizing the development of research, critical thinking, and oral presentation skills. Students research one or more contemporary public policy issues and are expected to attend and participate in campus debates on those issues. The course is open to students of all majors. GCP Coding: (SSHB) (CRI)

POLT 1750 State and Local Government (3)
Studies the politics, organization, and activities of state and local governments in the United States.

POLT 2050 Contemporary American Politics (3)
Examines various issues and processes in American politics, with the subject matter varying from semester to semester. May be repeated once for credit if content differs.

POLT 2060 Politics and Gender (3)
Interdisciplinary examination of women in the public sphere. Draws on studies in history, political science, sociology, and psychology in order to understand more fully the role of women in politics and society.

POLT 2070 Politics of Race and Ethnicity (3)
Interdisciplinary examination of race relations and associated political issues. May be broadly focused on a variety of racial relations or on two or more historical contexts, or may adopt a more specific focus, e.g. black/white relations within the context of history and politics in the United States.

POLT 2100 Model U.N. (0-3)
Studies the structure, operations, and politics of the United Nations. Attention will focus on current U.N. issues, and students will be required to participate in classroom simulations. Students will attend the Collegiate Midwest Model U.N. and represent a country as U.N. delegates. May be repeated one time.

POLT 2250 Politics in the Industrialized World (3)
Examines the politics of those countries customarily considered part of the affluent north. Topics may include evolution of political party systems, the evolution of communist systems, environmental and peace movements, economic integration of countries, planning and market mechanisms, trade policies, ethnic conflicts, governmental influence in collective bargaining systems, the welfare state, and tax revolts. May be repeated for credit if content differs.

POLT 2400 Introduction to Law (3)
Overview of the history and functioning of the American legal system. Covers such topics as the substantive law of torts, contracts, criminal procedure and terminology, the court system, and the nature of legal reasoning. Cross-listed with LEGL 2400.

POLT 2500 Interdisciplinary Approach to Politics (3)
Integrates the contributions of other disciplines -- history, psychology, sociology, economics, literature, media, philosophy -- into the study of politics and the role politics plays in the nongovernmental arena. May be repeated for credit if content differs.

POLT 2550 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: INTL 1050 or POLT 1050.

POLT 3320 American National Institutions (3)
Offers an in-depth study of one of the following topics: the presidency, Congress, political parties and elections, or judicial politics. The topic varies from semester to semester and may be repeated for credit if content differs. Prerequisite: POLT 1060 or permission of the instructor.
Course Descriptions

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. Prerequisites: POLT 1080, POLT 2520, 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. 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 (3)
Offered periodically when specific expertise is available. Topics of interest to students regarding contemporary politics are studied. Prerequisite: Usually senior standing or permission of instructor. May be repeated for credit if con-tent 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, political science and international relations. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. Prerequisites: Senior standing and major in history, political science, or international relations.

POLT 4700 Senior Thesis (4)
Allows senior students to pursue significant independent research/writing projects in political science (including legal studies). Prerequisites: Senior standing and approval of department chair.

PSYC - Psychology

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Global Citizenship Program
### 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. **GCP Coding:** (SSHB) (CRI)

### PSYC 1500 Psychology of Adjustment (3)
Designed to facilitate the application of psychological principles to personal experience. Adjustment is viewed as an active two-way process between the individual and his or her environment. Class members study the physiological and psychological determinants of behavior, with emphasis on relevant research. Organized around the themes of behavior, interpersonal relationships, and processes of psychological growth. **GCP Coding:** (SSHB) (ETH)

### PSYC 1800 Careers in Psychology (1)
Provides students with career information for the field of psychology. Students are given guidance on how to search for and apply to graduate programs and internships, create personal statements, develop a résumé, and find jobs within the field of psychology. Designed to be taken in a student's freshman or sophomore year. **Prerequisite:** PSYC 1100 or permission of instructor.

### PSYC 2000 Issues in Contemporary Psychology (1-4)
Introductory-level course designed to provide a brief, intensive overview of specific areas of contemporary psychology. Uses a number of approaches to provide students with a chance to explore how psychological principles are applied to a specific topic or area of interest. Topics vary each semester. May be repeated for credit if content differs.

### PSYC 2125 Psychology of Sexual Orientation and Gender Diversity (3)
The purpose of the course is to introduce students to the psychological and social issues relevant to sexual orientation and gender diversity. Students will be encouraged to think critically about topics such as developmental issues, identity, families, relationships, intersections with race and ethnicity, mental health, physical health, minority stress, work and career concerns, and attitudes toward minority communities. Throughout the course, cultural and international issues will be discussed, and an emphasis will be placed on an empirical approach to the science and practice of psychology. This course is cross-listed with WGST 2125.

### PSYC 2150 Psychology of Sleep (3)
Sleep inhabits one third of our life. Sleep is not a passive behavior. On the contrary, it is quite active. This course focuses on sleep as a part of the daily sleep/wake cycle. This course examines the history of sleep and sleep research, developmental aspects of sleep, physiological bases of sleep, the functions of sleep, the effects of various drugs on sleep, sleep disorders, and dreaming. **GCP Coding:** (PNW) (CRI)

### PSYC 2200 Child Psychology (3)
Examines physical, emotional, cognitive, and social development of the child from conception to adolescence. The complex interaction between heredity and environment is considered. Emphasizes language development, achievement, personality, and gender behavior. **Prerequisite:** PSYC 1100 or permission of the instructor.

### PSYC 2250 Adolescent Psychology (3)
Examines the physical, emotional, intellectual, and social changes of adolescence. Lectures and class discussions consider the characteristics and problems of contemporary adolescents and implications for emerging adulthood. Special issues such as addiction, adolescent-parent relationships, and achievement are considered. **Prerequisite:** PSYC 1100 or permission of the instructor.

### PSYC 2300 Lifespan Development (3)
Studies the development of the individual from conception through adulthood. Examines intellectual, emotional, and social aspects of behavior in terms of the complex interaction of heredity and environment. Content includes the application of prominent theories of human development to the individual’s development over the life span. Reviews current research in critical areas of human behavior (e.g., attachment, aggression) and uses it to enhance the student’s understanding of the human developmental process. **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 2525 Introduction to Social Work (3)
This course provides a broad survey of the social work profession, its history, and the values and ethics that are fundamental to the profession. An overview of social work theory, practice,
Course Descriptions

policy, research, and the diversity of populations are integrated in exploring the knowledge, values, and skills base of the social work profession.

PSYC 2600 Social Influence and Persuasion (3)
Examines the factors that facilitate conformity, techniques to ensure compliance, and the conditions that produce obedience to authority. Strategies utilized by salesmen, politicians, lawyers, special interest groups, and the media will also be examined. The course also explores the nature of propaganda, use of subliminal messages in advertising, and role of social influence and persuasion in cults. Prerequisite: PSYC 1100 or permission of instructor.

PSYC 2625 Methods of Conflict Resolution (3)
This course introduces communication and negotiation techniques to resolve conflicts in a mutually acceptable manner. Emphasis will be placed on mediation and facilitation as models of third-party intervention in community, commercial, organizational, legal, and political conflicts. Course will examine different areas of professional practice and determine what guidance and insight can be found in the growing body of research and theory on assisted negotiation and dispute research. Students will learn and reflect effective communicating, problem solving, and listening skills. There will be ongoing opportunities for students to test their understanding and develop skills through simulations. Prerequisite: PSYC 1100 or permission of the instructor.

PSYC 2650 Nonverbal Behavior (3)
Examines the role of “unspoken dialogue” in human interaction and the influence nonverbal behavior has on interpersonal communication. The course focuses on how nonverbal concepts like physical appearance, gestures, movement, and facial expressions underscore the “spoken dialogue.”

PSYC 2700 Psychology and Women (3)
Focuses on human strengths and well-being. Positive psychology considers the psychological impact of being female and the influence nonverbal behavior has on interpersonal interaction. 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. GCP Coding: (QL)

PSYC 2825 Introduction to Research Methods (3)
Research is at the heart of the behavioral and social sciences. This course will cover the basics of quantitative and qualitative research design. In addition, students will be provided with the means to critically analyze and assess the ethics of research findings. Lastly, students will be given the opportunity to create a research proposal. Prerequisite: PSYC 1100 or permission of the instructor.

PSYC 2850 Peace Psychology (3)
Examines the key concepts, themes, theories, and practices involved in peace psychology. Explores the issues of peace and conflict across a wide range of interpersonal, community, national, and international contexts. Includes multiple levels of analysis from micro to macro, and multidisciplinary perspectives. Prerequisite: PSYC 1100 or permission of the instructor. GCP Coding: (GLBL) (OCOM)

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 3025 Psychology and Ethics (2)
Psychology and Ethics is designed to introduce students to ethical sensitivity, reasoning, decision-making, motivation, and implementation within the discipline of psychology and related fields. The class will examine: historically why ethics are a foundational and necessary aspect of psychology and related professions; ethical guidelines and professional ethics code as they relate to various professional endeavors including research, therapy, consultation, and teaching; how to engage in ethical decision-making processes; and how to apply ethical guidelines to complex professional and global dilemmas. The purpose of this course is not to provide answers but assist students in learning how to come to ethical decisions and behaviors as well as identifying factors impacting ethical motivation and the implementation of decisions. 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
Course Descriptions

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 promotion, community building with citizen participation and empowerment, human diversity, and strong research to evaluate programs. Among key values in the field of community psychology are individual wellness, the importance of a sense of community, and social justice. 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/anthropological 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 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, aging 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 and 9 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 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. Prerequisites: PSYC 1100 and 9 credit hours of psychology; or permission of instructor.

PSYC 3525 Memory (3)
Course provides an introduction to the basic issues of human memory and theories about how it works, succeeds, and fails. This course will examine the neuroscience of memory as well as the many proposed types of memory including; sensory, short-term, working, long-term, episodic, semantic, and autobiographical. We will also discuss the relationships between memory and reality, memory and development, as well as memory and amnesia. Through an integration of lectures, discussions, and interactive demonstrations, this course will focus on fundamental phenomena and basic literature in learning and memory within the context of both animal and human research. Major topics include habituation, the physiological bases of learning and memory, classical and instrumental conditioning, information processing, short- and long-term memory, concept learning, explicit and implicit learning, and individual differences in learning and memory. Prerequisites: PSYC 1100 and 9 credit hours of psychology; or permission of the instructor.

PSYC 3550 History, Philosophy, and Systems of Psychology (3)
Examines the contributions of philosophy, physics, physiology, and other disciplines and intellectual traditions to the development of the subject matter, problems, and methodology of contemporary psychology. Prerequisites: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; or permission of the instructor.

PSYC 3575 Industrial/Organizational Psychology (3)
Examines the basic theoretical foundations of individual and organizational behavior, exploring the diversity of organizational structures and how various structures affect the individual. The course focuses on the individual within the organizational setting, group and interpersonal relations, and the psychology of work.
Course Descriptions

**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 9 credit hours of psychology; 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 3625 Motivation and Emotion (3)**
Explores the processes and principles essential for understanding motivation and emotion. The course will examine the psychology of emotion and motivation with an overview of research and theory from diverse perspectives (e.g., humanistic, behavioral, social, cognitive, biological, environmental). Includes a critical review of research and application of these theories to human behavior. **Prerequisites**: PSYC 1100 and 9 credit hours of psychology; or permission of the instructor.

