2026-2027 Undergraduate Studies Catalog

For general information or application materials:

Any student (U.S. Resident or Non-U.S. Resident) wanting to study at a U.S. campus
Phone: 314-246-7800 • Email: admit@webster.edu

Any student (U.S. Resident or Non-U.S. Resident) wanting to study at an International Campus
Contact the campus of interest.

- Vienna, Austria: admissions@webster.ac.at or https://webster.ac.at/admissions
- Chengdu, China: imba-office@uestc.edu.cn or https://websterchina.com/chengdu/admission
- Shanghai, China: https://websterchina.com/shanghai/admission
- Tbilisi, Georgia: Tbilisiadmissions@webster.edu or https://www.webster.edu.ge/admissions.php#admissions
- Athens, Greece: athensadmissions@webster.edu or https://www.webster.edu.gr/admissions
- Leiden, The Netherlands: admissions@webster.nl or https://www.webster.nl/admissions
- Geneva, Switzerland: geneva.admissions@webster.edu or https://geneva.webster.edu/admissions/
- All Uzbekistan locations: uzadmissions@webster.edu or https://www.webster.uz/admissions

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With its main campus in St. Louis, Missouri, USA, Webster University's network of faculty, staff, students and alumni forge powerful bonds with each other and their communities around the world. Founded in 1915, Webster is an independent nonprofit university with students studying at campus locations in North America, Europe and Asia, and in a robust online learning environment. The University is committed to engaged learning experiences and empowering our students to become catalysts for change.

Webster University is academically organized into six schools and colleges:

- College of Humanities and Social Sciences
- College of Science and Health
- George Herbert Walker School of Business & Technology
- Leigh Gerdine College of Fine Arts
- School of Communications
- School of Education

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

- Bachelor of Arts (BA)
- Bachelor of Science (BS)
- Bachelor of Education Studies (BEd)
- Bachelor of Fine Arts (BFA)
- Bachelor of Laws in International Law (LLB)
- 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 online.

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.

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 their particular degree program.

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

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

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

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

Governance

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

Organizationally, the Board of Trustees oversees all activities of the University. Leadership is headed by the Chancellor, who is responsible for determining the overall strategic direction and priorities for the University. The President is Webster University's chief academic officer. Below is the listing of the current members of the Board of Trustees.

Webster University Board of Trustees 2026-2027

- **John K. Nickel**, **Chair of the Board**, Co-Owner and Co-Chairman, Switch
- **Tim Keane**, President, Webster University
- **Bill Donovan**, Treasurer of the Board, Chief Financial Officer, Webster University

- **Kelvin Adams**, Chief Executive Officer and President, St. Louis Community Foundation
- **Marvin Anderson**, Senior Vice President, Bank of America Private Bank
- **Gail F. Baker**, Senior Vice President and Provost for Academic Affairs, Professor of Communication Studies, University of San Diego
- **Mike Clairborne**, Broadcaster, St. Louis Cardinals, NewsRadio 1120 KMOX
- **Eve Coulson**, Self-Employed
- **Alicia F. Elsner**, President and General Manager, KSDK-TV Five on Your Side
- **Dr. William (Bill) Fogarty**, Internal Medicine and Endocrinology Physician (retired)
- **Michael J, Girsch**, Vice President and General Manager, St. Louis Cardinals
- **Ellen Harshman**, Dean Emerita, Chaifetz School of Business, Saint Louis University
- **Daniel Lisella**, Assurance Quality Director, BDO USA Professional Practice Group
- **Alan (Al) Elliott Merschen**, Managing Partner, Myriad Marketing
- **Jennifer Ozimkiewicz**, CEO and Owner, OZ Creations, LLC
- **Kathleen (Kathy) O'Neill**, Banking Industry Executive (retired)
- **May Scheve Reardon**, Vice President of Government Relations, Pollard Banknote Limited
- **Phoong Tang**, Chief Information Officer, Enabling Functions, Bayer
- **Sumit Verma**, Partner, Orchestra Life Sciences
- **David P. Weiss**, Counsel, Jenkins & Kling, P.C.

Notice of Non-Discrimination

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

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

Kimberley Bynum-Smith
Director, Office for Civil Rights Compliance & Title IX Coordinator
Webster University
200 Hazel, Office #5
St. Louis, MO 63119
314-246-7780
kimberleybynumsmith@webster.edu

Matters concerning athletics:

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

Matters involving student grievances:

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

Matters concerning academic issues:

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

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

Kimberley Bynum-Smith
Director, Office for Civil Rights Compliance & Title IX Coordinator
Webster University
200 Hazel, Office #5
St. Louis, MO 63119
314-246-7780
kimberleybynumsmith@webster.edu

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Services for Students

Academic Advising

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

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

Reeg Academic Resource Center (Reeg ARC)

The Reeg Academic Resource Center offers students, faculty, and staff resources and support for academic success. The Reeg ARC helps students create meaningful educational connections by providing resources and support to complement the learning experience at Webster University. The Reeg ARC promotes equitable access to education by assisting students to succeed at Webster in several ways, which include the following:

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

The **Academic Integrity Education Program** (AIEP) addresses plagiarism on two fronts: first, by educating students on Webster University's academic honesty policy as well as common standards of academic writing and documentation, and secondly, by having students incorporate those principles into their own work. The AIEP stresses that students uphold academic honesty by understanding plagiarism, developing effective strategies in the writing process, incorporating source material appropriately, and citing it properly. The objectives of the AIEP are to provide students with a thorough understanding of those concepts, as well as strategies to avoid or correct issues that arise in their work, so that future academic assignments will maintain academic standards. For more information, please email the Academic Integrity Education Program (AIEP) at academicintegrity@webster.edu.

Disability Student Services (DSS) is committed to providing equal access to education for the Wester University community and considers admission, financial aid, program, and activity applications without regard to disability. DSS, which is in the Reeg Academic Resource Center, is responsible for providing Academic Accommodations and Assistive Technology support for students across all domestic campuses and online platforms.

- **Academic Accommodations** are available to assist individuals with documented physical, psychological, medical, and learning disabilities to ensure they receive the accommodations they need. We also provide temporary accommodations for students with short-term disabilities (e.g., a broken leg) and housing arrangements. We do not conduct diagnostic disability testing. DSS does not directly serve international locations, but we collaborate closely with designated campus representatives to provide support to students at their campuses. For more information, please email Disability Student Services at disability@webster.edu.
- Assistive Technology is available for students who require technological support in their classes. The Student Access Coordinator provides students with training and access to programs such as Kurzweil 3000, ZoomText, JAWS/NVDA, and alternate-format texts. Alternatively formatted textbooks, within publisher permission and copyright parameters, may be ordered for students whose documented disabilities qualify for this option as an accommodation. For more information, please email Assistive Technology at atarc@webster.edu.

The Reeg ARC's **Testing Center** proctors rescheduled tests with an instructor's approval and accommodated tests, language placement exams, college credit by exam, and various other exams. The Webster University Testing Center is certified by the National College Testing Association (NCTA) and follows its professional standards and guidelines. Students should schedule appointments at least 24 hours in advance of the requested testing time. For more information, please email the Testing Center at testing@webster.edu.

The **Transitions Program** supports undergraduate students who are conditionally admitted to Webster and on academic probation by preparing them for the academic rigor of the university. Students will learn how to access university resources that will help them reach their academic potential, which includes academic counseling, organization and time management strategies, peer tutoring, writing support, and academic integrity. Transitions students work one-on-one with an academic counselor to explore strengths, areas of possible improvement, and how best to achieve goals. For more information, please email the Transitions Program at transitions@webster.edu.

The **Tutoring Program** provides a pool of capable tutors who work one-on-one or in small groups with students to help them build greater confidence, independence, and success as learners. Individual peer tutoring for specific courses is available by appointment for both short-term "catch-up" work and ongoing support. Online tutoring services are available to students worldwide. To access these services, log in to WorldClassRoom (Canvas) and open any course shell. In the course, click on NetTutor in the left-hand course menu. Then, select the subject or group that is most appropriate. For questions or assistance, email the Tutoring Program at tutoring@webster.edu.

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

in the left-hand course menu and select the NetTutor Writing Center. For questions or assistance, email the Writing Center at writing@webster.edu.

Contact Information:
Phone: 314-246-7620
Web: www.webster.edu/arc

Services for Students with Disabilities

Refer to the Disability Student Services segment in the Reeg Academic Resource Center section above.

Contact Information:
Phone: 314-246-7700
Email: disability@webster.edu
atarc@webster.edu
Web: www.webster.edu/arc

Online Learning Center

The **Online Learning Center** supports the design and delivery of online, hybrid, and LiveVirtual classes at both the undergraduate and graduate level, and at all campuses in the Webster network. The Online Learning Center includes a support team that can address any issues that students or faculty may be having in utilizing WorldClassRoom (Canvas). Online students also receive support from a variety of offices throughout the university. Learn more about online student support at https://webster.edu/online/services-online-learners.php

Contact Information:
Email: olc@webster.edu

Admission

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

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

Career Planning and Development Center

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

Through career coaching appointments, students meet individually with their designated coach, who will serve as a consistent point of contact throughout their undergraduate studies. Career coaches assist students with exploring and defining their personal career goals while developing the career readiness skills and confidence necessary to succeed. The CPDC website and Connections department page include a multitude of resources, guides and sample documents for career development areas such as job and internship search strategies, application materials, and interviewing preparation. Through Handshake, Webster University's online career management and recruiting platform, students can manage multiple aspects of their internship or job search process, register for career fairs and events, and schedule career coaching appointments with their designated career coach.

Contact Information:
Toll Free: 800-981-9805
Phone: 314-968-6982
Email: careercn@webster.edu
Web: www.webster.edu/career-services
Handshake: https://webster.joinhandshake.com
Connections: https://websteru.sharepoint.com/sites/CareerPlanningandDevelopmentCenter
Instagram: https://www.instagram.com/wucareerplanning
YouTube: https://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:
Phone: 314-246-6992
Fax: 314-246-7125
Email: financialaid@webster.edu
Web: www.webster.edu/financialaid

IT Support Center

Technology Support

At Webster University, students have access to the technology needed to enhance their learning experience. This includes access to Webster email, computer labs and specialized classrooms tailored to specific degree programs. Some spaces require approval or reservation depending on the availability and campus hours

IT Support Center

The IT Service Desk serves as the first point of contact for students seeking assistance from the Information Technology (IT) departments. In addition to providing tiers 1 and 2 support, this unit is also responsible for routing tickets to other departments as needed. Whether studying at one of the Webster campuses or online, this unit is here to help. Services include:

1. Account Access Support (Connections login, Canvas login, Outlook, 2FA assistance and password reset)
2. Wireless Network Support (limited to the Webster network)
3. Computer and Software Support (In campus computer labs)

Support for Personal Devices: Best Effort IT Support

While our IT staff provide limited support for personal devices, assistance is generally offered in the form of written instructions or verbal guidance. To minimize risks, IT staff are not permitted to physically handle or access personal hardware or software.

Our Best Effort Services include:

1. Wireless connectivity troubleshooting
2. 2FA authentication and troubleshooting
3. Basic network connectivity assistance

4. Walkthroughs for Microsoft 365 installation
5. College email account configuration

Additional Information

For current hours of operation and more resources, please visit our external or connections website. As a department, we are committed to providing high-quality, friendly and timely support to students, faculty and staff.

Contact Information:
Toll Free: 866-435-7270
Phone: 314-246-5995
Email: support@webster.edu
Support Portal: https://support.webster.edu
Public Web Site: https://webster.edu/technology
Connections Site: https://websteru.sharepoint.com/sites/Technology

International Opportunities and Support

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

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

Contact Information:
Email: intlservices@webster.edu

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

Contact Information:
Email: mcisa@webster.edu

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

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

Library

The **Webster University Library** provides online resources, research assistance, study rooms, and computers. At library.webster.edu, students, faculty, and staff can access a wide range of electronic resources--ebooks, articles, streaming video and music, online tutorials, and research guides—available 24/7. The Library houses more than 300,000 books, periodicals, scripts, music scores, CDs, DVDs, and other media. It also offers services to obtain materials from other libraries to support research needs..

The Library is more than its collections. It is a team of knowledgeable, committed staff. Librarians provide reference assistance in person, by phone, by email and through 24/7 chat. Appointments may also be made for in-depth help--either in person or online--with a subject specialist.

Contact Information:
Toll Free: 800-985-4279
Phone: 314-246-6952
Web: library.webster.edu
Email and 24/7 Chat: library.webster.edu/gethelp

Military Student Information

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

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

Office of the Registrar

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

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

Access to student records is limited to authorized users of the student information system. Users must have been granted a username and password to access the system. Users are trained in student confidentially and privacy laws such as the

Family Educational Rights and Privacy Act (FERPA). Some of the records maintained in the student information system include student name, ID number, address, telephone number, date of birth, courses taken, grades earned, degrees earned and much more.

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

Student Affairs

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

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

University Bookstore

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

Financial Services

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

Intercollegiate Athletics Program

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

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

Key Dates from the Academic Calendar

U.S. Campuses

Summer Term 2026

- **May 18-June 5**: May term
- **May 25**: Memorial Day*
- **June 8**: First 5-week session begins
- **June 8**: Summer session begins
- **June 19**: Juneteenth*
- **July 10**: First 5-week session ends
- **July 13**: Second 5-week session begins
- **July 3**: Independence Day Holiday observed*
- **July 31**: Summer session ends
- **Aug. 14**: Second 5-week session ends
- **Aug. 14**: Summer Graduation Date

Fall 2026

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

Spring 2027

- **Jan 18**: Martin Luther King Jr. Day*
- **Jan. 18**: Spring Semester classes start
- **Jan. 18**: Spring 1 classes start
- **March 12**: Spring 1 classes end
- **March 15-19**: Spring Break
- **March 22**: Spring 2 classes start
- **May 14**: Spring Semester classes end
- **May 14**: Spring 2 classes end
- **May 14-16**: Commencement Weekend
- **May 21**: Spring Graduation Date

International Campuses

Summer 2026

- **Athens**: June 8-July 3 (Summer 1); July 6-July 31 (Summer 2)
- **Geneva**: June 8-July 3 (Summer 1); June 8-July 31 (Summer 8-week); July 6-July 31 (Summer 2)
- **Georgia**: June 8-July 31 (8-week term)
- **Leiden**: June 8-July 3 (Summer 1); June 8-July 31 (Summer 8-week); July 6-July 31 (Summer 2)
- **Uzbekistan**: June 8-July 31
- **Vienna**: June 8-June 3 (Summer 1); June 8-July 31 (Summer 8-week); July 6-July 31 (Summer 2)

Fall 2026

Fall 1 Session

- **Athens**: Aug. 24-Oct. 16
- **Geneva**: Aug. 24-Oct. 16
- **Georgia**: Aug. 24-Oct. 16
- **Leiden**: Aug. 24-Oct. 16
- **Uzbekistan**: Aug. 24-Oct. 16

Fall Semester

- **Athens**: Aug. 24-Dec. 18
- **Geneva**: Aug. 24-Dec. 18
- **Georgia**: Aug. 24-Dec. 18
- **Leiden**: Aug. 24-Dec. 18
- **Uzbekistan**: Aug. 24-Dec. 18
- **Vienna**: Sept. 14-Dec. 18

Fall 2 Session

- **Athens**: Oct. 26-Dec. 18
- **Geneva**: Oct. 26-Dec. 18
- **Georgia**: Oct. 26-Dec. 18
- **Leiden**: Oct. 26-Dec. 18
- **Uzbekistan**: Oct. 26-Dec. 18

Spring 2027

Spring 1 Session

- **Athens**: Jan. 18-March 12
- **Geneva**: Jan. 18-March 12
- **Georgia**: Jan. 18-March 12
- **Leiden**: Jan. 18-March 12
- **Uzbekistan**: Jan. 18-March 12

Spring Semester

- **Athens**: Jan. 18-May 14
- **Geneva**: Jan. 18-May 14
- **Georgia**: Jan. 18-May 14
- **Leiden**: Jan. 18-May 14
- **Uzbekistan**: Jan. 18-May 14
- **Vienna**: Feb. 8-May 14

Spring 2 Session

- **Athens**: March 17-May 14
- **Geneva**: March 22-May 14
- **Georgia**: March 22-May 14
- **Leiden**: March 22-May 14
- **Uzbekistan**: March 22-May 14

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, 2026. Please see individual campus websites or Webster's Program Finder for current offerings.

United States Campuses

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

Missouri

St. Louis (Main 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 main campus.

International Campuses

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

Austria

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

Programs offered:

- Business (Minor)
- Business Administration (BSc)*
- Business Administration (BSc)* with an Emphasis in Entrepreneurship
- Business Administration (BSc)* with an Emphasis in Human Resources Management
- Business Administration (BSc)* with an Emphasis in International Business
- Business Administration (BSc)* with an Emphasis in Marketing
- Computer Science (BS)* with an Emphasis in Artificial Intelligence
- Diplomacy and International Organization (Certificate)
- Economics (Minor)
- History (Minor)
- International Law (LLB)
- International Relations (BA)
- International Relations (Minor)
- Management (Minor)
- Philosophy (Minor)
- Political Science (Minor)
- Psychology (BSc)
- Psychology (Minor)
- Strategic Communication (BA)

*NOTE: The bachelor of science (BS) degree is abbreviated as BSc when completed in Vienna with Austrian accreditation.

Georgia

Tbilisi

Ilia Chavchavadze Avenue N82
Tbilisi, Republic of Georgia, 0162
Tbilisi@webster.edu

Programs offered:

- Business Administration (BS)
- Computer Science (BS)
- International Relations (BA)

Greece

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

Programs offered:

- Business Administration (BS)
- Business Administration (BS) with an Emphasis in International Business
- Business Administration (BS) with an Emphasis in Marketing
- Computer Science (BS)
- English (BA)
- International Relations (BA)
- Media Studies (BA)
- Psychology (BA)
- Psychology (BS)
- Psychology (Minor)

The Netherlands

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

Programs offered:

- Business Administration (BS)
- Business Administration (BS) with an Emphasis in International Business
- Entrepreneurship (Certificate)
- International Relations (BA)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
- Psychology (Minor)

Switzerland

Geneva
15, Route de Collex, CH - 1293 Bellevue

Geneva, Switzerland
Ph: (011) 41-22-959-8000
Fax: (011) 41-22-959-8013

Programs offered:

- Business (Minor)
- Business Administration (BS)
- Business Administration (BS) with an Emphasis in International Business
- Business Administration (BS) with an Emphasis in Marketing
- Business Administration (BS) with an Emphasis in Sports and Entertainment Management
- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
- Computer Science (Minor)
- Economics (BA)
- Economics (Minor)
- Finance (BS)
- Finance (Minor)
- French (Minor)
- International Relations (BA)
- International Relations (BA) with an Emphasis in International Economics
- International Relations (Minor)
- Management (Minor)
- Management Information Systems (BS)
- Media Studies (Minor)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
- Psychology (Minor)

Uzbekistan

Webster University Tashkent
13 Navoi Avenue
Tashkent 10011
Uzbekistan
Ph: +998 71 241 3300

Programs offered:

- Business (Minor)
- Business Administration (BS)
- Computer Science (BS)
- Economics (BA)
- Economics (Minor)
- Education Studies (BEd) with an Emphasis in Global Education
- Film, Television and Video Production (Minor)
- International Law (LLB)
- International Relations (BA)
- International Relations (Minor)
- Management Information Systems (BS)
- Media Studies (BA)
- Media Studies (Minor)
- Psychology (BA)

Andijan
Webster University Tashkent at Andijan State Medical Institute
Yu.Otabekov1
Andijan, 170100
Uzbekistan
Ph: +99874 223 94 53
info@adti.uz

Programs offered:

- Nursing (BSN)

Bukhara
Webster University Tashkent at Bukhara State Medical Institute
G'ijduvon ko'chasi 23
Bukhara 200118
Uzbekistan
Ph: +998 65 223 0050
info@bsmi.uz

Programs offered:

- Biology (BA)
- Chemistry (BS)
- Nursing (BSN)
- Psychology (BA)
- Psychology (Minor)

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

Programs offered:

- Economics (BA)

Samarkand
Webster University Tashkent at Samarkand State University
University, Blv 15
Samarkand 140104
Uzbekistan
Ph: +998 66 240 3840
Fax: +998 66 233 7175
devonxona@samdu.uz

Programs offered:

- Biology (BA)
- Chemistry (BS)
- Psychology (BA)
- Psychology (Minor)

Samarkand
Webster University Tashkent at Samarkand State Medical University
Amir Temur Street 18A
Samarkand 140100
Uzbekistan
Ph: +998 66 233 08 41
sammu@sammu.uz

Programs offered:

- Nursing (BSN)

Tashkent
Webster University Tashkent at Tashkent Medical Academy
Farabi Street 2
Tashkent 100109
Uzbekistan
Ph: +998 78 150 7825
Fax: +998 78 150 7828
info@tma.uz

Programs offered:

- Biology (BA)
- Chemistry (BS)

- Nursing (BSN)

Online Programs

Webster University offers students unparalleled opportunities to advance their career with a distinctive blend of classroom and online degree programs. Students can pursue their degree entirely online or mix classroom and online courses according to their preferences, interests, and work or family commitments.

Online programs and courses are offered in both asynchronous and synchronous modalities. For asynchronous programs, students can participate any time of the day or night, crafting their schedule of coursework to meet their needs. For synchronous programs students can still attend from any location, but there will be an expectation that they join a live session via Zoom or other teleconferencing technology on a regular basis (most often weekly).

Students can work with their enrollment coach and academic advisor to help choose the program delivery that is the best fit. Online programs and courses are continually being developed to serve the needs of Webster students. A list of current online programs can be found at www.webster.edu/online.

Current Undergraduate Programs Offered Online:

College of Humanities and Social Science

- Criminology and Criminal Justice (BA)
- Criminology and Criminal Justice (Minor)
- Interdisciplinary Studies (BA)
- Legal Studies (BA)
- Legal Studies (Minor)
- Paralegal Studies (Certificate)

College of Science and Health

- Nursing (BSN)†
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (Minor)

Walker School of Business & Technology

- Business Administration (BS)
- Business Administration (BS) with an Emphasis in Entrepreneurship
- Business Administration (BS) with an Emphasis in Human Resources
- Business Administration (BS) with an Emphasis in Marketing
- Data Analytics (BS)†
- Management Information Systems (BS)

School of Communications

- Media Production (BA)
- Media Studies (BA)
- Media Studies (Minor)
- Social Media Management (Certificate)

School of Education

- Education Studies (BEd)

† 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 an independent, nonprofit, institution offering a wide variety of undergraduate and graduate programs at campuses in the United States, Europe and Central Asia. The University's home campus is located in Webster Groves, five miles from the City of St. Louis. Webster students enjoy the advantages traditionally associated with a small undergraduate college, as well as alternative options normally provided only by larger institutions.

Webster University also offers programs at its locations in San Antonio, Texas, Vienna, Austria; Tbilisi, The Republic of Georgia; Athens, Greece; Leiden, The Netherlands; Geneva, Switzerland; and Tashkent, Uzbekistan. Additionally, Webster has partnered with dozens of other institutions to offer students the opportunities to study at campuses on every continent except Antarctica.

Mission

Webster University nurtures the skills, knowledge and personal growth of our students, cultivating learners who are engaged citizens, ready to create meaningful change in their communities and the world.

Vision

Webster University empowers our students to become catalysts for change — transforming their own lives while driving progress and inspiring lasting impact in communities worldwide.

Core Values

Engaged Learning Experiences

Webster provides hands-on, experiential learning, offering students high-impact experiences through internships, mentorship, research, community service and study abroad opportunities. The University is committed to providing a transformative education for students, emphasizing critical thinking and creativity and fostering a student-first environment.

Community of Care

We understand that we are interconnected and greater than the sum of our parts. By leading with love, Webster creates a community that is the heart of learning and growth. Through a shared ethic of care and compassion, we promote a culture of belonging that empowers each person to contribute their unique perspectives. By embracing dialogue, mutual respect and social responsibility, we nurture individuals who contribute to the common good within our campus communities and on a global scale.

Diversity, Equity and Inclusion

Webster's unwavering commitment to diversity, equity and inclusion is rooted in the fundamental belief that every person has equal worth. The University's commitment to diversity, equity and inclusion extends to all individuals from historically underrepresented and marginalized groups, including but not limited to Black, Indigenous, Latine, Asian, Pacific Islander and other people of color; immigrants and refugees; LGBTQIA+ individuals; people of diverse gender identities and expressions, including transgender, intersex, nonbinary, gender-nonconforming and two-spirit individuals; people with all manner of disability, whether apparent or non-visible, including mental health conditions, neurodivergent, chronic medical conditions and Deaf individuals; people from a variety of religious and cultural backgrounds; individuals from under-resourced or economically marginalized communities; military veterans and individuals across all ages, body types and national origins or nationalities. Recognizing the complexities of intersectionality and the commitment to ongoing education, inclusivity and equity for all, Webster maintains a community with a sense of belonging for all identities. It ensures everyone can learn, work and live in an atmosphere of dignity, respect, safety and care. Our differences make us stronger, which is why Webster insists on a culture of fairness and kindness. The University amplifies the contributions of students, faculty and staff knowing that diversity and mutuality fuel innovation, creativity and success in everything our community accomplishes.

Integrity and Ethical Conduct

The highest standards of honesty, fairness and accountability are upheld in all aspects of the community's academic and professional lives. This commitment requires authentic discourse, transparency, courage and a dedication to ethical principles, even in challenging circumstances. Webster creates a culture where trust thrives and people feel valued and safe to express themselves. The University builds a foundation of responsibility that extends into the communities we serve.

Stewardship

People are the greatest resource at Webster and the institution is committed to responsibly caring for them as well as the resources entrusted to the institution in ways that align with our values. Recognizing that it is a privilege to hold the trust, time, talents and dedication of others, we actively care for the well-being and development of our students, faculty#and staff.

Continuous Improvement

We commit to growth and reflective practices that enhance our programs, processes and impacts, continually elevating our service to the community and advancing our mission. We embrace a mindset of lifelong learning, honest self-reflection and emotional intelligence, recognizing that personal development fuels innovation and strengthens our collective potential.

Statement of Ethics

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

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

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

Participants in this shared enterprise strive to be governed by what ought to be rather than by what is. To accomplish its goals, members of the University community aspire to a higher standard

than mere compliance with formalized University requirements and local, state, and federal laws.

Webster University endeavors to fulfill the following expectations:

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

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

Accreditation

Webster University is accredited by **The Higher Learning Commission,** 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, hlcommission.org • 800-621-7440.

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

General Data Privacy Commitment (GDPR)

Webster University is committed to protecting the privacy and security of personal data. We comply with the General Data Protection Regulation (GDPR) and other applicable data protection and privacy laws worldwide. Personal information is collected and processed responsibly, lawfully, and transparently, with appropriate safeguards in place to protect individual privacy rights.

All personal data provided to Webster University are subject to the University's privacy policies and notices, available at: https://www.webster.edu/privacy-security/policies.php

Online Licensure

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

- Students with a complaint must first attempt to resolve the issue at the school by completing the school's complaint process. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the Missouri Department of Higher Education & Workforce Development. (MDHEWD)
- If dissatisfied with the resolution of the grievance, the student may contact the department by calling 573-751-2361 and selecting option 2.
- The student will be directed to submit the complaint in writing, using a complaint form provided by the MDHEWD. It may be mailed or faxed to the department and must include supporting documentation. If there is no indication institutional remedies have been exhausted, the complaint will be returned for that purpose. Complaints that fall within the jurisdiction of the department will be investigated and resolved as appropriate by the relevant unit of the MDHEWD. All parties to the complaint will be notified of its resolution by mail.
- Distance education students may call or email the State Portal Entity (SPE) directly:
  Joshua Fischer
  Program Specialist
  SARA State Portal Entity - Missouri
  Missouri Department of Higher Education and Workforce Department
  301 W. High Street
  P.O. Box 1469
  Jefferson City, MO 65102-1469
  Phone: 873-522-1377
  Fax: 573-751-6635
  Email: Joshua.Fischer@dhewd.mo.gov
  Website: https://dhewd.mo.gov

Students may also contact the SPE for their home state, SARA SPE. Contacts are listed on this website: https://nc-sara.org/state-portal-entity-contacts/

State Licensures

Missouri

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

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

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

Texas

The metropolitan campus at San Antonio is approved by the Texas Higher Education Coordinating Board.