**PSYC 3650 Prejudice and Discrimination (3)**
Examines the essential features, principles, facts, and theories that surround stereotyping, prejudice, and discrimination. Theoretical approaches considered will include those from psychology, sociology, and international human rights. Consequently, the course will include discussion of intergroup relations as they pertain to different racial and ethnic groups throughout the world. In addition, the course examines discrimination based on appearance, gender, age, ability, and sexual orientation. **Prerequisites**: PSYC 1100 and 9 credit hours of psychology; or permission of the instructor.

**PSYC 3670 Altruism and Aggression (3)**
Examines antecedents of aggressive behavior -- why people aggress and what steps can be taken to prevent or control this destructive behavior. Topics to be covered may include child abuse, racially-based violence, terrorism, antisocial personalities (i.e., psychopath), sexual aggression, spousal abuse, drugs and aggression, and the media's impact on violence. Also explores the conditions that lead to helping behavior. The role of empathy, gender, race, and attractiveness in bystander intervention will be examined. The concept of true altruism (i.e. helping without regard to potential rewards) will also be debated. **Prerequisites**: PSYC 1100 and 9 credit hours of psychology; or permission of the instructor.

**PSYC 3725 Psychology of Judgment and Decision Making (3)**
Provides a survey of current theories of human judgment and decision making. Includes an examination of judgment and decision making under a variety of social conditions. Student examines how people make personality judgments about themselves and others; how people attribute causation to human behavior; and how people make estimates about uncertain outcomes. **Prerequisites**: PSYC 1100 and 9 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 and 9 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 3900 Introduction to Counseling (3)**
Introduces a variety of counseling theories, techniques, and skills. Focuses on the problems and issues facing a professional counselor in a variety of settings (including individual and group counseling, family counseling, counseling handicapped individuals, career counseling, and consulting). Provides students with opportunities to explore new dimensions in counseling and to confront and clarify their own reasons for wanting to do this kind of work. **Prerequisites**: PSYC 1100, PSYC 3125, 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. **Prerequisites**: 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 the 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, and 9 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. **Prerequisites:** PSYC 1100 and 12 credit hours of psychology; or permission of the instructor.

**PSYC 4375 Evolutionary Psychology (3)**
Explores the key concepts, issues, and lines of research within the field of evolutionary psychology. The course will examine the relevance of evolutionary thinking to a range of psychological phenomena which may include problems of survival, long term mating strategies, short-term sexual strategies, parenting, kinship, cooperative alliances, aggression and warfare, conflict between the sexes, and prestige, status, social dominance, development, cognition, and language. **Prerequisites:** 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. **Prerequisites:** 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. **Prerequisites:** 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 concomitants of behavior and acquaints the student with the methods and major findings of the interaction that has recently taken place between biology and psychology. **Prerequisites:** PSYC 1100 and 12 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. **Prerequisites:** 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. **Prerequisites:** PSYC 1100, PSYC 2750, PSYC 2825; or permission of the instructor.

**PSYC 4825 Senior Thesis (3-6)**
Course provides students the opportunity to investigate a topic of interest within the field of psychology. Students are expected to develop a topic, design the study, obtain IRB approval, collect and analyze data, and report the results of their research in APA format. Following completion of the thesis, students are encouraged to submit their work for possible publication. Course may be repeated once for credit with permission of department chair. Students are encouraged to take PSYC 4750 prior to taking PSYC 4825. **Prerequisites:** PSYC 1100, PSYC 2750, PSYC 2825 and 6 credit hours of 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. **Prerequisites:** PSYC 1100, PSYC 2825, and 9 credit hours of psychology; or permission of the instructor.

**PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3)**
At first glance, psychology appears to be a highly disjointed discipline. However, psychology is unified through its historical traditions and systems of thought. This course will explore the roots of modern psychological thought and methodology. We will trace these roots from their origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools and systems of psychology (e.g., Functionalism, Structuralism, Gestalt, etc.), we will explore how cultural and political forces shaped the development of various psychological theories. We will also examine the lives and works of the men and women whose work created psychology’s foundation. **Prerequisites:** PSYC 1100, PSYC 2825, and 18 credit hours of psychology; or permission of the instructor.

**PSYC 4950 Senior Assessment (1)**
Provides a culminating assessment experience for psychology majors by providing a means for students to demonstrate their knowledge of the field and apply psychological knowledge in preparation for a career. Students will examine the field of psychology throughout the semester and take a series of preparatory quizzes in preparation for the overarching assessment experience. **Prerequisites:** PSYC 1100, PSYC 2825, and 18 credit hours of psychology; or permission of the instructor.
RELG - Religious Studies

**Course Descriptions**

**Global Citizenship Program**  
**Knowledge Areas:**  
- ARTS: Arts Appreciation  
- GLBL: Global Understanding  
- PNW: Physical & Natural World  
- QL: Quantitative Literacy  
- ROC: Roots of Cultures  
- SSHB: Social Systems & Human Behavior

**Global Citizenship Program**  
**Skill Areas:**  
- CRI: Critical Thinking  
- ETH: Ethical Reasoning  
- INTC: Intercultural Competence  
- OCOM: Oral Communication  
- WCOM: Written Communication

**ARTS**  
Arts Appreciation

**GLBL**  
Global Understanding

**PNW**  
Physical & Natural World

**QL**  
Quantitative Literacy

**ROC**  
Roots of Cultures

**SSHB**  
Social Systems & Human Behavior

**RELG 1000 Roots of Religion (3)**  
Introduces the study of religion through investigation of major theories 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 Religion and Globalization (3)**  
In this course we will explore the changing role and nature of religions in the context of globalization. We will study different aspects of what constitutes globalization and how these have impacted religions. Examples are the spread of and increased access to liberal values, the rise of the nation state, changes in subjectivity/identity, colonialism, and science. We will end the course with making a prognosis on the future development of religions in the globalized world. The course will be based on reading recent scholarship on these issues, our analysis of specific cases, and various individual and group activities through WorldClassRoom.

**RELG 1050 Experience and Values (3)**  
Provides frameworks for examining, understanding, and clarifying personal experience and values, including the students' own experience and values, to introduce the connections between religious teachings and personal living and decision making. May be repeated for credit if content differs.

**RELG 1051 Spiritual Paths and Journeys (3)**  
This course raises some of the largest and most perplexing questions human beings are capable of asking themselves about the meaning and purpose of existence. Perhaps one of the dilemmas we must each face is that we are capable of raising questions for which we cannot seem to find definitive answers. But this course understands that the word "answer" doesn't simply refer to a set of beliefs about the world but instead also refers to a response to the world's condition. This personal search for meaning and patterns of direction in our life is sometimes called "spirituality" and comes equipped with a multitude of definitions. We will explore various responses which have been offered by significant religious traditions, as well as raise the larger question as to whether the word "spirituality" needs to be separated entirely from the world of religious language. This course will help do some self-exploration, clear thinking about your own assessments of "answers" previously offered, and explore issues which may not find neat and tidy answers, you are invited to do so in a focused manner.

**RELG 1060 World Religions (3)**  
Concerns origins, historical development of worship, ethics, theology, scriptures, and institutions of the world religions: Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity, and Islam.

**RELG 1080 Thinking Through Religions (3)**  
This course introduces students to separating plausible and implausible claims to truth in different religion. Students will evaluate the validity of religious truth claims, religious language, religious authorities, spiritual experience, conflicting claims in science and religion, and ethical judgments. GCP Coding: (ROC) (ETH)

**RELG 2030 Contemporary Topics (3)**  
Involves inquiry into current religious developments, such as liberation theology, black theology, women's theology, contemporary religious thinkers, and Native American religious thought. May be repeated for credit if content differs.

**RELG 2031 Violence in the Name of God (3)**  
This course will examine the relationship between religion and violence 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 repercussions here in the United States, and also because of the relatively new prominence of Islam in Europe with its attendant social and political consequences.

**RELG 2032 Global Christianities (3)**  
Global Christianities will familiarize students with anthropological scholarship on Christianized peoples throughout the world, not merely in the United States, but also in Africa, Latin America, Melanesia and Eurasia. Through the course, students will be introduced to new ways of looking at Christianity and how it is practiced in a wide range of cultural contexts.

**RELG 2050 Religion and Human Values (3)**  
Investigates the theories and processes of moral decision making. Analyzes specific issues such as war and peace, nonviolence, sexuality, race, medical experimentation, and poverty in relation to such values as freedom, justice, and equality in an organized society. May be repeated for credit if content differs.

**RELG 2055 Intersections Between Religions and Ecojustice (3)**  
The course will consider different religious and philosophical perspectives on ecojustice, defined as the right relationship of humans with one another and with nature; it will help students understand the place and responsibility of institutions/systems and human beings in relation to this issue. The course will show how...
Religions source of cultures and contributes to our understanding of human nature, and how religious teaching and holy books (along with literature, art, music, and philosophy) have given us the concept of human values and have thus influenced human societies. GCP Coding: (ROC) (ETH)

**RELG 2070 Introduction to Eastern Religions (3)**

Provides a basic framework for approaching the major religious and philosophical traditions of Asia. The student is exposed to the ideas, rituals, and practices of Hinduism, Buddhism, Jainism, Confucianism, Taoism, and Shintoism. By studying the religious issues of India, China, and Japan, one gains an awareness and appreciation of the historical and cultural heritage of Asia. GCP Coding: (ROC) (INTC)

**RELG 2075 Introduction to Buddhism (3)**

Covers comprehensively the full range of historical, doctrinal, practical, and cultural forms of Buddhism, and its geographic spread around the globe. Includes consideration of the lives and teachings of the Buddha, major scriptures and forms of practice and devotionism, and Theravada, Mahayana, Vajrayana, syncretic, and Western Buddhism. GCP Coding: (ROC) (ETH)

**RELG 2080 Introduction to Western Religions (3)**

Provides a basic framework for approaching the major religious and philosophical traditions of the West, meaning those derived from the Mediterranean and Arabic worlds. The student is introduced to the ideas, rituals, and practices of Judaism, Christianity, and Islam, with reference also to Greek and Roman religions, Zoroastrianism, and related religions. By studying the religious issues of the Near East, the Middle East, and Europe, one gains an awareness and appreciation of the historical and cultural heritage of the Americas and the West.

**RELG 2085 Introduction to Judaism (3)**

This course offers a general introduction to Judaism, focusing on questions of Jewish identity and culture or cultures, especially in the contemporary United States: What makes someone Jewish? Are there beliefs, practices, or sacred narratives which all Jews have in common? How (if ever) do people become Jewish, and how (if ever) do they stop being Jewish? Why do most American Jews accept Jewish Buddhists but reject Jewish Christians? And what does it mean when someone claims to be “culturally Jewish”? Viewed through the lens of Jewish identity, students will learn about topics ranging from Jewish ritual and liturgy to the role of women in Jewish life to the stereotypes of Jews in Western art and literature. The course will also address ways in which Jewish identity has influenced and has been influenced by other world religious traditions. GCP Coding: (ROC) (INTC)

**RELG 2090 Introduction to Religions of Small Scale Societies (3)**

This course will review the wide variety of belief systems found in traditional tribal societies. Throughout most of human history, people have lived in small-scale societies which have followed religious practices commonly integrated into their ecosystems. Horticulturalists, pastoralists and hunter-gatherers have been commonly dependent upon their relations with other animals and the food sources available in the ecological niche in which they live. The belief systems of these peoples have provided fertile ground for the development of the major religions found in the world today.