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

Refund Schedule

Date	Course Status	9-week Class	8-week Class
Week 1	Drop	100%	100%
Week 2	Withdrawal	80%	80%
Week 3	Withdrawal	80%	80%
Week 4	Withdrawal	25%	25%

Date	Course Status	9-week Class	8-week Class
Week 5	Withdrawal	0%	0%
Week 6	Withdrawal	0%	0%
Week 7	Withdrawal	0%	0%
Week 8	Withdrawal	0%	0%
Week 9	Withdrawal	0%	N/A

Specialized Accreditations

- Business and Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Webster University is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD).
- Webster University has been accredited by the National Association of Schools of Music (NASM) since 1952.
- The baccalaureate nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
  3390 Peachtree Road NE, Suite 1400
  Atlanta, GA 30326
  404-975-5000
  www.acenursing.org
  The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.
  View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs
- Education programs that lead to state licensure and a degree are accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- Educator preparation programs at Webster University are approved by the Missouri Department of Elementary and Secondary Education (DESE).
- Webster University is registered as an Approved Continuing Education Partner (ACEP) with the National Board for Certified Counselors, Inc. (NBCC).
- The BA, MA in legal studies and paralegal certificates at the St. Louis campus only are approved by the American Bar Association (ABA).
- The BS in Biological Sciences is accredited by the American Society for Biochemistry and Molecular Biology (ASBMB).
- National Council for State Authorization Reciprocity Agreements (NC-SARA).

International Accreditations and Recognitions

- **Austria:** Webster Vienna Private University (WVPU) is accredited as an Austrian private university by The Agency for Quality Assurance and Accreditation Austria (AQ Austria) in accordance with the Act on Quality Assurance in Higher Education (HS-QSG). Each degree program is in individually accredited under this Act.
- **Georgia**: The National Center for Educational Quality Enhancement's Authorization Council for Higher Education Institutions in the Republic of Georgia has granted the higher education institution status to Webster University Georgia (I/D 405424526).
- **Greece**: Webster University, through its Athens Campus, Webster Athens, has been accredited/licensed by the Ministry of Education, Research and Religious Affairs of the Hellenic Republic to operate in Hellas [Greece] under permit 127051/K1/01.08.2016 [Government Gazette 2585/B/22.08.2016].
- **The Netherlands**:Webster Leiden Campus is recognized as an institute of higher education.
- **Switzerland**: Webster University Geneva is a nonprofit university established and recognized in Geneva since 1979 as a Swiss Foundation *(Fondation Webster)*.
- **Uzbekistan**: By resolution of the President of the Republic of Uzbekistan and through the Ministry of Higher and Secondary Specialized Education, Webster University is registered to operate, and its diplomas, transcripts and other academic awards are recognized as documents of higher education in the Republic of Uzbekistan.

Admission

General Admission Information

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

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

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

First-Year Admission

To be considered for first-year 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 high school transcript showing grades from all high school attended or from a home school program. A GED/HISET certificate may be provided in lieu of the high school transcript. All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Transcripts from all college-level credit courses obtained while in high school.
- Webster University is a test-optional university. At the time of application, students may decide whether they wish for test scores (ACT or SAT) to be considered for admission. For students submitting test scores as part of their application file, Webster will accept self-reported test scores. Freshman applicants can list test scores on their Common Application, and these test scores will meet the requirement for admission. All freshman admitted with test scores and who ultimately enroll at Webster must submit official test scores prior to the start of their first term. 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:

- Letter of recommendation.
- A personal statement/essay.
- A resume or summary of current activities if the student is not enrolled in classes full-time.

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

Applicants from outside of the United States may be sent to the transcripts@webster.edu or the following mailing address.

Webster University
470 East Lockwood Avenue
Webster Groves, MO 63119 U.S.A.
Attn: Office of Admissions

Applicants applying 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 are available at www.webster.edu/locations.

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

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

Home schooled applicants are welcomed and should submit a high school transcript or an official copy of the appropriate state high school equivalence test.

Early Enrollment: Students wishing to take courses prior to high school graduation should apply as a Non-Degree applicant. These students are evaluated individually, based on their high school academic record, and the course(s) they desire to take at the University.

Additional Documentation

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

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

First-Year Admission Criteria

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

- English: 4 units
- History/Social Studies: 3 units
- Mathematics: 3 units
- Foreign Language: 1 unit
- Science (two laboratory): 3 units

- Fine Arts: 1 unit
- Academic electives: 3 units

The Admission Committee reviews each application individually to evaluate demonstrated academic ability. During this review the University looks for evidence of potential academic success at Webster. Particular emphasis is given to the applicant's grades in academic courses and achievement on standardized tests (if applicable) when available.

Applicants most likely to be admitted will have a cumulative grade point average of a 2.75 or above on a 4.0 scale or a minimum ACT composite score of 21 or a combined SAT score of 1050 (if applicable).

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

Adult/Transfer Admission

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

- A completed online application for undergraduate admission. Students may submit the University's institutional application (available at https://webster.edu/apply), The Common Application.
- A high school transcript listing date of graduation or GED/HISET scores if the applicant has successfully completed fewer than 30 semester credit hours (approximately one year) of university level credit.
- A transcript from each college, university or other post-secondary institution previously attended or from which credit was attempted. All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Additional credentials as requested.

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

- Letter of recommendation
- A personal statement/essay
- A resume or summary of current activities if the student is not enrolled in classes full-time.

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

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

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

An applicant is considered a transfer student if they have attempted college coursework any time following their high school graduation (not including the summer term immediately after graduation).

Additional Application Requirements

- An audition or portfolio review is required for students applying as fine and performing arts (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 main campus nursing office (nursing@webster.edu) to set up their pre-admission interview once all transcripts have been received. Applicants must provide proof of a current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have a scheduled NCLEX exam within three months of beginning the program.
- Military applicants must consult their military education officials prior to enrollment at the University. Members of the U.S. Army must apply for admission using https://aiportal.us.af.mil/aiportal/auth/login. Applications will then be directed to the Office of Admission for entry. All documents required for admission to the degree program will apply. Applicants with prior military experience must submit copies of their service records to be considered for transfer credits. For Air Force servicemen and women, transcripts from the Community College of the Air Force (CCAF) are acceptable. Transcripts from CCAF should be requested and sent to the Webster University Office of Admission. For all other branches of service, the Joint Services Transcript (JST) transcript should be requested and sent to the Office of Admission at transcripts@webster.edu. Students can request the JST by visiting https://jst.doded.mil.

Adult/Transfer Admission Criteria

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

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

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

California Applicants

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

recognized equivalent of that certificate. Webster University does not serve this category of student.

Florida Applicants

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

International Student Admission

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

Application Requirements

- A completed online application for undergraduate admission. Students may submit the University's institutional application or The Common Application. Equal consideration is given to both during the admission review.
- An official high school transcript and external exams (if applicable in applicant's home country). All transcripts issued in a language other than English must be accompanied by a certified English translation.
- Proof of English language proficiency. See English Language Proficiency section below for approved methods.
- A 300- to 500-word essay on a topic of the student's choice, such as a special interest, significant experience or notable achievement.
- Copy of Biographical Page of Passport

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

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

International students recruited to the U.S. will be required to pay a Tuition Deposit, which is applicable toward tuition only. This Tuition Deposit is non-refundable upon enrollment and will be forfeited if the student decides to transfer out of the University. If the student rejoins the University within twelve (12) months of the the date of last class attendance, the forfeited Tuition Deposit will be applied to tuition. Forfeited Deposit Tuition cannot be applied toward any other charges such as student health insurance, housing and other non-tuition fees that may remain outstanding for the student.

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

Three options to submit official transcripts:

1. Obtain official copies of transcripts in a sealed (closed) and stamped envelope from the previous institution and hand to the front desk representative or put them in the drop box in the front of the International Student Help Desk. **Transcripts in envelops sealed by student will not be accepted.**
2. The previous institution emails official transcripts directly to Webster at transcripts@webster.edu. Include your name and Webster Student ID number when sending.
3. Have the previous institution mail the official transcripts directly to Webster at the following address:
   Webster University Office of Admission
   470 Lockwood Avenue
   St. Louis, MO 63119-3141

International Transfer Students: An official transcript from all colleges/universities/post-secondary schools attended must be submitted to the Office of Admission. Institutions must be accredited by the appropriate recognition body. U.S. institutions must be accredited by a regional accredited body. Non-U.S. institutions must be recognized by the Ministry of Education as a university-level provider of higher education and accredited by any appropriate agencies within the home country and any countries in which it operates and/or issues degrees. This transcript and/or diploma must show the degree received and the date conferred. In addition, an official high school transcript listing the date of graduation is required if the applicant has successfully completed fewer than 30 semester credit hours (approximately one year) of university level credit.

Additional Documentation

- International applicants who will require a student visa must submit a photocopy of the biographical page from their passport.
- **Applying for a visa**: Students requiring a visa to study in the country in which their campus is located will be required to provide additional documentation for the visa process. Visa documentation requirements can vary at international campus locations depending upon the applicant's citizenship status and/or country of origin at the time of acceptance to the University. Applicants should check with the campus they plan to attend for specifics. Students are responsible for applying and obtaining their visa. The University will provide support and guidance during the process and will notify applicants if additional documentation is required to complete the application file. Upon receipt, the University can vouch for student status and any associated charges.
- International students recruited to the U.S. will be required to pay a Tuition Deposit which is only applicable to tuition. 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 on their last class attendance.

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

Dual Admission

Webster University has signed dual admission 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 agreement can be found on the Office of Admission website: www.webster.edu/dualadmission.

Undergraduate Degree Completion Admission

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

Online Programs

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

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 first-year, 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. These courses, which count as electives, are designed to increase the likelihood of student success at Webster University. Students will also be required to and consult with representatives of the University's Academic Resource Center.

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 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.

General Application Information

Admission to Desired Major

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

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

Certificate Program Application

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

Deferred Admission

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

Readmission/Break in Enrollment (Leave of Absence)

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

Students requesting readmission must submit a completed application on the University's institutional application (available at https://webster.edu/apply) or The Common Application. Students will be required to provide official transcripts of all academic work completed since prior enrollment at Webster. Students must pay any outstanding balance in the Business Office before the student is permitted to enroll. Students who voluntarily leave the University while on academic probation will be readmitted on probation. See Academic Progress under the Academic Policies and Information section of this catalog.

Reapplication Requirement

A student who takes a break of enrollment for greater than one year (five terms) must reapply to continue in a degree program. Students approved for reinstatement may also be required to apply for readmission per the Academic Progress policy, noted in Academic Policies and Information. A student returning for another program or sequential degree must reapply to the new program.

Non-Academic Issues and Admission

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

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

Notification of Decision on Admission

The University's admission decision is communicated by email and letter. Students who are admitted will receive information regarding enrollment confirmation and registration information.

English Language Proficiency

The following methods have been approved for proving English Proficiency for international student applicants:

1. The English proficiency test requirements is waived for TOEFL exempted countries: Antigua and Barburda, Australia, Bahamas, Barbados, Belize, Botswana, Canada (except Quebec), Fiji, Gambia, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Liberia, Malta, Marshall Islands, Mauritius, Micronesia, New Zealand, Nigeria, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and Grenadines, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Helena, Tanzania, Trinidad and Tobago, Uganda, United Kingdom, Zambia, Zimbabwe.
2. Completion of at least one year academic of college-level coursework for undergraduate students at a regionally accredited U.S. institution of higher learning within the last three years. It must be academic coursework that is completed; ESL coursework does not qualify.
3. Completion of at least one semester of graduate-level courses with grades of B or higher at a regionally accredited U.S. institution of higher learning within the last three years Coursework must be academic; ESL coursework does not qualify.
4. If a student has completed three or more years of study in an English-medium high school or university-level academic program in a country other than ones listed above, he/she may request a waiver.
5. Successful completion of the ELS Language Center's for Academic Purposes or ELS Language Center Level 112 (must have valid ELS 112 Certificate of Completion).
6. Successful completion of the University of Central Florida's Center for Multilingual Multicultural Studies (CMMS) Intensive English Program (must have valid completion certificate).
7. Successfully meeting the requirements for one of the following tests within the last two years:
    - TOEFL: iBT: 80/4
    - TOEFL: pBT: 550
    - IELTS: Academic: 6.0
    - Duolingo: 110
    - Pearson: 59
    - Cambridge Academic English: 169
    - Password: 6.0
    - iTEP: 3.7
    - SAT's English-based Reading and Writing Score: 450
    - ACT composite score: 23

Appropriate grades on English language subjects of the International Baccalaureate (IB), General Certificate of Education (GCE) Advanced Levels, or West African Exam Certificate (WAEC) English Language Exams completed within the last two years can be considered in lieu of the proficiency exams.

Webster University reserves the right to request English Proficiency test scores for any applicant.

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.

ESL Contingent Admission

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

English Language Placement Testing

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

For any other questions regarding English proficiency requirements, please contact the Office of Admission at the campus in which you are applying. Additional information on Webster University's ESL program can be found at https://webster.edu/humanities-social-sciences/esl-english-second-language.php.

Non-Degree Status Approval

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

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

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

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

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

Other Admission Information

General information about degree-seeking study at Webster University's international campuses may be found at www.webster.edu/worldwide.

A list of all study abroad locations can be found on The Office of Study Abroad's website (www.webster.edu/study-abroad) under Programs. All Webster University students enrolled at a United States campus and all U.S. citizens residing in the United States who are interested in studying abroad at an international campus should contact The Office of Study Abroad at worldview@webster.edu. Address, telephone and fax information is listed in the Special Study Opportunities section of this catalog.

Visas for Study Purposes

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

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

Admission Appeal Process

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

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

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

Prior to Enrollment

Enrollment Confirmation

Accepted applicants to the St. Louis main campus are encouraged to submit a $100 (U.S.) tuition deposit to confirm their intent to enroll at the University.

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

International students recruited to the U.S. are required to pay a Tuition Deposit equivalent to a one-semester tuition charge, applicable only to tuition. 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 if the student rejoins the University within twelve (12) months from the date of their last class attendance. Payment can be made online, bank transfer or by returning the Enrollment Confirmation form with the tuition deposit to the Office of Admission.

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

Housing Information

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

Students who intend to apply for St. Louis on-campus housing will need to first set up their Connections account and then log into MyWebster. To submit a Housing Application on MyWebster, click on the “Student” tab and then “Housing” along the left column. Once on the Housing page, follow the instructions listed on that page. If you cannot see the Housing Application or need assistance, email housing@webster.edu.

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

Enrollment

Technology at Webster

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

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

Microsoft Office 365 — Webster University's subscription gives students, faculty and staff online access to the Microsoft Office applications from nearly any device. Microsoft Office 365 provides productivity and collaboration tools such as Outlook, Word, Excel, PowerPoint and additional storage with OneDrive

Webster Account — to set up a Webster account, students are expected to:

- Register the Connections/Office 365 account using the webster email address as the username and the temporary password provided. For issues logging into the account, contact the IT Service Desk at support@webster.edu.
- Set up 2-Factor Authentication via Microsoft Authenticator, a requirement for all users in the Webster Community. The first time setting up 2FA will require using a laptop or desktop computer and having a phone or tablet ready.
- Properly maintain the university's email account in compliance with the University Acceptable Use Policy and appropriately manage disk space usage.
- Regularly check university email account and Connections for official communication, alerts and announcements from Webster University.