**RELG 2100 Religion and Literature (3)**

Studies the important interrelationships of literary forms and the world’s religions. Examines religious reflection on various complexities of existence as depicted in selected genres or examples of literature. Typically considers literary themes in religious terms, or vice versa, and the ways in which creative writings and religious ideas amplify and interrogate each other. May be repeated for credit if content differs.

**RELG 2101 Science Fiction and Religion (3)**

Explores significant relationships between science fiction and the world’s religions. Examines how science fiction uses religious themes to develop plot, character, and action, and how understanding religious themes can illuminate and amplify the message and values of science fiction.

**RELG 2150 Existence and Meaning (3)**

Introduces key religious perspectives on human life and thought through a sustained analysis of religious ideas, thinkers, or cultural forms. Examines defining conditions of human existence and our roles as meaning-makers and interpreters of inherited meanings, especially those of religious teachings. May be repeated for credit if content differs.

**RELG 2200 Religion and History (3)**

Surveys the social, political, philosophical, and cultural events of a keystone period in the history of Western civilization. May be repeated for credit if content differs. Sometimes cross-listed with HIST 2210.

**RELG 2201 Islam and the State (3)**

This course examines the intersection of Islam, politics, and government. Believers in Islam view their faith as a comprehensive guide to life - but should this include politics and government? If so, how should Islam be applied to the State, the modern structure of governance? Is Islam compatible with democracy? With capitalism? With socialism? With national identities and material power? In this course, we study various theoretical interpretations of these issues and gain exposure to the diversity of thought on how Islam should be applied to the State. We also look at the history of Islamic governance - in particular, the institution of the Caliphate. Finally, we conduct four case studies of contemporary Islamic governments and see how well theory is put into practice: Saudi Arabia, Iran, Taliban Afghanistan, and the new “Islamic State” founded by the al-Qaeda offshoot ISIS, or ISIL in parts of Iraq and Syria. We will also ponder the role of sectarianism in the politics and governance of the Muslim world today. Students have an opportunity to research other cases of contemporary Islamic governance via the mandatory research paper.

**RELG 2350 Sacred Texts (3)**

Explores the foundational texts, scriptures, or classics of one or more religious traditions with particular attention to literary, historical, and critical issues and how these texts have remained sacred or normative within their tradition. May be repeated for credit if content differs. Prerequisite: any 1000-level religious studies course.

**RELG 2400 Religion and the Arts (3)**

Studies the important interrelationships of the arts and world religions. The use of the visual and allied arts for communication and edification has been a primary concern both positive -- e.g. the glorification of Rome during the counter-reformation -- and negative -- e.g. the Islamic proscription of images -- for all religions. May be repeated for credit if content differs.

**RELG 2401 Religion and Media Culture (3)**

How have changes in the way we create communicate knowledge transformed how we practice religion, see religion, and even are religious ourselves? For instance, how does the possibility to reach virtually anyone anywhere through internet or television changed the way Christian churches do mission? And how, on the other hand, have our religious traditions played a role in
shaping the new media of the modern period? For instance, how has the Judeo-Christian notion of the soul as distinct from the body influenced the way we contact each other from afar through machines? How have Western beliefs about the possibility of contact with the dead influenced the creation of the telephone? In this course we will explore these questions and others, namely the role of various media in religious practices, experience, beliefs, and identities, and vice versa. Using cross-cultural media sources we will analyze this interaction in written media (books and newspapers); radio; television; and films; and finally in digital media based on written, audio, and audiovisual sources.

**RELG 2405 Religion and Film (3)**
This course will look at different themes in religious studies which are articulated by feature films and documentaries. The content will vary, but sample topics could include: Hollywood and Catholics, film and the clergy, film and Eastern religion, film and religious conflict. May be repeated for credit if content differs.

**RELG 2410 Religion and Science (3)**
This course will investigate and explore the various relationships between religion and science theories. Note this is a thematic course. Themes may include: conflict in religion and science, confluence of religion and science, difference between scientific claims and religious beliefs. May be repeated for credit if content differs.

**RELG 2411 Religion and Scientific Theory (3)**
The development of scientific thought and the origin of scientific theory have been tightly woven with the refinement and change of theology and religious belief. It is impossible to deal with one without reference to the other. This course will look at how scientific thought and theory has changed and how that has influenced religion. Themes will include the universe, the planet earth, evolution, quantum physics, and several other areas of scientific theory.

**RELG 2420 Religion and Culture (3)**
Studies selected areas in which religious institutions and beliefs are influenced by their cultural environment and cultures are influenced and molded by religious ideas. May be repeated for credit if content differs.

**RELG 2430 Environments and Religion (3)**
Brings to reflection the inherent relationships between specific geographic locations, environmental issues, religion, and the world's religions. May include considerations of sacred space, spiritual relationships with the earth, doctrinal views of eco-responsibility, environmentalism, and forms of eco-activism. May be repeated for credit if content differs.

**RELG 2431 Ecology and Spirituality (3)**
This course provides frameworks for examining, understanding, and clarifying personal experience and values, including the students' own experience and values, to introduce the connections between religious teachings and personal living and decision making.

**RELG 2440 Religion and Social Action (3)**
Examines key instances and ideas in which religion or religiously inspired groups or movements have sought to influence or change a particular society or social behavior. May include consideration of appropriate and effective methods for achieving social change. Examples include (but are not limited to) Engaged Buddhism, Liberation Theology, the civil rights movement, utopian religious groups, and peace activism. May be repeated for credit if content differs.

**RELG 2450 Death and Dying (3)**
Examines variation in the definition of life and death and deals with the processes that facilitate and accompany the transition from life to death. Provides multiple cross-cultural and religious perspectives.

**RELG 2500 Gender, Culture, and Religion (3)**
Discusses diverse representations of gender in selected religious traditions and cultural contexts. Considers their influence on religious conceptions of personhood and divinity, relationships between humans, cosmic and natural orders, and representations of the divine. Cultural and social definitions of gender roles, and resistances to those definitions, may also be included. May be repeated for credit if content differs.

**RELG 2501 Gender, Belief Systems, and Globalization (3)**
What is happening to women's and men's experiences of spirituality in this complex world of transnationalism, migration, and religious syncretism? And how do gender expectations shape those experiences? What impact do religion-based social movements have on women as well as men? And how are religions creatively responding to the many serious issues we face as a global community? These are the sort of questions we will pursue in this course.

**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.

**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.
Course Descriptions

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 3211 African Christianities (3)
This course will focus on the introduction, spread, and practice of Christianity in Africa. Many times when we talk about Christianity in Africa, there is a tendency to portray it as a product of colonialism. In this course we discuss Christianity as an African religion. We examine the religious innovations that have shaped what can be aptly called African Christianity. From its initial introduction in the 2nd century and its adoption as the Ethiopian State Religion in the 4th century AD to today, Christianity in Africa has proved to be a potent force for change, conflict, and a source of empowerment for many. This course will help you make sense of these developments.

RELG 3600 Field Experience in Religion (1-6)
For students undertaking travel and research into a specific religious topic through direct contact with the material or people studied, outside academic confines. Requires prior and follow-up consultation with a faculty member approved by the department chair, and preparation of a portfolio. Application for approval includes a description of the intended field experience and projected itinerary. Final product must include documentation of the travel and experiences and a summary of and formal reflection on those experiences. May be repeated for credit if content varies.

RELG 3605 International Field Experience in Religion (1-6)
See description of RELG 3600 above for requirements. Intended for students undertaking travel and research into a specific religious topic, outside the student's home campus. Highly recommended for religious studies majors and minors, especially juniors, to enhance an understanding of religion in global contexts. May be repeated for credit if content varies.

RELG 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 4551 Religion and Global Issues (3)
This course will allow you to look at some issues of global importance. Research topics include among other things:

- Veiling in France
- Religious justification of violence
- The internet and religion

This course will center on the writing of a seminar paper on such a topic. We will guide you through the process, and you will help one another with papers as they develop. We’ll also study and practice writing longer papers, following APA style, avoiding pitfalls in writing, and providing and receiving helpful feedback.

RELG 4560 Practicum (3-5)
Supervised internship in direct practica with individuals and groups. Placement may include teaching, pastoral work, or social activism. Prerequisites: 9 credit hours of religious studies and permission of the department chair.

RELG 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
SCIN 1030 Science in the News

This course helps students develop, as responsible global citizens in the 21st century, the knowledge and skills necessary for making informed ethical judgments about issues related to the physical and natural world as presented through science news and media. Students will draw on a rich variety of sources in science journalism and make use of a dialogical ethical reasoning methodology to analyze social, political, and ethical policies; weigh values; and make informed judgments about issues such as human evolution, genomic medicine, climate change, and clean energy. GCP Coding: (PNW) (ETH)

SCIN 1010 Topics in Physical Science (3)

Explores physical science topics of general interest. May be repeated if content differs.

SCIN 1100 Earth Science and the Environment (3)

An introduction to planet Earth in space, the study of the structure of Earth, the geological processes that control the development of Earth’s surface, and weather and climate. The student will be exposed to the following scientific disciplines: geology, oceanography, meteorology, climatology, and astronomy. The student will become familiar with the scientific basis for many day-to-day physical phenomena. Open to non-majors. Laboratory required. SCIN 1100 and SCIN 1101 must be taken concurrently.

SCIN 1120 Natural Disasters (3)

This course discusses how and when natural disasters occur, how to identify and recognize them, and what Earth processes lead to natural disasters and global change. Natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, floods, meteorite impacts, forest fires, and climate change will be studied in detail. The goal is to help students develop both an understanding of natural hazards and disasters and enhance their understanding of scientific approaches to problem solving. Recent events and historic catastrophes will be studied through lecture, internet, and video. Emphasis will be placed on the scientific principles responsible for particular disaster types, along with risk assessment and disaster planning related to future natural disasters. GCP Coding: (PNW) (WCOM)

SCIN 1140 Science Units for the Elementary School (2)

Familiarizes students with science units available for use in the grade level where they intend to teach. Each student selects a particular unit and, through individual work, explores the content of that particular unit and how it relates to the conceptual organization of the discipline from which it comes. The structured part of the course treats the content from one particular area (e.g., seeds or heat) and how this content can be treated in different frameworks.

SCIN 1150 Astronomy (3)

Presents information about the universe, along with the methods used to obtain the information. Observations of the sky and activities to be completed outside the class are used to acquaint students with phenomena visible to the naked eye. These observations are then used to find patterns in the sky. Includes laboratory.