Access to Connections/Office 365 services is available for one year after the date of last class attended. Save and back up any information prior to this one-year mark. This includes access to unofficial transcripts. After one year accounts can only be reinstated upon new course of enrollment.

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

MyWebster — user-friendly portal intended for students. Students can access unofficial transcripts, course schedules, search classes and register for classes in the system. Students can access their bill, set up payment plans, and make payments. It is also mobile responsive so students can view and take action on personal devices.

Learning Management System (Canvas) — Canvas is the learning management system for online, hybrid, and live virtual courses and also is used to support many in-person courses. Through Canvas, students access course materials, assignments, grades, and course communications.

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

For all other IT information and updates visit:
https://websteru.sharepoint.com/sites/Technology

Course Load Guidelines

The recommended academic load for full-time students is 15 credit hours each semester. Fifteen credit hours for eight semesters total the 120 credit hours required for a degree. For students enrolling in 8-week terms, the recommended academic load is two to three courses per term (6-9 credit hours). Students in good academic standing must request written approval from the Academic Advising Center to enroll in more than 18 credit hours in a single semester (or more than 9 credit hours in a term). Students who take more than 18 credit hours are charged for the additional credit hours at the per-credit-hour rate.

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

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

International Students on F-1 Visas: International nonimmigrant (F-1) students must be continuously enrolled full time and on-ground; they may supplement their enrollment with no more than one online class per semester.

Registration

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

- New undergraduate students are required to meet with an academic advisor to review degree requirements, create a degree plan and coordinate initial registration.
- Current undergraduate students are encouraged to self-register. Undergraduate students with less than 30 earned hours will need to meet with an advisor to receive registration clearance. Students may also contact the Advising Center for registration assistance. Some students may be required to see an advisor prior to registration.
- Course registration should be completed prior to the official session start date. For online classes, registration must be complete by the Friday prior to the official session start date. For registrations after the start of the session, refer to the Add/Drop/Withdraw Procedures section below.
- Published course schedules are subject to change.

Student Classification

Students may be classified in several ways, depending on the purpose of the classification.

Full Time vs. Part Time

The terms full time and part time are used for reporting purposes and for awarding federal, state and Webster University financial aid.

Students registered for 12 credit hours or more per semester are considered full time and may be eligible for federal and state financial aid. Those registered for 11 credit hours or fewer per semester are considered part time. For financial aid purposes, some students are considered half time. See the Financial Information section of this catalog for more information.

Flat-Fee vs. Per-Credit-Hour Billing

The terms flat-fee and per-credit-hour are used for Webster University billing purposes.

Students registered for 13 to 18 credit hours pay flat-fee tuition. Those registered for 12 credit hours or fewer pay tuition at a per-credit-hour rate. Students must be registered for 13 or more credit hours to be eligible for Webster Scholarship and Webster Grant assistance. For more information, see Undergraduate Tuition in the Tuition, Fees and Refunds section of this catalog.

Classification

- Freshman Standing: 0-29 earned credit hours
- Sophomore Standing: 30-59 earned credit hours
- Junior Standing: 60-89 earned credit hours
- Senior Standing: 90+ earned credit hours

Student Schedule Changes

Students may change their schedules (drop/add) during the official drop/add period. Students may change their schedules (drop/add) up to and through the official drop/add period, but may need approval and assistance of an academic advisor.

Adding Courses

Students may add a course up to the day of the first meeting of the class through their Connections account or with their academic advisor. To add a class during the first week, the student must obtain instructor permission. If approved, the Advising Center or the Office of the Registrar will process the registration.

For online courses, students may add a course up to the Friday prior to the first day of classes through their Connections account or with their academic advisor. To add a course during the first week, the student must contact the Advising Center or their faculty advisor.

Dropping Courses

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

Changing Sections

To change from one section of a course to another section of the same class, students must drop and add the courses during the drop/add period. Contact your Academic Advisor for assistance.

Waitlist

The university utilizes a waitlist system. The waitlist does not guarantee registration. Students should review their Course Schedule and talk with an academic advisor to confirm registration in a course.

Withdrawal from Courses

Students may withdraw from a course through Friday of the sixth week of an eight-week or nine-week course and the twelfth week of a semester course. Students may withdraw online through their myWebster account or may contact an academic advisor. A grade of W will be recorded for the course on the academic record and transcript. Informing the course instructor is not sufficient notice to withdraw from a course, and may result in a WF, and is subject to standard academic policies.

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

For information on refunds and tuition waivers, see the Tuition, Fees, Refunds and Financial Information section of this catalog.

Course Numbering System

- 1000-1999 lower division (freshman level)
- 2000-2999 lower division (sophomore level)
- 3000-3999 upper division (junior level)
- 4000-4999 upper division (senior level)

While courses are sequenced as lower-division through upper-division, juniors and seniors may elect introductory-level courses outside their major field of study.

Graduate-Undergraduate Registration

Courses in the 5000 series are graduate courses. An upper-division undergraduate student may enroll in them with the written permission of an 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 an advisor and the instructor of the course. With written approval of the graduate program director, the credit may be applied toward the student's graduate degree. With prior approval, a maximum of 6 credit hours of 4000-level courses (with a B- or better) from Webster University can be applied to a graduate degree. Undergraduate Reading Courses (4610) and Apprentice Teaching (EDUC 4950, EDUC 4960, EDUC 4965, EDUC 4966, EDUC 4967, EDUC 4968, EDUC 4970,

EDUC 4971, EDUC 4972, EDUC 4973, EDUC 4974, EDUC 4980 and EDUC 4981) may not be applied toward a graduate degree.

With the exception of the common core courses required for the combined BA/MA, BA/MS, BS/MA and BS/MS programs, courses in the 4000 or 5000 series used to complete an undergraduate degree may not be counted toward the credit-hour requirement for a graduate degree at Webster.

Concurrent Registration

Current Webster students may request permission to register for classes at other institutions; however, they must obtain prior approval. The permission forms for concurrent registration may be obtained from the Office of the Registrar and filed with that office prior to registration at the other institution. This policy applies to summer session coursework at other institutions, study abroad programs, and other international study coursework. Students who do not submit the form for preapproval are at risk of taking courses that may not be applied to their program of study.

Interinstitutional Registration

Webster has established a program with 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 through the Office of the Registrar.

Teacher Certification

Students interested in pursuing Missouri K-12 teacher certification at Webster University should contact the School of Education Coordinator of Educator Certification. Information regarding areas available for teacher certification is included in the School of Education curriculum section of this catalog.

Course Attendance

Students are expected to actively participate in all of their scheduled class sessions and complete all coursework according to the course syllabus. Students who must be absent or miss coursework for any reason, such as medical issues, personal/professional circumstance, or military students who receive temporary, short-term, long-term or remote assignments, must consult with their instructor to ensure they can meet course learning requirements.

Students who do not attend the first week of classes may be dropped due to non-attendance.

Students are encouraged to complete their courses, but dropping a course or seeking a withdrawal may be in the best interest of the student. For information on the tuition refund policies following drops and/or withdrawals, please see the Tuition, Fees and Refunds section of this catalog.

Academic Policies and Information

Undergraduate Degree Options

Webster University's BA and BS degrees are firmly grounded in the liberal arts. They represent differing but equal curricula. The University awards the BA to those who concentrate in language, literature, history and other humanities and liberal arts areas. The University may grant the BS in social and natural sciences or in highly applied or technical fields. General education requirements are generally the same for both degrees; however, the BS may require more courses in the major, thus allowing fewer elective courses.

- Bachelor of Arts (BA)
- Bachelor of Science (BS)

Webster University also offers focused and specialized baccalaureate programs that have highly structured and prescriptive curricula. These professional degrees are the BEd, BFA, LLB, BM, BMEd and the BSN.

- Bachelor of Education Studies (BEd)
- Bachelor of Fine Arts (BFA)
- Bachelor of Laws in International Law (LLB)
- Bachelor of Music (BM)
- Bachelor of Music Education (BMEd)
- Bachelor of Science in Nursing (BSN)

Baccalaureate Degree Requirements

To earn a bachelor's degree, students must:

- Complete at least 120 total credit hours
  - At least 30 of the last 36 credit hours must be earned in residence at Webster University.
  - Credit for assessment of prior learning or departmental credit by exam is considered in residence.
- Earn a Webster University Career cumulative grade point average of 2.0 or better.
- Satisfy the requirements of a major. Options include:
  - A major in a department.
  - An approved self-designed interdisciplinary major (SIM).
- Meet the requirements of the Global Citizenship Program (GCP).

Bachelor's degrees are awarded in May, August and December.

Students must meet the requirements in effect at the time of their matriculation as degree seeking students. Students leaving the University for more than one calendar year must be readmitted and will follow the requirements in effect at the time of their readmission.

Credit Hours

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

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

Webster University offers courses in a variety of modalities and formats to meet the needs of its diverse student population. The proportion of instructional time and student outside work may be adjusted for different modalities, program levels, or lengths of academic sessions (i.e., terms) to accommodate instructional needs. Adjustments may include web-enhanced instruction through the Canvas-powered WorldClassRoom (a tool available in all courses) and other enhanced learning activities. In all cases, the adjustments must reflect the student learning outcomes of the course and reasonably approximate the above standards.

Global Citizenship Program

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

Global Citizenship Program Learning Outcomes

Students who successfully complete the program will be able to:

- Demonstrate knowledge of human cultures and the sources of meaning (Roots of Cultures).
- Demonstrate knowledge of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior).
- Demonstrate knowledge of the physical and natural world (Physical and Natural World).
- Demonstrate knowledge of cultures foreign to them, international languages or the forces that draw people of the world together and forces that push them apart (Global Understanding).
- Demonstrate knowledge of human artistic expression (Arts Appreciation).
- Demonstrate an understanding of and create arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (Quantitative Literacy).
- Recognize when there is a need for information and identify, locate, evaluate and responsibly use and share information relevant for the problem at hand.
- Explore ideas, issues, images and events comprehensively by analyzing and evaluating assumptions and arguments, constructing well-supported arguments and developing innovative plans or ideas to solve problems.
- Assess their own ethical values and, in the social context of problems, apply and evaluate ethical perspectives and concepts.
- Analyze the social construction of their own culture and other cultures and will communicate in a way that reflects sensitivity toward difference.
- Construct a speech with an organizational pattern, grammar, syntax, and reasoning that is appropriate for a given audience or purpose.
- Deliver highly developed presentations with a clear message by using purposeful delivery practices that reinforce the content.

- Use language and syntax effectively to communicate in a variety of written genres.
- Integrate genre, content, and evidence in their writing as appropriate for a particular audience and/or purpose.
- 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 BEd, BFA, LLB, BM, BMEd and BSN.

Students satisfy the GCP requirements by completing at least 3 credit hours of relevant coursework from each category identified in the course requirements section below with a grade of C- or better. Two categories within the GCP require 6 credit hours each.

No courses used to fulfill the course requirements of a student's first major may be used to satisfy GCP course requirements, unless the degree receives accommodations. The professional degrees (BEd, BFA, LLB, BM, BMEd and BSN) and a limited number of specialized BA and BS degrees receive accommodations for their high number of required credits and specialized natures. The specific GCP requirements for degree programs with accommodations are listed alongside the requirements for the individual majors in this catalog.

Courses in a second major or in a minor or certificate program may be used to satisfy GCP requirements.

General Education Requirements

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

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

Skills Requirements

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

Students will usually complete the Skills Requirements with courses in the GCP Course Requirements but may also complete them with appropriately coded courses within their major or within other GCP courses coded for skills not used for GCP knowledge requirements.

Student's whose first language is not English have met the GLBL & INTC knowledge and skill requirements.

Undergraduate Degree Requirements

Two integrative seminars (6 credit hours) are required:

- The initial, integrative, lower-level seminar may be met by:
  - GLBC 1200 Global Cornerstone Seminar
  - GLBC 1210 Gateway Seminar to the Global Citizenship Program in Online Environments
  - An approved substitute course (see degree audit or ask your academic advisor for a current list)
  - Prior Learning Assessment
  - Having earned an associate degree from a regionally accredited college or university
- The upper-level seminar may only be met by:
  - KEYS 4XXX Global Keystone Seminar course

Total Required GCP Credit Hours: 30

Definitions

Knowledge Areas:

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

Skills Areas:

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

An approved list of courses addressing each of the categories is available through academic advisors and can be found on the Academic Advising Connections site under Forms and Resources. The course descriptions found in this catalog are also coded for

GCP, if applicable. Students have the responsibility to select their general education coursework, with the guidance of their academic advisor, within these guidelines.

The Gleich Honors College

Mission

To bring together a diverse group of remarkable students and enhance their regular coursework with integrative, high-impact honors experiences that take full advantage of the university's global network. Gleich Scholars will engage in a carefully designed program of co-curricular activities that provide them additional opportunities for creative exploration and civic engagement while reinforcing their sense of community.

Learning Objectives

1. Critically apply different research methodologies to both local and global contexts.
2. Design, present and assess projects and their budgets for meaningful community collaboration.
3. Advocate for students' own academic goals through leveraging available resources and effective communication.
4. Collaborate across intercultural lines with openness, empathy and curiosity.

Application Process

All motivated students seeking additional educational opportunities are invited to apply. In several short essays, applicants will demonstrate their approach to problem-solving and their writing style and be asked to describe what they will contribute to the Gleich Honors community. An interview may also be required before the final decision is made. For incoming students, there is an early spring deadline for submitting the application form. Students may also apply after their first year and/or as transfer students. For details on this admission process, please contact the Gleich Honors College director. See the Gleich Honors College webpage for updated details.

Requirements

Students in the Gleich Honors College must complete a certain number of requirements (some curricular, some project-based, others related to service learning) before graduation. The requirements ensure that the learning objectives for the College are met while allowing for flexibility so that students can successfully integrate the honors experience with their other areas of study and co-curricular commitments.

Major

A major is a cohesive combination of courses through which a student gains a grounding in a particular discipline. The major designates a student's primary area of study.

Requirements for Majors

- Students must complete a major, whether in a department or an approved self-designed interdisciplinary major (SIM).
- Departments set the requirements for their majors including specific coursework, residency in the department, minimum grades, or international language credit.
- Majors may also require or optionally offer an additional formal focus (emphasis) or an informal focus (area of specialization, area of study, concentration, or track).

Emphasis

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

Several Webster majors require students to select an area of emphasis, while other majors offer optional emphases.

Informal Focus

An area of specialization, area of study, concentration, or track is an informal focus that may be required or optional component of a major. The terminology is interchangeable and is used at the discretion of the department. An informal focus does not appear on the diploma or transcript.

Dual Majors and Dual Degrees

Students may complete the requirements of two majors or two degrees simultaneously. A dual major is two different majors within the same bachelor's degree pursued and earned simultaneously. A dual degree is two different bachelor's degrees pursued and earned simultaneously. The two majors or two degrees cannot be awarded separately or sequentially.

Requirements for Dual Majors and Dual Degrees

- Students must complete the requirements of both majors or both degrees.
- The same course may not satisfy the requirements for two different majors or degrees, except for waivers made for specific dual majors and dual degrees in the Business department of the George Herbert Walker School of Business and Technology and the Music department of the Leigh Gerdine College of Fine Arts.
- All students pursuing a dual major or dual degree will complete the Global Citizenship Program requirements of one of the programs.

Students earning dual majors will receive a diploma that reflects both majors and the school or college sponsoring the student's primary major, as designated on the approved Petition to Graduate. Students earning dual degrees will receive a diploma for each degree.

Accelerated Pathway Programs and Specialized Combined Degrees

Webster University offers two options that allow students to complete a bachelor’s degree and either finish or start a master’s degree with a reduced number of total credit hours for both programs. In the Accelerated Pathway Program, undergraduate students may begin taking approved graduate courses for a master’s program, up to 9 graduate-level credits, that count as electives in the undergraduate program. For the specialized combined degree, students complete both the bachelor’s degree and a master’s degree that have been specially paired in a program that will guide students through specific undergraduate and graduate coursework that will lead to completing two credentials, one bachelor’s degree and one master’s degree. For additional information on eligible programs and admission requirements, see the Accelerated Pathway Programs and Specialized Combined Degrees section of this catalog.

Sequential Degree

A sequential degree is a second bachelor's degree in a different area of study, pursued after conferral of the student's first degree.

Requirements for Sequential Degrees

- To earn a sequential degree, students must complete:
  - All remaining core requirements in the major
  - The University's residency requirement of at least 30 credit hours
    - Webster graduates seeking a sequential degree are required to complete a minimum of 30 additional credit hours in residence as part of the sequential degree
  - Departmental residency requirements
- Students who have completed a baccalaureate degree from a regionally accredited institution will have satisfied all requirements of the GCP.
- Students are advised by the department or program in which the sequential degree is sought.

Admission

Webster graduates must apply for a sequential degree through the Academic Advising Center; graduates of other accredited institutions must apply through the Office of Admission. On admission, credits awarded toward the previous degree will be evaluated by the Office of the Registrar for acceptance toward the sequential degree and the new major.

Certificate

A certificate is a cohesive set of courses reflecting knowledge and/or skills in a narrowly defined discipline that can be awarded as a stand-alone credential. Certificate programs are designed for both first-time degree-seeking students and individuals who already possess a baccalaureate degree. The University's certificates can be viewed at https://www.webster.edu/catalog/current/undergraduate-catalog/certificates/.

Requirements for Certificates

- Students must complete all specified coursework in residence at Webster University with the exception of up to 9 credit hours taken before they matriculated at Webster as long as the department offering the certificate approves the courses as equivalent to the relevant Webster courses.
- Students must earn at least a grade of C or better in courses applied to the certificate. Some departments may establish a higher cumulative grade requirement for specific certificate programs.
- Courses fulfilling the requirements of a certificate may also be used to satisfy the requirements of a degree program but may not be applied to another certificate.

Certificates are awarded in May, August and December.

Admission and Financial Aid

Admissions policies for certificate seeking students are the same as for baccalaureate degree seeking undergraduates. The general academic and financial policies of the University apply to students seeking certificates. However, scholarship awards are available only to baccalaureate degree-seeking students.

Minor

A minor is an optional secondary area of study that complements the student's major or explores another area of intellectual interest. A minor must be in an area of study different from the student's major and may be from an interdisciplinary area of study. The University's minors can be viewed at https://www.webster.edu/catalog/current/undergraduate-catalog/minors/.

Requirements for Minors

- Students must complete a minimum of 18 credit hours in specified coursework in residence at Webster University, with the exception of up to 9 credit hours taken before they matriculated at Webster as long as the department offering the minor approves the courses as equivalent to the relevant Webster courses.
- Students must earn a grade of C- or better in courses applied to the minor. Some departments may establish a higher cumulative grade requirement for specific minors.
- Students may earn a maximum of two minors.
- Courses fulfilling the requirements for a minor may not be applied to the requirements for the student's major or another minor.

A minor cannot be earned as a stand-alone credential but is earned simultaneously with a bachelor's degree. A minor appears on the student's transcript.

Directed Study

A directed study is a one-on-one tutorial to complete an existing undergraduate course that is unavailable due to scheduling problems. To qualify as a directed study, the course must be in the curriculum at the campus where the student is enrolled and must not be a reading course, practica or independent study.

To request a directed study, students must submit a written request to the chair or director, along with supporting documentation. If approved by the chair or director, the course will be identified on the student's transcript with the catalog course prefix, number and title with a directed study notation.

Independent Study

An independent study is a specifically numbered course, either general (INDZ) or specifically designed by a department, that involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area.

To request an independent study, students must speak to their academic advisors and seek approval from the department chair.

Class Attendance

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

Students are expected to participate actively in all of their scheduled class sessions and complete all coursework according to the course syllabus. Students who must be absent or miss

coursework for any reason, such as medical issues, personal/professional circumstance, or military students who receive temporary, short-term, long-term or remote assignments, must consult with their instructor to ensure they can meet course learning requirements.

In extraordinary circumstances, students may be eligible for an Incomplete grade. For more information, please see Incompletes in the Undergraduate Grading Policy section below. Students must also meet with their academic advisors to best understand options within their program of study. Students are encouraged to complete their courses, but dropping a course or seeking a withdrawal may be in the best interest of the student. For information on the tuition refund policies following drops and/or withdrawals, please see the Tuition, Fees, Refunds and Financial Information section of this catalog.

Student Conduct

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

- All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. (See Academic Honesty Policy in this catalog.)
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
- Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In cases of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g., removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation as they deem appropriate. When necessary and appropriate, Public Safety and/or the local police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or 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 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 unauthorized sources, such as crib sheets, electronic sources, stolen exams, study aids in an academic assignment or assessment or copying or colluding with a fellow student in an effort to improve one's grade.
- Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
- Plagiarism—Using the works (i.e., words, images, other materials) of another source as one's own words without proper citation in any academic assignment. Plagiarism includes submission (in whole or in part) of any work acquired from a third-party such as (but not limited to) a website or an internet paper clearinghouse. Self-plagiarism – duplication or resubmitting one's own work (in whole or largely unchanged) without acknowledgment or instruction permission in multiple assignments or courses – is also considered a form of plagiarism.
- Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Disciplinary Actions

In most cases, the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide an appropriate consequence, including the following options: a written warning; a reduced grade, partial credit, or zero on the assignment; requiring the student to repeat the assignment; issuing a failing grade to the student for the course; and/or participation in an academic integrity education program.

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

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

Students have the right to appeal an academic dishonesty violation by following the Grade Appeal policy.

Transfer Credit

Webster University evaluates post-secondary educational credits for transfer from:

- Regionally accredited colleges and universities.
- Nationally accredited institutions that are accredited by an official body recognized by the U.S. Department of Education; credits may be accepted on a limited basis.
- Some previous learning experiences such as corporate or military training.

Requirements for Transfer Credit

- The University accepts a maximum of 90 credit hours of transfer work toward a bachelor's degree.
- Duplicate coursework does not transfer.
- The university awards 32 credit hours maximum for first year (freshman) work earned through any combination of

International Baccalaureate and/or Advanced Placement and other designated 13th year programs normally completed prior to enrollment at the University.
- Transfer credit hours do not count toward the University's residency requirement. The residency requirement is the completion of 30 credit hours of the last 36 credit hours prior to graduation.

Evaluation of Transfer Credit

The Office of the Registrar conducts the transfer credit evaluation. Transfer credit includes:

- College-level work completed at an accredited institution. All transfer work, with or without a degree (associate or previous bachelor's for sequential undergraduate students) is evaluated course-by-course. The University's articulation agreements assist students with transferring coursework on a program-by-program basis. The University accepts college-level work satisfactorily completed with a grade of C- or better. Courses completed with a grade less than C- are not applicable toward Global Citizenship Program requirements, generally are not applicable toward major requirements, and have severe transfer restrictions toward electives. For more information, see the Transfer Credit Grading Policy section below.
- Standardized tests conducted external to Webster. These include Excelsior College Examinations; CLEP; DANTES; GED College Level; and USAFI, as well as Advanced Placement and International Baccalaureates (for more information, see the Advanced Placement Credit section and International Baccalaureate section below). Academic departments approve discipline-specific exams, establish possible course equivalencies, determine acceptable test scores, and determine the amount and level of credit. Because these exams are used to assess prior college level learning and should be completed in the early stages of enrollment at the University, they are not approved for upper-class students.
- Extra-institutional credit. The University awards transfer credit for selected military and corporate training programs that have been reviewed by the American Council on Education (ACE). For information, see the Extra-Institutional Credit section below.
- Credit is awarded on a case by case basis for non-military ACE recognized institutions and non-military students.

Transfer Credit Grading Policy

The University accepts as transfer credit college-level work completed with a grade of C- or better, subject to the maximum transferable credit hours.

If a student has more than the maximum transferable credit hours, the first courses accepted toward the Webster degree will be those with grades of A, B, C, or P. Only then will courses completed with a grade of D be considered for transfer. No grade of D will transfer if the student has the maximum allowable credits, or more, available with grades of C or above. Courses completed with a grade of less than C- are not applicable toward Global Citizenship Program requirements, generally are not applicable toward major requirements, and have severe transfer restrictions toward electives.

Individual departments reserve the right to limit the number of courses completed with a grade of D toward fulfilling the specific course requirements of the major.

Global Citizenship Program Transfer

Webster University requires all baccalaureate students to complete the Global Citizenship Program (GCP), the University's distinctive general education program. The University accepts coursework applicable to the GCP that is verified or documented on the sending institution's official transcript.

- Students who have completed an approved associate degree from a regionally accredited institution will have satisfied all lower-level requirements of the GCP, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.
- Students who have completed an approved general education program in Missouri (the 'CORE 42 general education program'), or the equivalent in other states where Webster University holds articulation agreements (IGETC in California), will have satisfied all lower-level requirements of the GCP, including the initial, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.
- Students who have not completed an approved associate degree will have their previous college-level coursework evaluated on a course-by-course basis for equivalency with the GCP.
- Students seeking a sequential degree who have completed a baccalaureate degree from a regionally accredited institution will have satisfied all requirements of the GCP.

Transfer of Associate Degrees

The University always attempts to provide full transfer credit for all coursework successfully completed as part of an associate degree awarded by a regionally accredited institution. When part of a completed associate degree, transfer credit may include pass/fail courses, advanced placement, credit by examination, dual credit, and experiential learning credits. The integrity of the associate degree will not be invalidated by these components, and transfer credit will be provided according to existing academic policies. Transfer students must meet the University's minimum residency and graduation requirements.

Associate of Arts (AA)

The associate of arts (AA) degree is designed as a transfer degree into a four-year baccalaureate program.

Students with an AA from a regionally accredited institution will have satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Associate of Arts in Teaching (AAT)

The associate of arts in teaching (AAT) degree is designed to prepare students who seek to be school teachers to transfer into a four-year baccalaureate program in teacher education.

Students with an AAT from a community college in the State of Missouri, or from another regionally accredited institution, will receive full transfer credit of their AAT toward the completion of a bachelor of arts in education. Students will have also satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Students with an AAT who choose to pursue a program other than a bachelor of arts in education will have their coursework evaluated and applied to their chosen baccalaureate degree on a course-by-course basis.

Associate of Fine Arts (AFA)

The associate of fine arts (AFA) degree is designed to prepare students to complete a four-year bachelor of fine arts (BFA) or bachelor of music (BM) degree.

Students with an AFA from a regionally accredited community college will receive full transfer credit of their AFA toward the completion of a BFA or BM. Students will have also satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills as knowledge areas as accommodated for the BFA or BM. They will be required to complete the 3-credit-hour Global Keystone Seminar at Webster University.

Students with an AFA who choose to pursue a program other than a BFA or BM will have their coursework evaluated and applied to their chosen baccalaureate degree and the full Global Citizenship Program on a course-by-course basis. Students will have satisfied the initial, integrative, lower-level seminar. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University.

Associate of Applied Science (AAS), Associate of Science (AS), Associate of Science in Nursing (ASN) and the Associate Degree in Nursing (ADN)

The associate of applied science (AAS), the associate of science (AS), associate of science in nursing (ASN), and the associate degree in nursing (ADN) are designed as pre-professional degrees for transfer into a four year program. Students with an AAS, AS, ASN, or an ADN from a regionally accredited community college will receive full transfer of their associate's degree toward the completion of their BA/BS degree. Students will have also satisfied all lower-level requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar and the skills and knowledge areas. They will be required to complete the 3-credit hour Global Keystone Seminar at Webster University.

Associate Degree Registered Nurses

A registered nurse (RN) may hold an associate of science in nursing (ASN), an associate degree in nursing (ADN), an associate of applied science (AAS),or may have completed a nursing diploma program and have a current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have an NCLEX exam scheduled within 3 months of beginning the program. Webster University may accept up to 90 lower-division credit hours for RN students seeking a bachelor of science in nursing (BSN). This may include credit hours advanced by the community college for licensed practical nurse (LPN) advanced placement. Refer to the Nursing department for more information.

RNs who choose to pursue a program other than the BSN, and who have completed an accredited nursing program, may receive up to 30 transfer credit hours for each year of their diploma program. These students must apply for acceptance to a major other than nursing, including the self-design interdisciplinary major (SIM).

Transfer of Other Associate Degrees

The University provides full transfer credit for other specialized associate degrees (associate of science, associate of general studies, etc.) successfully completed at a regionally accredited institution. If completion of a required general education program is documented on the official transcript or if the University has reviewed the curriculum and deemed it acceptable, the student will have satisfied all requirements of the Global Citizenship Program, including the initial, integrative, lower-level seminar requirement and skills and knowledge areas. They will be required to complete the 3-credit-hour upper-level Global Keystone Seminar at Webster University. Questions about whether a degree is approved for meeting GCP requirements should be directed to the Office of Admissions or the Registrar's Office.

Extra-Institutional Credit

Webster University maintains articulation agreements and policies for awarding undergraduate credit hours for selected categories of extra-institutional learning, including:

- U.S. military training or credits based on the recommendations of the American Council on Education (ACE). Military students are encouraged to use the Joint Services Transcript (JST) for documentation. Official documentation of training is required.
- Credit hours can be applied only once in the pursuit of degrees offered by Webster University and cannot duplicate credit hours previously earned. Credit hours are awarded on a case by case basis.