SCIN 1210 Water: The World’s Most Valuable Resource (4)

Water concerns are one of the most important and controversial global issues of the 21st century. As evidence, recent years have witnessed: critical shortages of, and limited access to, water used for drinking and agricultural production; increasing incidents of local communities struggling with corporate control over water resources; difficulties for poorer human populations related to water-borne diseases; and significant increases in the cost of water through utilities. Many factors have contributed to this global water crisis, including: environmental conditions; governmental policies; political conflict; corporate and community interests; market forces and international trade; conventional agricultural practices; and socio-cultural beliefs, values, and behaviors. In a seminar format, this course will explore the role that these factors have played in contributing to our current water challenges. In addition, policy measures will be considered and evaluated for their potential to effectively address these challenges and promote more sustainable and socially just practices. While course materials will be drawn from multiple
Course Descriptions

SCIN 1400 Physics for Poets (3)
This is an introductory course of physics for non-biology majors. It does not require calculus or college algebra, and is intended for those wanting to explore laws of the physical world that include laws of motion, Newton's laws, kinetic and potential energy, friction, and sound. There is an accompanying lab that directly applies theory concepts studied in lecture. SCIN 1400 and SCIN 1401 must be taken concurrently. GCP Coding: SCIN 1400: (PNW) (CRI)

SCIN 1410 Light, Sound, and Electricity (3)
This is an intensive study into the science of sound and light, along with a basic introduction to electricity. Topics covered include octave distribution, dynamic range, light control by lenses and mirrors, color imaging, and the physiology of color. Students will also be able to examine the construction of electric circuits and study the laws of parallel and series circuits. This is an ideal course for the theatre and music majors, as well as photography, film/video, business, language, and education majors. This is all within your reach. GCP Coding: (PNW) (CRI)

SCIN 1450 Introduction to Nanotechnology (3)
This course is designed for students to study the basic principles of nanotechnology. There will be a focus on nanoparticles, their unique properties and tools, and nanofabrication. Nanotechnology applications to medicine, information technologies, energy production, and consumer products will be covered. GCP Coding: (PNW) (CRI)

SCIN 1470 Earth and Universe (3)
SCIN 1471 Earth and Universe: Lab (1)
This is an introduction to basic principles of physics, astronomy and geology. During the first part of the course, fundamental laws of the physical world, including laws of mechanics, dynamics, energy, thermodynamics, electricity, and magnetism, will be discussed. The second part of the course covers basic concepts of astronomy, including a brief history of astronomy, solar system, celestial objects, and processes of modern astronomy. During the third part of the course, the fundamentals of geology, including composition of the earth, plate tectonics, oceans, and weather, will be discussed. The labs in this class are designed to introduce concepts and hands-on experiences related to the laws of mechanics, dynamics, energy, thermodynamics, electricity, magnetism, the solar system, and modern astronomy. Composition of the earth, oceans, and weather will also be covered. SCIN 1470 and SCIN 1471 must be taken concurrently, and together they constitute a Global Citizenship Program course. GCP Coding: (QL)

SCIN 1510 Global Climate Change
This course will be an in-depth investigation into the science of global climate change, its symptoms as determined by scientific observations and data throughout the world, and what the proposed solutions are. The course is not meant to follow a politically charged agenda or ideology. The course will use the internet, published data, films, media, guest speakers, field trips, and inquiry to investigate the science and measure the examples, effects, outcomes, and proposals that define global climate change. Intended for non-majors. Offered in spring semester. GCP Coding: (PNW) (CRI)

SCIN 1520 Environment (3)
SCIN 1521 Environment: Lab (1)
Concerns problems of the world's ecosystems. Includes the nature of ecosystems, pesticides, water pollution, air pollution, solid waste, nonrenewable natural resources, energy, nuclear power, radioactivity, agriculture, human food supply, and environmental health. Laboratory required. SCIN 1520 and SCIN 1521 must be taken concurrently. Intended for non-majors. Counts as an environmental studies course and an American 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 how these are translated into topographic and geologic maps. Lab required. SCIN 1600 and SCIN 1601 must be taken concurrently. GCP Coding for SCIN 1600: (PNW) (WCOM)

SCIN 1610 When Rivers Run Wild: Watersheds, Floods, and Risk (3)
This course focuses on rivers and watersheds, covering the ecological and human dimensions of issues such as water pollution and flooding. Students will analyze local rivers both as natural systems and as resources for human activity, drawing on science as well as public policy and political systems to analyze the challenges and possibilities for sustainable water management on the local level and beyond. GCP Coding: (PNW) (CRI)

SCIN 1800 Living On vs. Off the Grid (3)
This hybrid travel course investigates on-grid vs. off-grid living toward complete sustainability. We will examine how on-grid systems within traditional homes supply water, process waste, generate power, and maintain thermal comfort, and compare these to alternative sustainable systems (black water, grey water, solar power, thermal mass, catch water, etc.) in off-grid homes. Students will complete the majority of their course work in Taos, New Mexico over spring or fall break where they will receive instruction, participate in discussions, execute hands-on experiments, and learn alternative building methods in an off-the-grid home independent of public utilities. Throughout the week, students will travel to various sites around Taos to see exemplifications of concepts discussed in class. This course will have lectures, assignments, discussions, and an exam online prior to the travel portion. Upon their return, students will take another exam and complete an assignment based on their travel experience. GCP Coding: (PNW) (INTC)

SCIN 2530 Global Ecologies and Sustainable Living (3)
The course focuses on how different societies around the planet interact with their local and global ecosystems; how those natural systems enable and constrain specific cultures and their ways of life; how various cultures impact their natural environments; how humans meet basic needs such as food, energy, water, shelter, and transportation in different locales; and to what degree the ways they meet them are sustainable. Examples of zones for focused study include temperate, and, tropical, mountainous, and Mediterranean rural and urban regions of the world. Cross-listed with IStL 2600. GCP Coding: (PNW) (CRI)

SCIN 4060 Methods in Science Teaching (3)
Introduces methods of science teaching. The student is assigned to a teacher in the discipline of his or her interest for individual study. Prerequisites: Science major and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.
SCIN 4610 Reading Course (1-4)
**Prerequisites:** Permission of the department chair and filing of the official form. May be repeated for credit if content differs.

**SCPT - Scriptwriting**

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**SCPT 2900 Scriptwriting (3)**
Students will learn the basic elements of scriptwriting for a number of forms, including advertising, episodic television, corporate videos, documentaries and narrative features. **Prerequisite:** MEDC 1050.

**SCPT 3110 Script Analysis (3)**
Students learn the elements of a screenwriter's craft by studying scripts. The course focuses on how scriptwriters develop engaging and believable characters, how they build conflict, how they create and build tension and suspense, and how they write effective dialogue. **Prerequisite:** SCPT 2900 or permission of the instructor.

**SCPT 3150 Topics (3)**
These courses are offered periodically to feature topics in scriptwriting not covered by regularly offered courses. May be repeated for credit, if content differs. **Prerequisites** may vary with topic.

**SCPT 3300 Writing the Short Script (3)**
Students will analyze successful short fiction and nonfiction scripts and then produce their own scripts suitable for short form video and film, including documentaries, comedies and dramas.

**SCPT 3400 Television Scriptwriting (3)**
Analyzing successful current and classic television series, students learn the basic principles of writing for television drama and comedy. The course examines the structure of television genres, including situation comedies, dramatic programs, and made-for-TV movies. Other topics include characterization, pacing, scene construction, dialogue, and action. The final project consists of writing a television script.

**SCPT 3500 Writing Screenplays for Film (3)**
Students learn the essential elements of a successful script for a feature film, including how to structure an effective narrative, how to create engaging characters, how to develop and maintain suspense and tension, and how to engage an audience's emotional response. Students will write a finished script for the first act of a feature film.

**SCPT 3599 Independent Study (Junior or Seniors) (1-12)**
Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

**SCPT 4090 Screenplay Development (3)**
Students learn the development of the screenplay, including script proposals, adaptation of scripts from other material, and the process of reviewing screenplays. **Prerequisite:** SCPT 3500.

**SCPT 4400 Advanced Television Scriptwriting: Genres (3)**
Each section of this course focuses on one specific television genre (i.e., situation comedy, domestic drama, science fiction, daytime drama). Students learn the structure of the genre as well as conventions, plot, pacing, dialogue, and characterization. Students will write and revise scripts suitable to the genre. May be repeated for credit if the genre differs. **Prerequisite:** SCPT 3400.

**SCPT 4500 Advanced Scriptwriting (3)**
Building on the essential foundation of writing a screenplay that students learn in SCPT 3500, students learn the elements of writing a full feature screenplay, including how to refine their first act and how to build effective second and third acts. Students work on projects, culminating in the completion of finished feature-length screenplays. **Prerequisite:** SCPT 3500. May be repeated for credit.

**SCPT 4620 Senior Overview (3-6)**
Provides an opportunity for seniors to demonstrate their proficiency in writing for film or television. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects will be dependent on the medium that student chooses. Course may be repeated once, up to 6 total credit hours. **Prerequisites:** Senior standing, acceptance into the major through portfolio review, and permission of the instructor. Students and their instructors must submit a proposal for the overview project for the approval of the department chair.

**SCPT 4700 Professional Development in Scriptwriting (3)**
Students will learn the elements of marketing their original scripts to the film and television industry and of making a career as a writer in film or television. The course will teach the basics of pitching stories, writing script coverage, as well as refining their work to create a professional portfolio.
Course Descriptions

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** Course fulfills two skill areas

### SOCI 1100 Introduction to Sociology (3)

Intended primarily for students who wish to gain a broad, general overview of the field and its area of study, methods of inquiry, and conceptions and analysis of society. Students will learn about core concepts in sociology, including sociological perspectives on culture; social structure; socialization; social institutions; personality and the self; prejudice and discrimination; the significance of race, class, and gender; political and social change; demography; human ecology; and crime and deviance. GCP Coding: (SSHB) (WCOM)

### 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, and law. Students are given guidance on how to search for and apply to graduate programs and internships, create personal statements, develop a résumé, and find jobs within the field of sociology. Prerequisite: SOCI 1100 or permission of instructor.

### SOCI 2000 Issues in Contemporary Society (3)

Introductory level course designed to provide a brief, intensive overview of specific areas of contemporary sociology. Uses a number of approaches 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 bisexualities), 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. GCP Coding: (SSHB) (OCOM)

### SOCI 2275 Topics in Social Institutions (3)

This course provides an introduction to one social institution from a sociological perspective -- institutions such as family; political systems and the law (including war and peace); education; medicine and science; religion; economic structure, work and occupations; and mass media. The course includes functionalist, conflict, interactionist, and feminist analyses of social institutions. Students will produce or evaluate academic literature related to the social institution and formulate a researchable thesis or hypothesis. May be repeated for credit if content differs.

### SOCI 2300 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 or CRIM 1100 or permission of the instructor.

### SOCI 2375 Global 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). GCP Coding: (SSHB) (INTC)

### SOCI 2380 White Collar Crime (3)

White-collar crime generally involves the use of a violator's position of significant power, influence, or trust in the "legitimate" order for the purpose of illegal gain. The prosecution and defense of white-collar crime differ significantly from the prosecution and defense of street crime at every point - including investigation, litigation, and consequences. This course is the study of contemporary forms of white-collar crime and its explanations, theories, and accounts along with its investigation, adjudication, and regulation.

### SOCI 2400 Topics in Inequality (3)

This course provides an introduction to one or more aspects of inequality from a sociological perspective, such as race, gender, sexual orientation, disability, religion, class, immigration status, and intersectionality. The course includes functionalist, conflict, interactionist, and feminist analyses of inequality. Students will produce or evaluate academic literature related to inequalities and formulate a researchable thesis or hypothesis. May be repeated for credit if content differs.

### SOCI 2525 Introduction to Social Work (3)

This course provides a broad survey of the social work profession, its history, and the values and ethics that are fundamental to the profession. An overview of social work theory, practice, policy, research, and the diversity of populations are integrated in exploring the knowledge, values, and skills base of the social work profession.

### SOCI 2575 Urban Sociology (3)

Provides an introduction to sociological perspectives on metropolitanization 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,
Course Descriptions

and migration impact residential patterns. GCP Coding: (SSHB) (CRI)

**SOCI 2600 Topics in Social Informatics (3)**
This course provides an introduction to one or more aspects of social informatics from a sociological perspective. Social informatics is a field of study that examines how new technologies change, alter, or are incorporated into current social practices. Possible areas of study include biomedicine, new media technologies, nanotechnology, transhumanism, geoengineering, and online worlds. The course includes functionalist, conflict, interactionist, and feminist analyses of informatics. Students will produce or evaluate academic literature related to the social informatics and formulate a researchable thesis or hypothesis. May be repeated for credit if content differs.