Advanced Placement Credit

Enrolled freshmen who have taken advanced placement, accelerated, or honors courses may qualify for college-level credit from the University up to a maximum of 32 credit hours. To have their coursework considered for first year (freshman) lower-division transfer credit, students should submit official documentation for evaluation, including test scores and/or college transcripts. Transcripts from the college must be submitted for any college courses completed while in high school. For freshmen enrolling at Webster who have completed an associate degree from a regionally accredited institution, the policies for transfer of associate degrees will apply.

Final credit and any course equivalencies are determined according to departmental guidelines for credit by exam.

Webster University grants credit in the appropriate academic department for the advanced placement tests (AP exams) from the College Board. Required minimum scores vary by academic department and exam*; most require a minimum score of 3 or 4. Contact the Office of Admission for a full listing.

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

International Baccalaureate

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

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

- Higher-level subjects: 8 credit hours for each subject completed with a grade of 4 or higher.
- Standard-level subjects: 4 credit hours for each subject completed with a grade of 4 or higher.

Undergraduate Grading Policy

Grading Systems

A student's performance in each course is determined by a combination of results of assignments, attendance, examinations, and/or other assigned work as described in the course syllabus.

Instructors grade students' performance on one of two grading systems: letter grades or pass/fail.

Until the final grade is entered by the instructor, students will see WIP (in progress) on their student record.

Letter Grade System

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

Grade	Quality Points	Description
A	4.0	Superior work
A-	3.67	Superior work
B+	3.33	Good work
B	3.0	Good work
B-	2.67	Good work
C+	2.33	Satisfactory work
C	2.0	Satisfactory work
C-	1.67	Satisfactory work
D+	1.33	Passing, but less than satisfactory work
D	1.0	Passing, but less than satisfactory work
F	0.0	Unsatisfactory work
CR	*	Credit awarded; CR is reserved for courses designated by a department, involving internships, a thesis, practicums or specified courses
NC	0.0	No credit; unsatisfactory work
I	*	Incomplete
ZF	0.0	An incomplete which is not completed within two terms of the end of the course; unsatisfactory work
W	*	Withdrew from the course
WV	*	Waived; no credit granted
WF	0.0	Unofficial withdrawal. Student enrolled in the course, did not withdraw and failed to complete course requirements; insufficient completed work to evaluate academic performance.

*Not awarded quality points.

Grade Points and Grade Point Average (GPA)

A grade point average (GPA) is calculated and is recorded on the student record. The Career Cumulative GPA is based only on work taken at Webster University. The Total Cumulative GPA includes all coursework, both transfer and Webster. However, for determining University Academic Honors, GPA includes any transfer credits a student used to reach 120 hours, the Total Cumulative GPA is utilized. (See University Academic Honors, below.)

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

Pass/Fail System

In some courses and programs, the pass/fail system is the official grading system. In other courses, an instructor may choose to use the pass/fail system, which will be stated on the course syllabus.

In courses using the letter grade system, a student may choose, with the instructor's agreement, to take the course Pass/Fail. The student must choose this option by the end of the second week of class. This option may not be available in courses taken at international campuses.

In courses using the pass/fail system, a student may petition the instructor for a letter grade to be recorded on the student record.

Grade	Quality Points	Description
P	*	Satisfactory work; credit is awarded
F	0.0	Unsatisfactory work; no credit is awarded
I	*	Incomplete
ZF	0.0	An incomplete which is not completed within two terms of the end of the course; unsatisfactory work
W	*	Withdrew from the course
WF	0.0	Unofficial withdrawal. Student enrolled in the course, did not withdraw and failed to complete course requirements; insufficient completed work

Grade	Quality Points	Description
		to evaluate academic performance

*Not awarded quality points.

Incompletes

A grade of Incomplete ('I') may be assigned by the instructor in situations where the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling.

Requirements for Incompletes

- The instructor determines the appropriateness of assigning Incomplete, establishes the remaining requirements, and determines a deadline for course completion, not to exceed two terms.
- Requirements for resolution of the Incomplete are documented with a Course Incomplete form submitted by the instructor to the Registrar's Office.
- When the student completes the requirements for the course, the instructor will award the appropriate grade.
- After two terms have passed, an unresolved Incomplete will become a ZF. The timeframe to resolve an Incomplete may be extended at the discretion and recommendation of the instructor. This exception will be based on documented evidence that the student has been in contact with the instructor and has made progress toward completing the outstanding coursework as outlined on the Course Incomplete form.

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

Incompletes and Military or Corporate Sponsored Tuition Programs

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

Incompletes and Graduation

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

Repeat of Courses

Students must repeat a required course in which an F, WF, or ZF is earned. Students may repeat any course, including Global Citizenship Program and elective courses. The permanent student record will document both enrollments and grades, but only the most recent grade (repeated course) will be used for GPA calculation.

Grade Change and Grade Appeals

Grade Change

A student may discuss any grade with the instructor and may request a course grade change from the instructor. The instructor will review the request and provide their response to the student.

Grade Appeal

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

- The grade is a final course grade.
- The student believes the grade is arbitrary or was assigned for nonacademic reasons.

The steps of a Grade Appeal are:

1. The student must first request the final grade change from the instructor. The request must be in writing (by Webster University email), explaining the basis of the grade appeal. The student may request to meet the instructor to discuss their final grade. After reviewing the student's grade appeal, the instructor will provide the response in writing to the student by email.
2. It is expected that most grade disputes can be resolved between the student and their instructor. If a grade dispute is not resolved directly between the instructor and student, the student may appeal in writing (by Webster University email) to:
    a. The department chair directly, for students on the St. Louis main campus and in online programs.
    b. The campus director, for students at extended international and U.S. campuses. In these cases, the campus director will confer with the department chair. The student should provide the written response from their instructor when referring a grade appeal to a department chair or campus director. The department chair or campus director will discuss the grade appeal with the instructor. The department chair or campus director will communicate the decision to the student and instructor in writing.
3. If the grade dispute is not resolved within three months, or if the student is not satisfied with the response of the chair or campus director, they may appeal the grade to the appropriate academic dean. The student should provide copies of the written responses from #1 and #2 above when referring a grade appeal to the dean. The dean will review the procedures that the instructor used in determining the course grade to determine if the grade was arbitrary or assigned for non-academic reasons. The dean will provide a written response to the student and instructor. The dean's decision is final.

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

Dean's List

In recognition of academic excellence, a Dean's List is compiled each academic semester.

Requirements for the Dean's List

- Students must complete at least 12 credit hours at Webster University, of which no fewer than 6 credit hours must have regular letter grades.
- All enrolled coursework must be successfully completed, with no Incompletes or Withdrawn grades recorded.
- Qualified students who achieve a current semester GPA of 3.80 will be placed on the Dean's List for that semester.

The Dean's List is published on the University's website (www.webster.edu/academics/deans-list.php) and is noted on the permanent student record and on the student's transcript.

Honors at Graduation

Webster University has three types of graduation honors: University Academic Honors, Departmental Honors, and International Distinction. These honors are awarded at graduation to recipients of baccalaureate degrees.

University Academic Honors

University Academic Honors (*summa cum laude, magna cum laude, cum laude*) are awarded, based on recommendations of the faculty Honors Board, to students who have achieved a high grade point average (GPA) across the curriculum. In determining University Academic Honors, the total cumulative GPA includes all graded transfer courses eligible to be applied toward a Webster degree.

Students whose transcript include the following three criteria will be awarded honors:

- A minimum of 45 graded credit hours at Webster University
- A minimum of 90 graded credit hours accumulated in the entire college career
- A minimum cumulative grade point average of 3.7

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

(Note: graded credit hours excludes grades of P and CR; total cumulative grade point average includes all Webster University courses plus all graded transfer courses eligible to be applied toward a Webster degree.)

Department chairs, academic directors and/or campus directors (as appropriate) may nominate exceptional students whose transcripts do not include 45 graded hours at Webster University or 90 graded hours accumulated across their college career. The third criterion above, a minimum cumulative GPA of 3.7, must be met. The Honors Board will consider these nominations for Honors based on a demonstration of excellent academic work in the ungraded credit hours, both in the field of study and in other disciplines. The chair/director nominating the student must provide a narrative presenting the student's exceptional academic work in the ungraded credit hours.

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

GPA	Honor
3.70-3.79	*cum laude*
3.80-3.89	*magna cum laude*
3.90-4.0	*summa cum laude*

University Academic Honors are awarded upon completion of **all** degree requirements. Webster University notifies students that they have been awarded Honors (if they have completed their degree requirements) or that that they have tentative Honors (if they have not yet completed their degree requirements). Upon completion of all courses and degree requirements, students who received notice of tentative Honors are notified of their final Honors status.

University Academic Honors are recorded on the permanent student record and on the diploma.

Department Honors

Individual departments and colleges/schools award departmental honors for excellence in the study in depth. Criteria for selection are determined by the individual department. Departmental honors are recorded on the student's official transcript.

International Distinction

Students who successfully complete all requirements for a baccalaureate degree and satisfy three core components of international education (second language proficiency, study abroad and an international field work/internship) will have their bachelor's degree awarded with 'International Distinction.' The 'International Distinction' designation is annotated on both the student's official transcript and on the diploma.

Additional information about the required core components and the application process can be reviewed at www.webster.edu/academics/undergraduate/ida.php.

Academic Standing (Good Academic Standing, Academic Probation, Extended Probation, Academic Suspension, Reinstatement)

Good Academic Standing

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

Academic Probation

Degree-seeking students whose Webster University career cumulative grade point average (GPA) falls below 2.0 will be placed on academic probation

Extended Probation

Students on Academic Probation will be placed on Extended Probation if their Webster University semester (term) GPA is above a 2.0 but Webster University career cumulative GPA is below 2.0.

Academic Suspension

Students will be suspended from Webster University if they are:

- Degree-seeking students who earn less than a 1.0 Webster University Career Cumulative GPA during their first semester/term.
- Degree-seeking students on academic probation or extended probation whose semester (term) GPA fall below 2.0 and the Webster University career cumulative GPA is below 2.0
- Non-degree students who earn less than a 2.0 Webster University career cumulative GPA.

Academic Suspension Appeal Process

Degree-seeking students may appeal their suspension and request reinstatement

1. Immediate Reinstatement following Academic Suspension
    a. Suspended students may submit an immediate reinstatement appeal to the Academic Progress Committee in the U.S. or their international campus to request an opportunity to continue their Webster

education the semester following their suspension. Students will submit an appeal letter that identifies their prior challenges and includes a plan to resolve those things moving forward by the deadline stated in their Academic Suspension notification. Students denied immediate reinstatement can seek General Reinstatement

b. Non-degree-seeking students or students on a second suspension are not eligible to appeal for immediate reinstatement.

2. General Reinstatement following Academic Suspension
   a. Suspended students must sit out for at least one semester following academic suspension and then can appeal to the Academic Progress Committee. Students will submit an appeal letter that identifies their prior challenges and includes a plan to resolve those things moving forward. Reinstatement is not guaranteed. Students that complete at least 6 hours of coursework successfully (2.0 or higher) at another post secondary institution will be automatically reinstated.

Reinstatement following Academic Suspension

- Reinstated students will be placed on extended probation and may have other conditions for their continued enrollment including limited credit hours and recommended courses.
- Reinstated students are expected to maintain a semester/term GPA of 2.0 until their Webster University career cumulative GPA is at or above a 2.0, or they will face a subsequent academic suspension.
- Reinstatement following a second Academic Suspension is rare.

Notification

- Students with a change to their academic standing will be informed by their Webster email.

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.

- St. Louis students must initiate official withdrawal procedures through the Academic Advising Center.
- Extended campus (including St. Louis area) and international campus students must initiate official withdrawal procedures through their home campus.
- Online students initiate official withdrawal procedures with their academic advisors.

For information on refunds and tuition waivers, see the Tuition, Fees, Refunds and Financial Information section of this catalog.

Graduation Requirements

Students are responsible for ensuring the completion of their degree requirements. Students should work with their academic advisors to monitor their degree audits to assure the completion of outstanding issues. Once a student graduates, no changes of the permanent student record are allowed.

- **Petition to Graduate:** In order to start the process of review for degree conferral, a student must file a Petition to Graduate by the deadline noted in the Academic Calendar. The Petition to Graduate is submitted online. The forms, process and guidelines for the Petition to Graduate can be found at www.webster.edu/commencement/index.php#petition.
- **Graduation Fee:** Prior to degree completion, students are charged a non-refundable graduation candidacy fee.

Transcripts

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

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

Students may request transcripts online. Full directions and fee structure for requesting transcripts can be found on the Registrar's website (https://www.webster.edu/academics/transcripts.php). The University will issue transcripts only if the student's account is paid in full.

Diploma

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

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

Tuition, Fees, Refunds and Financial Information

The tuition rates listed below are for the 2026-2027 academic year and are subject to change. Due to different degree completion lengths, students requiring a schedule of total charges for a period of attendance and an estimated schedule of total charges (institutional and noninstitutional) for their educational program may request an individualized report through the Office of Admission during their admission process.

Federal, state and institutional aid, including grants and scholarships, are applied directly against the Webster University tuition, fees, and housing, if applicable. If aid exceeds the balance, the remaining funds will be refunded to the student to offset academic educational expenses.

Undergraduate Tuition

The tuition rates listed are subject to change.

Tuition Type	Details	Cost
Full-time undergraduate tuition *Per academic year*	Flat Fee - St. Louis, extended US locations and online (Except for Conservatory students)	$33,360
Conservatory full-time undergraduate tuition *Per academic year*	Flat Fee - St. Louis	$38,780
Cost for students who enroll in more than 18 hours in one semester	St. Louis, extended US locations and online *This rate applies only to the additional credit hours above 18*	$500/credit hour
Part-time undergraduate tuition	(U.S. locations and online)	$500/credit hour
Part-time undergraduate tuition Military Students (active duty, selected reserve and National Guard)	(U.S. locations and online)	$250/credit hour
Part-time RN to BSN undergraduate tuition*	(St. Louis main campus and online only)	$380/credit hour

Students registered for 12 credit hours or more per semester are considered full-time and may be eligible for federal and state financial aid. Students registered for 13-18 hours pay flat-fee tuition. Those registered for 12 credit hours or fewer pay tuition at a per-credit-hour rate. Students must be registered for 13 or more credit hours to be eligible for Webster Scholarship and Webster Grant assistance.

Several scholarships are available to support Military Spouses, Military Dependents, Children of Fallen Patriots, Folds of Honor designees, First Responders, Civilian Service Employees and Federal Contract Workers. For information on these scholarships, please see the Office of Military Affairs Scholarships website.

**The RN to BSN program is excluded from both the corporate partner tuition rate program (CPTR) and corporate partner cohort discount pricing.*

Per-credit-hour charges for off-campus programs are based on program designation rather than student classifications. Students who have completed bachelor's degrees and who are seeking teacher certification will pay per-credit-hour tuition rates.

Credit by Exam

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

Number of Credit Hours	Cost
1-11 credit hours	$370 per credit hour
12-16 credit hours	$4,320 total
17-32 credit hours	$4,720 total
33-48 credit hours	$4,930 total
49-64 credit hours	$5,160 total

University Housing

New Freshmen

All new freshmen students taking a minimum of 13 credit hours and enrolling in classes at the Webster Groves campus will be required to live on-campus for the duration of their first two years, unless they plan to commute from the home of their parents or legal guardian, providing that this home is within a commutable distance (approximately 35 miles). After the completion of the second year of studies at the Webster Groves campus, they may choose to move off-campus.

New International Students

New freshmen have a two-year on campus living requirement. All undergraduate international transfer students enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their first year. 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 Study Abroad program, as described below.

Study Abroad Students

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

Housing Options

Student housing on main campus 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 **East Hall**, the **Webster Village Apartments or** one of our **Off-Campus Apartment Options**.

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

Residence hall charges are based on the 17-week undergraduate class schedule. The Office of Housing and Residential Life may approve early arrivals or extensions at a daily rate. Residence halls open throughout the week of new student on boarding, specific times available by placement, and close the Friday of finals week. The halls are closed during the break between fall and spring semesters, and meals are not served on campus during that time. The housing rates do not cover the winter or summer break periods for the residence halls. Apartment areas remain open for the break between fall and spring semesters.

Room and Board Rates 2026-2027

All Webster Groves main campus Residence Halls and Apartments come equipped with internet capabilities and furniture.

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

Building	Room Type	Cost per semester, per person
East Hall	Single	$4,040
East Hall	Double	$3,580
Maria Hall	Double	$3,450
West Hall	Double	$3,450
Webster Village Apartments	2 Bedroom	$5,200
Webster Village Apartments	4 Bedroom	$4,490
Webster Village Apartments	Studio-Double Occupancy	$4,400
Off Campus Rates	Varies	Varies

Meal Plan Rates 2026-2027

The university offers four meal plan options for students to choose from:

Blue & Gold Meal Plan

Cost = $2,960 per semester. Students get $1,700 in dining dollars to spend at any Dining Services location on campus. (Additional cost goes to University overhead, included in all meal plans).

This meal plan operates on an "all dining dollars" 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.

Students can dine at Marletto's Marketplace, the Crossroads food court in the University Center, the Cyber Café in the Library, and the Market at East Academic Building. Everything will be priced à la carte and you will only pay for what you get.

Dining dollars not used during the fall semester carry over to the spring semester as long as a student has a meal plan in the spring semester. Dining dollars not used by the end of the academic year are forfeited.

Meal Plan B: Block 200 (with 250 dining dollars)

Cost = $2,740 per semester. There are block meal options at Marletto's Marketplace (the main dining hall) and the Crossroads Food Court in the University Center. Dining dollars can be used at any on-campus dining location for a la carte style purchases.

Block amounts do not roll semester to semester, meaning any unused block spends at the conclusion of the semester will be forfeited. Dining dollars will roll from the fall to spring semester. Dining dollars not used by the end of the year are forfeited.

Students may use this meal plan for back-to-back block purchases with no lock-out period.

Meal Plan C: Block 170 (with 325 dining dollars)

Cost = $2,500 per semester. There are block meal options at Marletto's Marketplace (the main dining hall) and the Crossroads Food Court in the University Center. Dining dollars can be used at any on-campus dining locations for a la carte style purchases.

Block amounts do not roll semester to semester, meaning any unused block spends at the conclusion of the semester will be forfeit. Dining dollars will roll from the fall to spring semester. Dining dollars not used by the end of the year are forfeited.

Students may use this meal plan for back-to-back block purchases with no lock-out period.

Meal Plan A: All Access (with 100 dining dollars)

Cost = $2,960 per semester. Students on this plan have an unlimited number of block meals to utilize for personal use at the Marletto's Marketplace and Crossroads Food Court in the University Center. Dining dollars can be used at any on-campus location for a la carte purchases.

Unused dining dollars will roll from the fall semester to the spring semester. Dining dollars not used by the end of the year are forfeited.

Students on this plan can swipe for a meal and then will be unable to use the all-access feature for 1 hour (a lock-out period). Dining dollars are able to be utilized with no lock-out period.

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

Housing Activity Fee

Each housing resident is charged a $80 residential activity fee for each semester which supports educational, cultural and social programming efforts as well as student-initiated improvements.

Commuter Meal Plans

Commuter students, faculty and staff who do not live on campus can select a smaller meal plan, referred to as a "Commuter Meal Plan." On-campus students are not eligible to select a Commuter Meal Plan. The commuter plans were created for individuals who come to campus fewer times per week.

- **Commuter Block 16 (325 dining dollars)** — Cost = $620 per semester
- **Commuter Block 48 (500 dining dollars)** — Cost = $1,230 per semester

Block meals can be utilized at the Marletto's Marketplace Crossroads Food Court in the University Center. Dining dollars can be used at any on-campus location for a la carte purchases.

Unused dining dollars will roll from the fall semester to the spring semester, as long as the individual has a meal plan. Dining dollars not used by the end of the spring semester are forfeited.

Other Fees

Fee Type	Frequency	Cost
Application fee	-	None
Matriculation fee (St. Louis campus, full-time students)	*One-time; covers various orientation activities and materials;non-refundable*	$150
Deferred payment fee	*Per semester*	$40
Student Activity Fee (St. Louis campus, full-time flat fee students only)	*Per semester; funds campus-wide programs and activities; non-refundable*	$150
Graduation fee	-	$130
Transcript fee	-	$20
Re-admission fee	-	$40
Resident Student Activity fee St. Louis campus	*Per semester; funds residential programs and activities; non-refundable*	$80
Applied Music fee (Fifteen 60-min. private lessons)	*Per semester; this fee is in addition to tuition charge*	$730
Applied Music fee (Fifteen 30-min. private lessons)	*Per semester; this fee is in addition to tuition charge*	$380
Study Abroad fee	-	Varies
International Student Health Insurance fee	-	$25
Initial Late Fee	*Beginning of the semester/term*	$150
Additional Late Fee	*End of the semester/term*	$150

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

Payment

Tuition and fees are due and payable in full no later than two weeks prior to the first day of classes each semester/term. Students must enroll in a Payment Plan to cover any remaining balance not fully covered by a completed Financial Aid Package, Scholarships or a Third Party to avoid monthly late fees.

Every attempt is made to help the student secure financing to meet personal needs. The payment options offered include:

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

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

Students are encouraged to make electronic check payments online, but personal checks made payable to Webster University are also accepted. A $40 returned payment service charge will be assessed to the student's account if payment is returned. A returned payment includes returned checks, returned electronic payments (online check/ACH), and credit card chargebacks. Webster also accepts MasterCard, Discover, Visa and American Express payments online with a 2.95% convenience fee.

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

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

Late Fees

Payment Due Date

All student account balances must be **paid in full or covered** by one of the following **no later than two (2) weeks prior to the first day of classes**.

- Completed financial aid
- Scholarship funding
- Approved third-party sponsorship
- Enrollment in a University payment plan*

*Students must be current on all payment plan installments to remain in good standing.

Late Payment Fees

Students who do not meet the payment requirement above will be subject to late payment fees as outlined below.

- Initial Late Fee *(Beginning of the semester/term)* — $150
- Additional Late Fee *(End of the semester/term)* — $150

Initial Late Fee

An initial late payment fee of **$150** will be assessment after the start of the term based on the student' enrollment:

- **Full Semester & First 8-week Courses**:
  Assessed during week 3 of the semester
- **Second 8-week Courses only**:
  Assessed during week 3 of the second 8-week term

Additional Late Fee

An additional late payment fee of **$150** will be assessed if the balance remains unpaid:

- **Full Semester & Second 8-week Courses**:
  Assessed at the end of the semester
- **First 8-week Courses Only**:
  Assessed at the end of the first 8-week term

Ongoing Delinquency

Unpaid balances may:

- Continue to incur late payment fees in subsequent terms
- Be referred to an external collection agency
- Result in additional collection costs

Non-Waiver Circumstances

Late payment fees will not be waived due to, but not limited to:

- Insufficient funds
- Failure to receive a billing statement
- Failure to monitor University email communications
- Delays in securing financial aid or third-party funding
- Personal or financial circumstances

Tuition Refunds

Undergraduate tuition refunds depend on the drop or withdrawal date. It is the undergraduate student's responsibility to submit for a drop or withdrawal via MyWebster or with an academic advisor 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.

Student tuition refund rates apply when a student drops or withdraws from a course in accordance with University enrollment policies during an applicable period to receive a percentage refund of tuition. Students who withdrawal or drop outside of the approved refund periods will not see an adjustment on their student account. Tuition waivers for dropped courses are automatic; the charges are expunged from the student's account. Tuition refunds for withdrawals are made automatically, based on the date of withdrawal, as authorized by the University official who processes the withdrawal. Account adjustments shall be made within 30 days of the date that the institution has determined that a tuition refund is due to a student.

Flat-fee tuition refunds are made only if drops and/or withdrawals reduce the credit load below 13 credit hours for the semester. This policy does not apply to U.S. students studying at an international campus.

A student awarded financial aid should contact the Office of Financial Aid to determine the effect of dropping or withdrawing from class will have on aid eligibility.

International students recruited to the U.S. will be required to pay a Tuition Deposit, which is applicable toward tuition only. This Tuition Deposit is non-refundable upon enrollment and will be forfeited if the student decides to transfer out of the University. If the student rejoins the University within twelve (12) months of the the date of last class attendance, the forfeited Tuition Deposit will be applied to tuition. Forfeited Deposit Tuition cannot be applied toward any other charges such as student health insurance, housing and other non-tuition fees that may remain outstanding for the student.

Refunds for affected Department of Defense Tuition Assistance students attending Webster University classes are dictated by the Memorandum of Understanding (MOU) with the DoD. The deposit and refund policies at international campuses may differ; contact the specific international campus for details. All other student refunds/tuition waivers are made according to the following schedule:

Refund Schedule by Class Length in Weeks

Date	Course Status	16-, 9-or 8-week	5- or 4-week	3-week
Week 1	Drop	100%	100%	100%
Week 2	Withdrawal	75%	25%	0%
Week 3	Withdrawal	50%	0%	0%
Week 4	Withdrawal	25%	0%	N/A
Week 5	Withdrawal	0%	0%	N/A
Week 6	Withdrawal	0%	N/A	N/A
Week 7	Withdrawal	0%	N/A	N/A
Week 8	Withdrawal	0%	N/A	N/A
Week 9	Withdrawal	0%	N/A	N/A

Late Refund Request

In cases where the student does not qualify for a refund of tuition, the student may petition for the **one-time exception** to the Refund Schedule due to special circumstances (e.g., medical emergency, military orders or work related issues). The student must file a tuition refund form with the Office of Student Affairs and attach a letter of explanation of special circumstances, and appropriate supporting documentation must be included e.g., a doctor's verification letter of medical treatment and diagnosis, military orders, or supervisor's letter on company letterhead stating withdrawal from course(s) is work related. Any requests for tuition refund that are granted will be considered as one-time exception. Students are limited to only one tuition refund during their career as an undergraduate.

Refund of Fees

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

Financial 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 www.studentaid.gov. Webster University's academic year begins with the summer term and ends with the following year's spring semester (Summer, Fall, Spring). Webster's Spring semester usually ends in the 2nd week of May. To be considered for priority financial aid, FAFSA must be submitted by February 1st of each calendar year. In general, the FAFSA opens October 1st of each calendar year, to apply for aid for the academic year. Students should make sure to complete the FAFSA and any other requirements communicated by the Financial Aid Office prior to the end of the previous academic year to ensure that they are able to receive the aid to which they would be entitled. As some funds are offered on a first-come, first-served basis, completing the FAFSA after the February 1st priority deadline, or failure to submit any required documents in the timeframe specified, may result in a reduction in overall gift and campus-based aid availability.

If a student chooses to borrow a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan borrowed plus any interest that may have accrued, per the terms specified in the loan agreement.

Cost of Attendance

An important part of determining a student's eligibility for financial aid is providing an estimated Cost of Attendance (COA). In accordance with federal regulations, Webster University has developed a Cost of Attendance (i.e., budget) for the anticipated expenses a student may incur during the academic award year. These expenses include tuition and fees, housing, food, books and supplies, transportation, and personal expenses.

Housing and food can refer to either on-campus or off-campus living expenses. 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 reasonable estimates for 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 Department of Education, it produces the Student Aid Index (SAI). This number results from the information provided on the FAFSA. The SAI is an eligibility index number that a school's financial aid office uses to determine students' eligibility for certain types of student aid. Calculation of an SAI takes into consideration both the contributor's contribution (if applicable) and the student's contribution. For independent students, there is no contributor contribution unless they are married filing separately.

Federal Financial Aid Student Eligibility

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

Gift Aid

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

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

Scholarships and grants awarded to the student from outside sources are required to be reported to the financial aid office, so that these resources can be included in the overall financial aid offer. Students may report all outside scholarships in their Financial Aid Portal. Please report any outside financial resources no later than one month prior to the first day of classes. Please note, per federal requirements, the financial aid office may need to reduce previously offered aid to accommodate outside resources within the overall cost of attendance

The University reserves the right to revise any gift aid offered based on new information. Initial aid eligibility is calculated based on the information available at that time.

Self-Help Aid

Student loans may be used to address any expenses billed by Webster University, as well as any personal expenses, or other educationally related expenses. Webster University participates in the Federal Direct lending program that offers Direct Subsidized, Unsubsidized, and PLUS loans. Students are welcome to seek out a private loan for educational purposes from a lender of their choosing. Parent PLUS loans are limited to $20,000 per year with an aggregate loan limit of $65,000 per dependent student.

Federal loans allow students to defer payment until after leaving the University or dropping below half-time enrollment. Some loans carry an interest subsidy. All have long-term repayment and controlled fixed interest rates.

There are also privately funded alternative educational 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 and/or may require a credit worthy co-signer with a favorable credit history.

Second undergraduate bachelor's degrees will 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. Federal loan limits for undergraduates are set at $31,000 and $57,500 for dependent and independent students, respectively. Any funds borrowed for the original bachelor's degree is deducted from the aggregate loan limit for the student's dependency classification to determine loan funds still available. The actual dollar amount awarded is determined by completing a FAFSA for each academic year of study, grade level and overall enrollment level for the semester. Students will receive notification of funding eligibility for the year, via the financial aid offer.