**SOCI 2650 Games and Society (3)**
This course explores the role that games play in our society -- why we like to play games, and what the games we play tell us about ourselves and our sense of the world around us. Looks at games from the perspective of several theoretical traditions: as rational exercises meant to impose order, as a cultural product to tell certain narratives, and as interactive exercises that create community and shared experience. Examines the rising trend in "gamification" -- the usage of games towards pro-social activities like learning and education, and in addressing social and behavioral problems. Investigates if games can -- or should be -- accurate representations of our social worlds, and how we can go about using them to tell sociologically interesting stories.

**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. GCP Coding: (QL)

**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 be given the opportunity to develop a research proposal. Prerequisite: 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 by 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 course processes, and also assess topics in social psychology in need of further development. Prerequisites: 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 3276 Sociology of Media and Technology (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 or permission of the instructor.

**SOCI 3380 Transnational Crime (3)**
The primary purpose of this course is to provide an in-depth look at several pressing issue related to transnational criminal behavior and how nations, NGOs, and private corporation are involved in both facilitating and preventing it. Topics for discussion include: international trafficking of people, arms, and drugs; money laundering; syndicated or organized crime; terrorism; the illicit trade in counterfeit goods; intellectual and digital theft; and cybercrime. Prerequisites: SOCI 1100 or CRIM 1100 and junior status; or permission of instructor.

**SOCI 3450 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). GCP Coding: (SSHB) (ETH)

**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, and work and labor force participation. Includes sociological theoretical perspectives on race and ethnicity (such as functionalism, conflict, interactionism, and feminism). Prerequisites: 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. Prerequisites: SOCI 1100 and 9 credit hours of sociology; or permission of the instructor.
SOCI 3575 Environmental Sociology (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; and the environmental impact of population structure, dynamics, and migration. **Prerequisites:** 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 toward 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. **Prerequisites:** 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. **Prerequisites:** SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

SOCI 4276 Organizational Theory (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). **Prerequisites:** SOCI 1100, SOCI 2825, and 6 credit hours of sociology; or permission of the instructor.

SOCI 4300 Radical Violent Extremism (3)
A consensus definition of violent extremism is hard to come by. Academics, law enforcement, and policy makers all have often widely different definitions of terrorism and violent extremism, and different reason for why it occurs. This course is not intended to answer the question of what is and is not terrorism and extremism and what causes it. However, we will give time to all of the current major theories, typologies, and major movements in terrorism, hate, and extremism to gain a better understanding of what it is, and why it is important that we pay attention to it. **Prerequisites:** SOCI 1100 or CRIM 1100 and junior status; or permission of 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, and work and labor force participation. Analyzes the strengths and weaknesses of sociological theories to explain stratification (such as functionalism, conflict, interactionism, and feminism). **Prerequisites:** SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.

SOCI 4575 Demography and Social Network Analysis (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. **Prerequisites:** 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. **Prerequisites:** SOCI 1100, SOCI 2750, SOCI 2825; or permission of the instructor.

SOCI 4825 Senior Thesis (3-6)
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. Course may be repeated once for credit with permission of department chair. **Prerequisites:** SOCI 1100, SOCI 2750, SOCI 2825, and 6 credit hours of 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 toward the development of a course related project. May be repeated for credit if content differs. **Prerequisites:** 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. **Prerequisites:** SOCI 1100, SOCI 2825, and 9 credit hours of sociology; or permission of the instructor.
**SPAN - Spanish**

### Course Descriptions

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### Global Citizenship Program Skill Areas (....)

| CRI | Critical Thinking |
| ETH | Ethical Reasoning |
| INTC | Intercultural Competence |
| OCOM | Oral Communication |
| WCOM | Written Communication |

**SPAN 1070 Intensive Introduction to Spanish: Level I (1-3)**

This is a beginning-level course offered in a variety of formats. It teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. May be repeated once for credit with permission of department chair. **GCP Coding: (GLBL) (INTC)**

**SPAN 1080 Intensive Introduction to Spanish: Level II (1-3)**

This course is 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 the basic Spanish structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of department chair. **GCP Coding: (GLBL) (INTC)**

**SPAN 1091 Workshop (1-2)**

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. **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)**

This course is a continuation of SPAN 1090. It teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in the basic Spanish needed for expression in everyday situations and an understanding of the original of specific cultural differences.

**Prerequisite**: SPAN 1090 or equivalent. May be repeated once for credit with permission of department chair. **GCP Coding**: (GLBL) (INTC)

**SPAN 1101 Workshop (1-2)**

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. **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. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. **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. **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)**

This course continues to develop the four basic skills: listening comprehension, speaking, reading, and writing. The goal is intermediate mid-level fluency and basic intercultural competence. **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. **Prerequisite**: Concurrent enrollment in SPAN 2100. May be repeated once for credit with permission of department chair.

**SPAN 2170 Intermediate Conversational Spanish (1-3)**

Develops the vocabulary, linguistic structures, and cultural understanding needed for more successful communication in everyday situations. Includes a variety of audiovisual materials and task-oriented activities. It is strongly recommended that this course be taken concurrently with SPAN 2100. **Prerequisite**: SPAN 2090 or equivalent. May be repeated for credit if content differs.

**SPAN 2250 La cocina española e hispanoamericana (1-3)**

A course on the art of Spanish and Latin American cooking, taught in Spanish. The contributions of the various cultural traditions -- European, Arabic, Jewish, and Indoamerican -- one finds at the basis of Spanish and Latin American cooking are explored. May be repeated for credit if content differs. **Prerequisite**: SPAN 2100 or equivalent.

**SPAN 3090 Advanced Spanish: Level I (1-3)**

Provides a thorough review of Spanish linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written Spanish. **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. **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)
This course is 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. 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, guest speakers, and media articles and reports. 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. 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 the development of 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 or intensive workshops. This course further develops speaking skills in highly specialized content areas such as in-depth study of a particular country or a group of related countries, the music or folklore of certain areas in the Spanish-speaking world, the films of a particular director, or a set of historic events that caused important socio-political changes. 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 Spanish and Spanish-American literary studies. Introduces elements of literary criticism, textual analysis, and cultural history essential to the understanding and appreciation of literature. The content of this course varies and is presented in rotation. May be repeated for credit if content differs. Prerequisite: SPAN 3250 or equivalent.

SPAN 4650 Advanced Topics (1-3)
Focuses on specific themes in the culture and literature from the Spanish-speaking world, e.g., Jewish and Islamic Spain, the narratives of discovery and conquest, revolution and change, contemporary Spain or Latin America through films, dictatorship in fiction, the culture of food, contemporary theatre from Spanish America, the novels of development, etc. May be repeated for credit if content differs. Prerequisites: SPAN 3150, SPAN 3250, or equivalent.

**Course Descriptions**

### SPCM - Speech Communications

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### Global Citizenship Program Skill Areas (....)

| CRI    | Critical Thinking |
| ETH    | Ethical Reasoning |
| INTC   | Intercultural Competence |
| OCOM   | Oral Communication |
| WCOM   | Written Communication |

**Course fulfills two skill areas**

**SPCM 1040 Public Speaking (3)**

Students learn the organization, development, and delivery of a variety of formal public speeches. The course includes public speeches and a variety of other speaking exercises to help students adapt to audiences and contexts, solve delivery problems and build confidence. Activities also help the student to develop realistic evaluations of various speaking occasions. **GCP Coding:** (ARTS) (OCOM)

**SPCM 1280 Interpersonal Communication (3)**

Students learn to apply the contexts and skills associated with interpersonal communication competence, the intrapersonal constructs necessary for effective interpersonal communication, as well as skills and behaviors associated with relating with others. A focus is placed on relational development and
dynamics. Topics include self-disclosure, listening, nonverbal communication, and conflict. 

SPCM 2000 Forensics (1-3)
Students participate in a variety of oral communication events as members of the Webster University forensics program. Activities include several oral interpretation and public address events. Students may also participate in parliamentary team and other debate formats. Some travel may be required. May be repeated for credit.

SPCM 2200 Group Communication (3)
Students learn the role of communication within group interactions and the skills necessary for competent group communications. The course blends discussion of theory with practical application. Topics include conflict, group roles, problem solving, and leadership.

SPCM 2400 Persuasion (3)
Students learn the fundamentals of the persuasion process as it relates to communication contexts. Emphasis is placed on both social-scientific and rhetorical dimensions of persuasion. A focus of the course is on mediated messages, including print and film, as well as political processes and social movements.

SPCM 2600 Nonverbal Approaches to Media Analysis (3)
This course introduces students to principles of nonverbal communication in the media. Students learn to recognize and identify nonverbal communication in both the media and the world around them. Students will learn what it means to be a competent nonverbal communicator. Instruction combines lecture, discussion, and experiential activities.

SPCM 3100 Communication as Storytelling (3)
Students learn the techniques and strategies involved in storytelling. Topics include development of narrative structure; stylistic considerations; formula; audience considerations; and performance techniques.

SPCM 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.

SPCM 3500 Presentations for Media Professionals (3)
This course focuses on building skills that contribute to presentational effectiveness within media contexts and professions. The course is an intensive speaking course with an emphasis on activities specific to media-related professions, such as requests for proposals and portfolio presentations.

SPCM 3550 Communication Strategies for Professional Settings (3)
Students learn the presentational and behavioral skills that are central to communication effectiveness in business and professional settings. The course includes discussion and skills development in interviewing, oral presentations, uses of visual aids and audiovisual technologies, as well as other areas to be determined by the instructor.

SPCM 3599 Independent Study (Juniors or Seniors) (1-12)
Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

SPCM 3600 Rhetoric (3)
Students learn the role language and argument play in message formation and communication strategies by tracing the development of rhetoric from the ancient Greeks to modern public address. Students learn theoretical criticism, recurring problems in the grounding, status, and application of constructs in rhetorical theory, and the emerging functions of rhetorical theory and criticism. Students analyze films, social movements, speeches, and other rhetorical media.

SPCM 4500 Conflict Resolution (3)
Students learn the basic fundamentals of communications used in conflict resolution. The course considers the role of communication in interpersonal conflict, including identifying barriers to effective communication and communication strategies for conflict resolutions. Topics discussed include personal conflict style, constructive and destructive conflict communication, forgiveness and reconciliation, anger and violence, as well as pacifism and civil disobedience.

SPCM 4600 Communication Theory (3)
This course brings together speech communication concepts within theoretical units. Students learn the theories and perspectives of communication within which specific concepts interact. Course discussion includes intrapersonal, rhetorical, relational, cultural, and mass communication contexts. Emphasis is placed on models and other illustrations of theories. Prerequisites: 9 credit hours of SPCM coursework OR permission of instructor.

SPCM 4610 Readings (3)
Students expand their knowledge of specific speech communication studies concepts. Course work incorporates a combination of exercises, readings, and discussion. Prerequisites: Requires the filing of official form and permission of instructor.

SPCM 4616 Communication Research and Analysis (3)
Focuses on systematic analyses of communication contexts and events. Using communication models and research methodologies, students learn about a variety of communications, including group communications, speeches and debates, and culture. Prerequisite: 6 hours of SPCM course work OR permission of the instructor.

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: Requires the filing of official form, senior standing AND permission of the instructor.
SPTC - Sports Communication

Course Descriptions

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** Course fulfills two skill areas

SPTC 1800 Sports Communication (3)
This course provides an introduction to communication within sports contexts. Students explore the evolution and likely future of sports communication strategies and messages, along with how this communication is important within society. This includes examinations of communicating as media practitioners within sports contexts, as well as the culture of sport. 

GCP Coding: (SSHB) (OCOM)

SPTC 3200 Communicating Baseball (3)
This course examines the various ways baseball is communicated within society. Topics ranging from literary and film depictions of the game, to the contemporary economic and political debates that surround the major leagues are included in the course. A variety of group and individual presentations, combined with class discussion and writing activities make up the exploration of the many issues germane to the rhetoric of baseball.

SPTC 3800 Topics in Sports Communication (3)
Students will engage in the study of a particular aspect of sports communication not included within the sports communication curriculum. The course will include readings and other resources that will lend insights into important aspects of the current landscape of sports communication. Student work will include a combination of writing, speaking, and discussion. May be repeated for credit.

SPTC 4100 Culture of Sports and Society (3)
This course is designed to study the media and its relationship in shaping the opinions of society about sports. It will look at how society has changed over the years, how the sports world has changed and how media have changed.

SPTC 4600 Sports Media Strategies (3)
This course provides a study of sports messaging through the application of communication theories. Students will critique sports communication within a variety of contexts, examining communication strategies that shape how individuals understand and assess sports messages.

SPTC 4610 Readings in Sports Communication (1-3)
Students will be part of a directed study of a specific area of sports communication. The course will feature individual or small group engagement with an instructor in an area not included within the existing sports communication curriculum. A contract signed by the instructor, student, program coordinator, and department chair will outline specific details for each section of this course.

SPTC 4620 Senior Overview in Sports Communication (3-6)
Students will complete an intensive project related to their sports communication degree program. The project will reflect a combination of critical analysis and individual application of concepts within the project. The course will be completed under a mentorship of an approved sports communication instructor.

STAT - Statistics

Course Descriptions

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** Course fulfills two skill areas

STAT 1100 Descriptive Statistics (3)
This course introduces the core concepts of statistics. It covers methods used to describe data (mean, median, standard deviation, etc.) and methods used to present data (graphical displays like histograms, other plots and others). This course covers basic probability rules used in statistics. The students will develop the ability to reason using statistical information. They will acquire the skills to evaluate the many advertising and new
reports of statistical studies that are encountered in daily life. **GCP Coding: (QL)**

**STAT 3100 Inferential Statistics (3)**
This course covers statistical concepts including measures of central tendency and dispersion, probability distributions, the Central Limit Theorem, Sampling, Estimation, Hypothesis testing, Analysis of Variance (ANOVA), Correlation and Regression Analysis. **GCP Coding: (QL)**

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**SUST - Sustainability Studies**

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**SUST 1000 Introduction to Sustainability Studies (3)**
Introduces students to the interdisciplinary field of sustainability studies, which focuses on the goal of transforming human societies so that we may equitably meet current human needs (such as health, energy, food, shelter, and transportation) while preserving the natural systems required to meet the needs of future generations. Includes 1) frequent writing assignments to allow students to express their understanding of the complex systems that provide the foundation for environmental and human health and well-being and 2) experiential elements (field trips and a campus sustainability project) that allow them to apply and test classroom theories and information. Guest speakers will represent different disciplines that contribute to sustainability studies. **GCP Coding: (PNW) (CRI)**

**SUST 1100 Enhancing Campus Sustainability (3)**
Students will learn principles of sustainability and then develop a proposal making recommendations to improve sustainability in that area. **SUST 1200 Topics in Sustainability (1-4)**
This course introduces students to important topics in the area of sustainability, such as environment, sustainable development, water systems, climate change, energy, pollution, waste, biodiversity. Course may be repeated if content differs.

**SUST 2200 Issues in Sustainability (1-4)**
This course offers insight into a variety of issues central to sustainability studies. Content will vary but will look at the role of social, political, environmental, communication, educational, economic, and ethical factors in the development of sustainability. Course may be repeated if content differs.

**SUST 3200 Advanced Topics in Sustainability (1-4)**
This course offers an advanced examination of topics in sustainability studies. Content will vary but will require in-depth study of the particular issues in sustainability and the role of social, political, environmental, communication, educational, economic, or ethical factors in creation of problems and possibilities for solutions. Course may be repeated if content differs.

**SUST 4200 Seminar in Sustainability (1-4)**
This seminar entails advanced study on a particular topic in sustainability. Course may be repeated if content differs.

**SUST 4500 Sustainability in Action (3)**
Serves as the keystone for the sustainability studies minor, providing students the opportunity to integrate and apply the skills and knowledge they have developed through the rest of the program. In addition to studying examples of successful sustainability initiatives both locally and globally, students will choose individual service-learning projects, either off- or on-campus, in which they analyze and address specific challenges to sustainability. Each project will include some elements of written and/or oral communication. **Prerequisite:** All other requirements for the sustainability studies minor or permission of instructor.

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**THEA - Theatre**

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THEA 1000 Production Applications (1-2)
Production crew assignments are intended to bolster a student's understanding of the theatre-making process. Students in the BA theatre studies and dramaturgy program are required to complete at least 1 non-dramaturgical crew assignment (e.g., build, lighting, sound, running crew) and 1 dramaturgical crew assignment (e.g., program note, lobby display, study guide) either in a Conservatory or a Repertory production. Crew assignments are determined at the beginning of each semester by the Crew Committee in the Conservatory of Theatre Arts. **Prerequisites:** Permission of instructor and acceptance to BA program.

THEA 1005 Theatre Going (1)
Through play attendance, reading, and guest speakers students experience, observe, discuss and assess as they explore what theatre means to them personally as well as the role this art form plays in their daily lives. Repeatable for credit as content changes.

THEA 1050 Theatre Appreciation (3)
The course examines how theatre art is created, from concept to curtain call. Students will be required to see several live theatre performances. Emphasis is placed on how theatre art involves audiences in the exploration of the themes of the human condition. **GCP Coding:** (ARTS) (WCOM)

THEA 1080 Studio Acting I (2-3)
This is an introduction to naturalistic acting. Course includes basic awareness exercises, as well as theoretical and practical application of the Stanislavsky system. **GCP Coding:** (ARTS) (OCOM)

THEA 2030 History of Theatre: Greeks to Elizabethan (3)
This course investigates the beginnings of western theatre in ancient Greece and traces its development through to the Elizabethan period. Through a combination of reading plays and history, lectures and hands-on projects this class will aim to engage and excite students about the beginnings of western theatre through to Shakespeare and the Elizabethan period. Through discussion and class presentations the course will begin to identify for the student areas of personal interest in the study of theatre history while exploring influences of previous theatrical periods on the theatre of our times. **GCP Coding:** (ROC) (WCOM)

THEA 2040 History of Theatre: Restoration to 1915 (3)
This course investigates western and world theatre from the Restoration of Charles II in England to the beginning of World War I. Through a combination of reading plays and history, lectures and hands-on projects this class will aim to engage and excite students about the development of theatre from Restoration Comedy to the formulation of modern realism. Through discussion and class presentations, the course will begin to identify for the student areas of personal interest in the study of theatre history while exploring influences of previous theatrical periods on the theatre of our times. **GCP Coding:** (ROC) (WCOM)

THEA 2050 History of Theatre: 1915 to Present (3)
This course investigates western and world theatre from the modern era to the contemporary moment. Through a combination of reading plays and history, lectures and hands-on projects this class will aim to engage and excite students about the development of theatre from "ism"s in the early to mid-20th century to current theatre practices. Through discussion and class presentations the course will begin to identify for the student areas of personal interesting the study of theatre history while exploring influences of previous theatrical periods on the theatre of our times. **GCP Coding:** (ROC) (WCOM)

THEA 2060 Introduction to Dramaturgy and Play Analysis (3)
In this class, we will consider the multiple roles that dramaturgs often take in the production process. Specifically, we will home in on a dramaturgical approach to play analysis and to writing about theatre. At its core, dramaturgy involves inquiry, research and contextualization. Through a variety of exercises and projects, students will investigate the world that a play seeks to create, consider how that world fits within current theatrical production and explore various means of communicating ideas about the play to different audiences. **GCP Coding:** (ARTS) (WCOM)

THEA 2080 Studio Acting II (3)
This course is a continuation of Studio Acting I. It will take the fundamentals learned in THEA 1080 and apply them to scene and monologue work from play scripts. **Prerequisite:** THEA 1080.

THEA 2100 Introduction to Theatre Design (3)
In this project-driven class, students learn about and explore processes of theatre design. The class focuses predominantly on crafting visual and aural concepts to fit a performance text.

THEA 2620 Practicum: Freshmen or Sophomores (1-16)
On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. May be repeated for credit if content differs. **Prerequisite:** Permission of the Department Chair.

THEA 2630 Independent Study: Freshmen or Sophomores (1-16)
Independent study involves research work on a specialized subject or project, artistic work or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite:** Permission of Department Chair.

THEA 3030 Topics in Theatre (2-3)
A series dealing with various topics in theatre, such as creative dramatics, museum studies, design applications, women in theatre, black theatre, gay and lesbian theatre, contemporary theatre, the avant-garde and a history of acting. The courses may be repeated for credit if content differs.

THEA 3060 Theatre in the Elementary Classroom (3)
Students will learn to use the educational power of theatre as both an instructional and assessment tool by creating a multi-disciplinary theatre based on literature appropriate for 5th and 6th graders.

THEA 3070 Creative Dramatics: Social Issues (3)
This course will focus on researching current social issues that affect teens and adolescents. The class will then write,
Course Descriptions

produce and perform a social issues review at local high schools. **Prerequisite:** 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. **Prerequisite:** CON 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 go through the full directorial process. The best scenes are presented to the Conservatory. **Prerequisite:** THEA 3710.

THEA 4060 Advanced Dramaturgy Seminar (3)
Advanced Dramaturgy Seminar challenges students with projects that working dramaturgs regularly tackle. Students will deepen the skills introduced in THEA 2060 and work collaboratively on dramaturgical case studies that include, for example, research packets for production teams, playbook notes, study guides and lobby displays. Students will be able to augment a professional portfolio with these assignments. By leading class discussions, presenting research orally and participating in exercises that model play rehearsals, students will also hone skills necessary for professional environments. Finally, we will turn our attention in this class to theories of dramaturgical practices and theatre criticism. In so doing, we will sharpen our abilities to evaluate and to advocate for our work. **Prerequisite:** THEA 2060 or permission of instructor.

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 4620 Practicum: Juniors or Seniors (1-16)
On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. May be repeated for credit if content differs. **Prerequisite:** Permission of the Department Chair.

THEA 4630 Independent Study: Juniors or Seniors (1-16)
Independent study involves research work on a specialized subject or project, artistic work or study of an interdisciplinary nature. In contrast to practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite:** Permission of Department Chair.

THEA 4710 Directing III (2)
Emphasizes learning by the student's directing a minimum of four one-act plays. It includes discussions on analysis, function of director as interpreter, organizer, teacher; problems of involved physical staging; and relationship to designers. Special emphasis is placed on creative interrelationship between the actor and director interpretation and acting out the play through improvisation. Student work in process will be videotaped from casting to performance and discussed in class. These will be performed for the Conservatory with no budget and modular furniture. Directors from the Repertory Theatre and Conservatory are guest lecturers. **Prerequisite:** THEA 3720.

THEA 4720 Directing IV (2)
This course is a continuation of THEA 4710. **Prerequisite:** THEA 4710.

TRFR - French Translation

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** Course fulfills two skill areas

TRFR 4090 Introduction to Translation Studies (3)
This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore the use of search engines, dictionaries, glossaries, and parallel documents. Students will be able to compare and contrast linguistic structures in French and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite:** Intermediate-high proficiency in French (the equivalent of FREN 3090). Methods for determining the proficiency level may include an oral interview, a written test, and a writing sample.
TRFR 4100 Legal Translation (3)
This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the specifics and intricacies of the French legal system, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate effectively legal and civil documents and supporting materials focusing on terminology, linguistic structures, and social functions. The course will guide students in developing a portfolio of legal translations. May be repeated once if content differs. Prerequisites: TRFR 4090 and TRSL 4000.

TRFR 4150 Medical and Scientific Translation (3)
This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medicine translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include patient information, instructions for medicine and instrumentation, labels, medical research abstracts, consent forms, and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. Prerequisites: TRFR 4090 and TRSL 4000.

TRFR 4170 Financial and Commercial Translation (3)
This course is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structures, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. Prerequisites: TRFR 4090 and TRSL 4000.

TRFR 4180 Technical Translation (3)
This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner’s manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The course will guide students in developing a portfolio of technical translations. May be repeated once if content differs. Prerequisites: TRFR 4090 and TRSL 4000.

TRGR - German Translation

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** Course fulfills two skill areas

TRGR 4090 Introduction to Translation Studies (3)
This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore the use of search engines, dictionaries, glossaries and parallel documents. Students will be able to compare and contrast linguistic structures in German and English. This course is a prerequisite for the other courses in the translation certificate. Prerequisite: Intermediate-high proficiency in German (equivalent of GRMN 3090). Methods for determining the proficiency level may include oral interview, a written test and a writing sample.

TRGR 4100 Legal Translation (3)
This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the intricacies of the legal system of German-speaking countries, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate legal and civil documents and supporting materials focusing on terminology, linguistic structures and social functions. The course will guide the student in developing a portfolio of legal translations. May be repeated once if content differs. Prerequisites: TRGR 4090 and TRSL 4000.

TRGR 4150 Medical and Scientific Translation (3)
This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medical translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include clinic website texts and marketing materials, informational brochures, patient informational forms,
Course Descriptions

instructions for medications and instruments, labels, medical research abstracts, journal articles, consent forms and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. Prerequisites: TRGR 4090 and TRSL 4000.

TRGR 4170 Financial and Commercial Translation (3)
This course is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structures, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. Prerequisites: TRGR 4090 and TRSL 4000.

TRGR 4180 Technical Translation (3)
This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The course will guide the students in developing a portfolio of technical translations. May be repeated once if content differs. Prerequisites: TRGR 4090 and TRSL 4000.

TRGR 4250 Literary Translation (3)
This course focuses on the practice and strategies of literary translation. Students will examine the writings - translations and paratextual (prefaces, notes, etc.) material - of prominent and successful literary translators. Students will also conduct comparative analyses of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from German to English. This course will guide students in developing a portfolio of literary translations. May be repeated twice if content differs. Prerequisites: TRGR 4090 and TRSL 4000.

TRSL 4000 Professional Translation Practices (3)
An introduction to the professional field of translation. The student learns different aspects of the profession including professional ethics, quality controls, and market trends. Students will learn to identify demand and supply flows and to develop strategies for relating and negotiating with clients. Students will become familiar with the available electronic options as well as their advantages and limitations. Students get hands-on experience using new translation technologies, including computer-assisted translation tools, terminology management tools, and machine translation. Open to students in both the French and Spanish translation program.
translators. Students will also conduct translation. Students will examine the writings - translations This course focuses on the practice and strategies of literary

TRSP 4100 Legal Translation (3)
This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the intricacies of the legal system of specific Spanish-speaking countries, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate effectively legal and civil documents and supporting materials focusing on terminology, linguistic structures and social functions. The course will guide the student in developing a portfolio of legal translations. May be repeated once if content differs. Prerequisites: TRSP 4090 and TRSL 4000.

TRSP 4150 Medical and Scientific Translation (3)
This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medical translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include patient information, instructions for medicine and instrumentation, labels, medical research abstracts, consent forms, and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. Prerequisites: TRSP 4090 and TRSL 4000.

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WGST - Women, Gender, and Sexuality Studies

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WGST 1010 Women, Gender, and Sexuality Around the World (3)
This course introduces students to current debates concerning the status and rights of women and LGBT people in the United States and around the world. Students will study how cultural, historical, political, and geographical factors affect the lives and roles of women and LGBT people in different countries. Students will also study the evolution of feminism and different women, gender, or sexuality-focused activism across the globe. Finally, students will consider what advantages and what dangers an increasingly global society poses specifically to women and LGBT people. GCP Coding: (SSHB) (INTC)

WGST 1020 Introduction to Women, Gender, and Sexuality Studies (3)
This interdisciplinary course introduces students to concepts and issues from feminist scholarship in a variety of disciplines, providing an introduction to critical thinking about the sex/gender system and gendered structural constraints faced by men and women. The course will focus on the intersections of gender and race, ethnicity, social class, sexuality, and ability status within the United States and around the world. GCP Coding: (SSHB) (OCOM)
Course Descriptions

WGST 2000 Topics in Women, Gender, and Sexuality Studies (3)
An intermediate-level exploration of topics related to women, gender, and sexuality. Repeatable up to two times when content differs.

WGST 2010 Feminist and Gender Theory (3)
Feminism. Few words provoke the anger, fear, frustration, celebration, and qualification that the "F" word does, and this course deals with the term head on. Students will learn several theories of feminism, critically analyze them, and apply them to concrete social and political problems. Theory will be used as a tool for clarifying and demystifying oppressive patterns of thought, and as a tool for creating liberating alternatives. This course is cross-listed with PHIL 2370.

WGST 2030 Introduction to LGBTQ Studies (3)
This course takes an interdisciplinary approach to studying the identities, experiences, and histories of LGBTQ people across the globe.

WGST 2040 Queer Theory (3)
This introductory level course will give students a solid theoretical foundation in the field of queer studies. After a brief exploration of some of the foundational works in queer theory, students will focus on the relationships - and disagreements - between queer theory and other social and cultural theories. Rather than understanding queer theory as a singular or coherent school of thought, students will problematize queer theory as a field and a mode of analysis. Students will discuss theoretical issues in a quest to develop an understanding of the politics of queer sexuality.

WGST 2050 Topics in LGBTQ Studies (3)
An intermediate-level exploration of Lesbian, Gay, Bisexual, Trans*, Queer, Questioning, Intersex, Asexual Studies and related topics. Topics vary each semester; the courses provide students with a strong foundation for knowledge in LGBTQ Studies. May be repeated for credit if content differs. Repeatable up to two times when content differs.

WGST 2060 Politics and Gender (3)
This course focuses on the women's movement as a social movement, investigating how the lives of individuals and the working class have been affected by that movement. After studying the history of the American feminist movement, we will examine women's political participation and presence in public office. We will also discuss various governmental policy arenas that have been of particular interest to feminist activists. This course is cross-listed with POLT 2060.

WGST 2080 LGBTQ Persons and the Law (3)
This course introduces students to the basic history, function and substance of U.S. laws regarding the rights of LGBTQ people. Students will be introduced to legal terminology and public policy issues in this area as well as to past and current legal events and cases regarding the status of lesbian, gay, bi, trans and queer individuals and their interactions with the law.

WGST 2125 Psychology of Sexual Orientation and Gender Diversity (3)
The purpose of this course is to introduce students to the psychological and social issues relevant to sexual orientation and gender diversity. Students will be encouraged to think critically about topics such as developmental issues, identity, families, relationships, intersections with race and ethnicity, mental health, physical health, minority stress, work and career concerns, and attitudes toward minority communities. Throughout the course, cultural and international issues will be discussed, and an emphasis will be placed on an empirical approach to the science and practice of psychology. This course is cross-listed with PSYC 2125.

WGST 2260 Men & Masculinities (3)
This course examines men and masculinities through a critical lens, looking carefully at an institutionalized system of behaviors and beliefs that is assumed to be a natural phenomenon (as well as culturally universal and historically eternal). The goal of the course is to reach an understanding of various masculine behaviors, myths, ideologies, and experiences; to comprehend the relationship between masculine practice and social power; and to delineate choices for future directions in the behavior and belief systems of individual men and the society at large. The course is necessarily interdisciplinary, and will utilize the tools and methods of sociology, anthropology, psychology, and history as needed.

WGST 2275 LGBTQ Families (3)
This course seeks to educate students in the social institutions of marriage and family. Students will think about these institutions from a data-driven and empirical perspective, looking at the history of marriage and family with primary attention to the issue of "same-sex" marriage. This course will consider perspectives from social scientists and social critics who question the functionality of marriage. Moreover, a human rights framework will be used to discuss the idea of marriage and family "rights." Students will examine several historical and contemporary case studies, and will explore different theories about the role and functioning of the institutions of marriage and family.

WGST 2320 Women in World Religions (3)
This course uses anthropological and sociological approaches to explore the ways that women in world religions apply feminist theory to religious and cultural practices. GCP Coding: (ROC) (WCOM)

WGST 2325 Goddesses (3)
Goddess worship played a significant role in the lives of peoples in antiquity and enjoys a contemporary revival. What is the nature of this worship? Is it inclusive or exclusive of cultic behavior toward male deities? In this course, students will learn how to reconstruct some of the beliefs of ancient peoples from archaeological evidence and ancient documents as they examine the role and influence of the feminine goddess in ancient cultures. We will look at the ideas of the sacred feminine and practices of worship which include sexual rites, women's rituals, prayer, hymns and devotion -- all attached to a powerful group of divine females. We will examine how scholars reconstruct the lives of women from their portrayal as deities.

WGST 2350 LGBTQ Cultural History (3)
This course will take an historical and cross-cultural approach to the rise of LGBTQ subjectivities. Units will include: the ancient world and its approach to same-sex love; the rise of same-sex consciousness in nineteenth century Europe, its spread to other locations, and the emergence of non-hetero non-binary subjectivities in the US; an examination of multiple forms taken by same-sex sexuality and transgender identities in multiple cultural areas, such as Papua New Guinea, the Arab world, Brazil, East Asia; and the more recent development of more complex identity patterns related to homosexual, transsexual, transgender, drag, asexual, pansexual and other subjectivities.

WGST 2370 U.S. Women's History (3)
This course examines the lives of women in America during the years from the Revolution to the present day. We will investigate the ways in which women have functioned as agents of historical
change, as their lives and actions have both impacted and been impacted by major historical events. Particular attention will be paid to the changing nature of the family, changes to the work women did (both paid and unpaid), and the involvement of women in social and political reform. We will also investigate the diversity of women's experiences in the past. Just as today, "women" cannot be spoken of as a monolithic block - women throughout America's history have been divided and often had difficulty uniting across lines of class, race, and ethnicity. This course is cross-listed with HIST 2370.

WGST 2475 Bisexualities (3)
In this course, students will explore the historical, social, cultural and political contexts of the lives of bisexual women, men and trans folks. The focus will be on people’s lives in the late nineteenth, twentieth and early twenty-first centuries, examined via autobiographical and scholarly accounts. Students will attend to the diversity of people’s experiences, particularly with respect to race/ethnicity, social class and age.

WGST 2610 Women, Gender, and Sexuality in Social Justice Organizations (3)
This course will examine contemporary issues related to gender and sexuality in the foundation and leadership of social justice organizations. We will examine the social justice organization's role in promoting such issues as women's and LGBTQ global political participation, economic opportunities, access to education, messages about sexual and gender violence, reproductive justice, and amnesty. Students will be challenged to "put their passions into practice" by applying their increased knowledge of social justice organizations to the creation of their own organization, including a final presentation that could be made to potential funders. We will also focus on aspects of governance unique to feminist organizations. GCP Coding: (SSHB) (WCOM)

WGST 2620 Women and the Law (3)
Women still face substantial obstacles in every area of political, social, and economic life, yet most people continue to deny that gender inequality is a serious problem. The legal system perpetuates this denial as well, and historically has attempted to discount or justify gender discrimination. This course will focus on the past and current developments of laws, programs, and institutions which impact gender issues. It will focus on the social and legal implications of gender-based rulings and will explore the factors which underlie such rulings.

WGST 2680 Transnational Feminism (3)
This course examines the historical contexts, political institutions, and colonialist or imperialist practices in different international cultural contexts and how these impact understandings of gender, citizenship, or women's participation in social reform and activism.

WGST 3000 Issues in Women, Gender, and Sexuality Studies (3)
An advanced-level exploration of issues related to women, gender, and sexuality. Repeatable up to two times when content differs.

WGST 3050 Issues in LGBTQ Studies (3)
An advanced-level, in-depth exploration of issues and topics related to Lesbian, Gay, Bisexual, Trans*, Queer, Questioning, Intersex, and Asexual Studies. Issues vary each semester; the courses examine sexualities and identities through multidisciplinary and interdisciplinary approaches. Repeatable up to two times when content differs.

WGST 3080 Theorizing Sexualities (3)
How are sexualities configured? That is, what are the frames through which we come to understand and/or interpret sexualities? In this course, students explore the multiple ways in which sexualities come to be produced, reproduced, and negotiated in our everyday lives. Rather than assume a hetero/homo binary as a starting point, students instead take this division to be the end point, examining how this framing has come to exist. Some of the ways in which the course interrogates sexualities include: biological, social/cultural, through nationalism (nation-state), development, and neoliberalism.

WGST 3200 Gender and Sexuality in the Arts (3)
This course explores artists and artistic movements that address issues of gender and sexuality. The course focuses on art forms from such fields as dance, theatre, music, visual arts or performance art. Students will analyze artistic work and correlative scholarship from other fields, such as performance studies, theatre history, dance studies, and art history. Repeatable when content differs.

WGST 3230 Domestic Violence (3)
In order to better understand the present condition of women and the violence that is perpetrated against them, this course will investigate the history of violence against women, the current status of this violence, and the community response. In this course, women will be studied as victims, survivors, activists, advocates, and, due to the systemic nature of this struggle, experts on the topic. The feminist theories applied in the course include women and children at the center of the circle, gender inequality as the source of continued oppression, and the role of holding men accountable in order for change to take place.

WGST 3235 Cross-Cultural Masculinities (3)
How can we know which aspects of men's behavior are cultural or social, and which are from a biological template for being a man? If we claim that gender is a social and cultural construct, what exactly does that mean? By careful examination of cross-cultural ethnographies, we will seek to understand the forces and factors that produce a particular masculinity, a particular sexuality, and a particular personality out of the raw material of a boy as he is made into a man. The purpose of this course is 1) to examine cultural variations in the lived experiences of men; 2) to demonstrate the cultural construction of masculinities and men's lives in specific socio-historical circumstances; and 3) to approach the study of masculinities across disciplines, across cultures, and across time. This course is cross-listed with ANTH 3230.

WGST 3270 Female Sexuality and Society (3)
This course will examine the relationship between female sexuality and its social, historical, and ideological contexts. Course materials will provide feminist analyses of the changing social organization and cultural meaning of women's bodies, sexual desires, and sexual practices.

WGST 3350 Feminist Criminology (3)
This course takes an interdisciplinary lens to analyze the role that gender plays in the law and in the criminal justice system. The course primarily analyzes women's and girl's experiences with the criminal justice system both as offenders and victims; the role of gender in the lives of male victims, offenders, criminality will also be considered. The course will analyze gender and social control, incorporating both traditional and feminist theoretical accounts of women's and men's deviance and conformity.
Course Descriptions

WGST 3370 Feminist Philosophy (3)
This course considers what it means to engage in philosophical thinking from positions of the "Other" in the mainstream Western tradition. Students are introduced to influential texts in feminist philosophy and identify interlocking threads of connection between various oppressed groups, aiding analyses of sexism, heterosexism, racism, classism, ableism and colonialism. This course is cross-listed with PHIL 3370.

WGST 3630 Women, Gender, and Sexuality Studies Practicum (1-6)
In the Women, Gender and Sexuality Studies practicum, students will link the intellectual and the experiential, creating personalized learning experiences. Students choose what and where they work and are placed in work environments which are related to and augment their study of topics related to Women, Gender and Sexuality Studies. The student will work in the community "on-site" at a social change organization, in furtherance of personal career and research goals, while also aiming to develop a rapport with practicum site staff and/or clients built on trust and mutual respect, in order to foster personalized learning. Requires prior, ongoing and follow-up consultation with an appropriate faculty member approved by the WGST program director. May be repeated for credit with permission of program director.

WGST 3710 Feminist Research Methods (1)
This one-credit hour course will introduce students to methodological issues raised in and by the field of Women, Gender, and Sexuality Studies and guide students toward the production of a preliminary feminist research project proposal.

WGST 4000 Advanced Research Topics in Women, Gender, and Sexuality Studies (3)
An advanced, in-depth analysis of a specific area or issue pertaining to women, gender and sexuality, leading to an independent research project. May be repeated for credit if content differs.

WGST 4220 Gender, Justice, and Human Rights (3)
This course will help students become knowledgeable about the tremendous range of women's and feminist activism globally. Students will analyze cultural, economic, and political conditions that promote women's rights globally. Women are claiming a new voice in society by spearheading egalitarian movements for social change. This course will analyze how gender, justice, and human rights are influenced by the intervention of the state, international agencies, globalization, and other international actors.

WGST 4240 Feminism and Families (3)
Many sources in popular culture would have us believe that feminists don't like families, and are anti-marriage and anti-children. This course will examine these myths by 1) reading excerpts from classic first-wave and second-wave feminists that address issues about women and families; 2) reviewing the changes in family life that feminists have sought and successfully won (e.g., increased lesbian and gay parenting, father's increased participation in child-rearing, more recognition that domestic labor is not merely "women's work"); 3) exploring contemporary feminist perspectives on families; 4) looking toward the future and asking what remains to be done to improve families for women. Prerequisite: Senior standing or permission of instructor.

WGST 4330 Global Sex/Gender Systems (3)
This course will take a cross cultural, multi-disciplinary approach to sex (female/male) and gender (feminine/masculine). Themes of the course include: the meaning of the social construction of sex and gender; theoretical explanations for gender inequality; global variations in sex/gender systems, with some attention to the current state of masculine/feminine, female/male relations in the United States. How are the expectations of females and males structured differently across time and space? What approaches do other cultural systems take to alternative sexualities? Under what circumstances is coercion or violence a central structuring process in maintaining a sex/gender system? This course is cross-listed with ANTH 4330.

** Course fulfills two skill areas

WRIT 1000 Basic Writing Workshop (1-3)
Provides extra support and practice with basic college-level writing skills: assignment comprehension, critical reading, invention, thesis development, organization, style, usage, and mechanics. Meets as a workshop in which students' writing will be the focus of the class. When offered as a 1-credit class, must be taken along with WRIT 1010 unless permission is given by the English Department. 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. GCP Coding: (WCOM)

** Course fulfills two skill areas

** Course fulfills two knowledge areas

** Course fulfills two skill areas

** Course fulfills two knowledge areas

** Course fulfills two skill areas

** Course fulfills two knowledge areas

** Course fulfills two skill areas

** Course fulfills two knowledge areas
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. May be repeated for credit. Does not count toward ENGL major. Prerequisite: WRIT 1010 or the equivalent. GCP Coding: (WCOM)

WRIT 2072 Writing for Change (3)
Students will learn the research and writing skills necessary to work for change as consumers, citizens, and activists. The course will emphasize how to rhetorically analyze a writing situation and then plan and craft an effective message; specific writing assignments could include complaint letters, letters to the editor and to elected officials, position papers on controversial issues, and proposals addressing community problems. Students will engage in frequent peer workshops to discuss drafts of each other's writing.

WRIT 2090 Writing in the Workplace (3)
Students will improve overall communication skills while learning the basic forms and conventions of workplace writing. Assignments will include memos and letters responding to a variety of rhetorical situations (e.g., informative, persuasive, negative), job application letters and résumés, a short report, and an oral presentation. The course will emphasize the planning and drafting process and include peer response workshops. GCP Coding: (WCOM)

WRIT 2400 Introduction to Professional Writing (3)
This course takes a rhetorical approach to professional writing, providing tools and strategies for analyzing specific writing situations in order to approach them as effectively and efficiently as possible. It also allows students to investigate the roles that writing plays in a variety of professions and workplaces while developing a stronger sense of their own strengths, challenges, and interests as writers.

Please note that though this course is open to all interested students with adequate writing skills, it is the first of a sequence of six courses that comprise the professional writing certificate. GCP Coding: (WCOM)

WRIT 2400 Writing About Science (3)
This course gives students the opportunity to research and write about scientific topics, with equal emphasis on developing overall communication skills and learning about natural phenomena and the methods scientists use to understand and explain them. Major assignments will include informative, persuasive and multi-modal communications about a variety of scientific phenomena and issues. The course will emphasize the planning and drafting process and include peer response workshops.

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. GCP Coding: (WCOM)

WRIT 3200 Technical Writing (3)
Students will learn principles and strategies for communicating technical information, including audience analysis; techniques for gathering, interpreting, and presenting information; and appropriate styles and formats. Assignments may include designing instruction manuals and Web pages, writing technical reports, designing page layouts, integrating graphics, and creating effective oral presentations. 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 3300 Solving Information Problems (3)
Students will learn to find, evaluate, and present information in the workplace with a focus on exploring research methods and sources in their own perspective fields. Assignments will include various types of research essential in many professional writing tasks, including personal interviews, surveys, market research, library research, and research on the internet, including social networks.

WRIT 3400 Editing and Style (3)
This course teaches students how to write effectively in the workplace with a focus on evaluating and improving style in the context of various workplaces and professions.

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 4200 Writing for Digital Environments (3)
This course teaches students how to write effectively in the multiple digital environments encountered across a range of professions. Emphasis is on developing rhetorical frameworks and strategies best suited for writing in nonlinear, interactive digital environments and on crafting informational and persuasive messages that are user-friendly and search-engine optimized.

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.

WSBT - Walker School

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**Global Citizenship Program**

*Skill Areas [....]*

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**Course fulfills two skill areas**

WSBT 2000 Career Exploration for Professional Success (3)

Provides students opportunities to explore career options within their majors based on an assessment of professional interests and competencies. Establishes a working framework for career management and professional development with an individual career search strategy. Includes a study of the conditions and trends in the global job market and development of practical skills related to job search communication and personal brand development. Open to all majors. Sophomore standing and above. **GCP Coding: (SSHB) (WCOM)**