Refunds

Financial aid refunds are processed through the Bursar's Office (Business Office).

Satisfactory Academic Progress

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

Satisfactory Academic Progress is determined by:

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

Students must complete attempted hours according to the following:

- Completion of 67% of cumulative hours attempted (i.e., a student attempts 15 hours and must complete 10 hours).
- Course grades of "I", "WF", "W", or "F" are considered as attempted and not completed.
- Course grade of Pass/Fail, will be counted in the total number of attempted hours. If the course is successfully completed, the credits are added to the total number of earned credit hours but the Pass grade is not included in the GPA calculation. Failing a course of this type will negatively impact the progression and GPA requirement.
- Courses completed at Webster University as well as courses transferred and accepted by Webster University are considered in the Pace of Progression completion rate.
- Once a student completes the coursework for a class in which they had previously earned a grade of "I", they must notify the Financial Aid Office of the completion and the financial aid status will be reviewed and updated.

Maximum Time-Frame

Degree requirements must be completed within a specific time frame. The maximum time frame for an Undergraduate Degree at Webster University is 180 credit hours (120 credit hours x 150%). Hours earned at Webster as well as hours transferred and accepted by Webster are considered in this time frame. Any student who has exceeded the maximum time frame and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid. Webster University understands students may change their educational goals and programs of study and additional education is often needed to enhance career opportunities. These students may provide a written request for reevaluation of their status.

Satisfactory Academic Progress Monitoring

Students are reviewed for GPA, Pace of Progression and Maximum Timeframe annually at the end of each Spring semester. Students who are on academic plan Probation for financial aid will be evaluated at the end of each semester (Summer, Fall, Spring), to determine whether their probationary status will be continued.

Suspension/Academic Plan Probation Status

A student will be placed on Financial Aid Suspension if:

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

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

Non-Satisfactory Progress Appeal

If there are extenuating or mitigating circumstances contributing to the inability to meet the satisfactory academic progress requirements, a student who has been suspended from financial aid may complete and submit a Non-Satisfactory Academic Progress Appeal Form (available online or in the Financial Aid Office) for reinstatement of financial aid within thirty (30) days of notification. 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 documentation and be submitted to the Financial Aid Office which will forward the appeal to the Satisfactory Academic Progress (SAP) Appeals Committee.

A student placed on a Financial Aid Academic Plan Probation:

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

Reinstatement

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

Students must earn the federal aid that they receive each semester by attending, and successfully completing the courses for which they register. 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 (R2T4) Funds regulations may require that aid be returned to the federal government for students who withdraw from Webster University. Financial aid is awarded for the entire term and if a student withdraws prior to the end of a term, then the Return of Title IV Fund rules will determine how much financial aid has been earned.

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

Veterans' Educational Benefits

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

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

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

Veterans who provide Webster University with a certificate of eligibility for entitlement to educational assistance from the VA under chapter 31 and 33 will be allowed to access classes, libraries or other institutional facilities even if payment from the VA is delayed. Students will not need to seek additional funding or incur late fees due to a delayed disbursement.

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

Return to Title IV (R2T4)

Financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the financial assistance is awarded. The federal government mandates that students who withdraw or fail to complete all classes (unofficial withdrawal) within a term may only keep the financial aid they have "earned" up to the time of withdrawal. Any unearned aid must be returned regardless if it has already been disbursed.

This is called Return of Title IV Funds or R2T4. It can result in the student owing aid funds to the University, government, or both. Title IV funds include federal programs such as the Pell Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Direct Stafford Loans (both subsidized and unsubsidized loans), Parent Plus Loan for Undergraduates and the Graduate Plus Loan.

The higher number of class days completed, the lower the amount of financial aid that must be returned. Once a student has completed more than 60% of the semester, the student is allowed to keep 100% of aid even if a withdrawal occurs after that point. If you are considering withdrawing it is encouraged to speak with our office so we can advise and provide you the best information possible prior to withdrawing.

Webster University is required to return a portion of federal aid if a student withdraws on or before completing 60% of the semester. Webster will return funds on behalf of the students to the appropriate federal aid program, which may cause the student to incur a balance. Students are required to repay any balance owed to Webster before transcripts or diplomas will be released or before students can register for an upcoming semester. Any federal loan amount owed by the student is to be repaid under the terms of the promissory note.

If the amount disbursed to you was less than the amount you earned, you may be eligible to receive a post-withdrawal disbursement of the earned aid that was not received. You will be notified by the financial aid office if you are eligible for this disbursement.

Funds will be returned in the following order per federal regulations:

- Unsubsidized Federal Direct Stafford Loan
- Subsidized Federal Direct Stafford Loan
- Grad Plus Loan
- Federal Plus Loan
- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant
- Pell Grant
- FSEOG
- Unsub
- Sub
- Perkins

How am I notified if I owe a balance due to R2T4?

The Financial Aid Office will notify you regarding a balance due to R2T4 via email and sending a letter to your **Webster** email address. Any account balance will also appear on the bill.

Does withdrawing affect Satisfactory Academic Progress (SAP)?

Yes, withdrawing may have an effect on your SAP. Please review our eligibility requirements for maintaining SAP for subsequent semesters. Please also consult a financial aid counselor prior to dropping to understand any potential financial impact.

If I withdraw what happens to future semesters of aid?

If you withdraw or stop attending in the fall term, we will cancel future disbursements of your loans and any grants you were receiving. If you plan to return you will need to a Financial Aid Change Request Form to request our office to reinstate your semester's awards. If you withdraw in the spring you will need to submit a Summer Application to be awarded summer aid.

If you have had a Federal Loan as part of your financial aid, either this year or in previous years, you are required to complete Loan Exit Counseling any time you fall below half-time enrollment. If you have taken out loans for the semester in which you withdrew, these loans will still count towards your aggregate limit.

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 bachelor's 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 1. Some scholarships require a separate application and have deadlines as early as Feb. 15. 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 (known as flat fee) in each semester. (A limited number of scholarships for part-time students (less than 13 credits per semester) are offered.)

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

- Completed admission application.
- Secondary or postsecondary transcripts.
- ACT or SAT composite scores (freshmen only — unless applying test optional).

Some scholarships require a separate application form, which may be obtained in the Office of Undergraduate Admissions or online at https://www.webster.edu/admissions. The University's decision is communicated in writing, normally within two weeks of committee review. The selection process for scholarship candidates is competitive and scholarship funds are awarded by the University without regard to financial need. Awards apply only to fall and spring semester tuition charges at Webster.

Applicants who are accepted or submit required credentials after the scholarship application deadline are considered only if funds remain. Scholarship funds are only applied to tuition costs. Need-based financial assistance is also available to U.S. citizens and others who meet eligibility guidelines.

Scholarship Process

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

Freshmen Academic Scholarships

Freshman applicants will be considered for scholarship based upon the applicant's academic grades in high school, class rank in high school, overall high school extra-curricular achievement and engagement, and academic statement. The applicant's résumé of school/community activities and letters of recommendation are also considered in the awarding of academic scholarships.

Transfer Academic Scholarships

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

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

International Academic Scholarships

International applicants will be considered for merit-based International Academic Scholarship based upon the scholarship application, applicant's cumulative grade point average (GPA) at high school and/or university, and essay. The applicant's class rank in high school, overall high school extra-curricular achievements and engagements may also be considered in awarding academic scholarships. International Academic Scholarships are awarded for the duration of the program. Students receiving the financial award are expected to be in good standing to continue to receiving these awards.

Eligibility Notification

A scholarship applicant receives written notification of the University's decision. A student who is awarded a Webster University scholarship receives a contract that details the amount, eligibility requirements for the disbursement of funds and the conditions for renewal. Webster University scholarships apply to tuition only at the University and are not linked to a student's major area of study. Funding such as the Federal Work Study and Federal Student Loans (if eligible) must be accepted by the student within the Financial Aid Portal located within Connections.

Academic Scholarship Renewal

Webster University scholarships are renewable if the recipient makes satisfactory academic progress as defined in the scholarship contract, maintains continuous enrollment in a minimum of 13 credit hours each semester at Webster and has not exceeded eight full time semesters for freshmen and four full time semesters for transfer students. Student records are checked at the end of the spring semester to determine whether the recipient has achieved satisfactory academic progress for renewal.

Other Scholarships

Scholarship funds donated to Webster University for specific needs and purposes are awarded to eligible students by the University's Scholarship Committee. These funds carry special eligibility requirements and conditions. (Unless otherwise specified, all scholarships are for study at the St. Louis campus.)

Student Affairs

New Student Orientation

New student orientation is held in August for all new students entering Fall 1 and in January for all new students entering Spring 1. All new freshman students are required to attend orientation to ensure a successful transition to Webster University. All new transfer students are strongly encouraged to attend. Information on the orientation program will be sent to the student after registration. Call the Director of First-Year Experience at Family Programs at 314-246-7007 or login to your Webster University Connections account for additional information.

Housing

University Housing

Student housing on-campus includes approximately 850 beds in fully furnished, air-conditioned, and 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 2026-2027 academic year, housing options for first-time freshmen include West Hall and Maria Hall. Maria Hall houses 108 students in double room, one-bath suites. West Hall houses 231 students in similar room configurations as Maria Hall. Each floor in West and Maria Halls includes a social lounge, kitchenette area, and a study lounge. A full laundry room, resident mailboxes and a semi-staffed desk are located on the ground floor of each building. Meal plans are required for all resident freshmen students.

Options for Sophomores and Beyond

Students in their sophomore year and beyond (including graduate students) can choose to live in East Hall, the Webster Village Apartments (WVA), or one of the off-campus apartment options managed by Housing and Residential Life.

East Hall rooms are available in four-person or six-person suite configurations, with each suite containing two full bathrooms. There are single and double bedroom options. Floors in East Hall also include a social lounge, kitchenette area and a study lounge. A full laundry room, resident mailboxes and a semi-staffed desk are located on the ground floor. Meal plans are required for East Hall residents.

The WVA offers fully furnished apartments in 2-bed/2-bath, 4-bed/2-bath and studio/1-bath configurations. The WVA complex also includes a clubhouse area with a social lounge and laundry facilities as well as onsite parking (as available).

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

Students who reside in apartments are not required to purchase a meal plan, but may opt into the plan or purchase Dining Dollars.

Residency Requirements

New Freshmen

All new freshmen students 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 35-mile radius from campus. After the completion of the second year of studies at the Webster Groves campus, they may choose to move off-campus.

New International Students

New freshmen have a two-year on campus living requirement. All undergraduate international transfer students enrolling in classes at the Webster Groves campus will be required to live on campus for the duration of their first year. 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 Study Abroad program, as described below.

Study Abroad Students

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

Contracts and Leases

All housing contracts include utilities (water, electricity, trash, internet). Laundry facilities (washers and dryers) are available for student use in each living area. All housing and meal plans contracts cover the full academic year. If a student moves in after the academic year has begun, the contract applies to the remainder of the year. This full year contract remains in effect even if the student residency requirement ends mid-year. A deposit of $175 must accompany the housing request for space. This includes a $150 security deposit and a $25 nonrefundable application fee.

All housing charges are based on the 17-week undergraduate class schedule. The Department of Housing and Residential Life may approve early arrivals or extensions at a daily rate. Residence halls open throughout the week of new student onboarding and close on the Friday of finals week. The residence halls are closed during the break between fall and spring semesters, and meals are not served on campus during that time. The residence halls remain open during Fall Break and Spring Break. Note that apartment complexes remain open during all breaks with a move out date on the Friday of spring finals week. The housing charges for the residence halls do not reflect coverage for periods outside of the housing contract -- winter or summer breaks. Housing charges may be extended for summer months, which will include a summer rate.

Health Insurance for International Students

All international students on F-1 or J-1 visa attending Webster University in the United States are required to enroll in health insurance coverage through Student Health Services.

- Upon registration for classes, international students on F-1 and J-1 visas will be automatically enrolled in a health insurance plan through Student Health Services (SHS) with coverage dates that coincides with the dates of the academic term in which they are enrolled.
- International students that are sponsored by their government or by a corporation may be exempt from enrollment through SHS. 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 receive an exemption must submit to SHS a copy of their current health insurance card which includes a copy of both the front and back of the card.
- The student health insurance plan is for international students only; US/domestic students are not eligible to enroll.
- The cost for enrollment in the Student Health Insurance program will include a $25 administrative fee per each term of coverage.

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. The University Center Crossroads food court includes 2-3 stations and is open Monday through Friday and offers a variety of burgers, chicken tenders, rice bowls, smoothies, wraps, sides and beverages. The Library Cafe offers coffee, grab-and-go food items and is open Monday through Friday in the Emerson Library. A grab-and-go store is located on the second floor of the East Academic Building.

Student Activities and Organizations

A current list of approximately 80 clubs and organizations sanctioned by the Student Government Association, as well as other activities, may be found at involved.webster.edu/organizations.

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

Other Programs

The following services, programs, and facilities are available to Webster University students. A more detailed description can be found online:

- Career Planning and Development Center
- Dean of Students Office
- Student Health Services
- Multicultural Center and International Student Affairs
- Student Government Association (SGA)
- WebsterLEADS Leadership Certificate Program
- University Center
- Office of Student Engagement
- Counseling and Life Development
- Student Conduct and Community Standards
- First Year Experiences and Family Programs
- Campus Dining Services

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. Pre-professional programs offered:

- Pre-Counseling
- Pre-Dentistry, Pre-Medicine, and Pre-Veterinary
- Pre-Engineering
- Pre-Law
- Pre-Nursing
- Pre-Occupational Therapy
- Pre-Pharmacy

Pre-Counseling

Psychology (BA) with an Emphasis in Mental Health/Counseling (MA)

Webster University offers a Pre-Counseling program which combines the Psychology (BA) with an Emphasis in Mental Health (120 hours) and the Counseling (MA) (60+ hours). In this program, students apply for admission to the Counseling (MA) program during their junior year. Once provisionally admitted, students complete a combination of undergraduate coursework and graduate counseling requirements in their final two semesters of study. Students should take 9 hours of undergraduate credit and 6 hours of graduate credit each semester to retain eligibility for undergraduate financial aid. Up to 12 hours of Counseling (MA) coursework may be applied simultaneously toward the undergraduate degree (as elective credit to reach the 120 hours required for the BA) and toward the graduate degree requirements in Counseling.

To participate in this program, students must complete at least 42 credit hours of the 51 hours required for the Psychology (BA) with an Emphasis in Mental Health, along with all applicable university requirements (e.g., the Global Citizenship Program), with the exception of the Keystone Seminar, before beginning graduate Counseling coursework.

Once the student completes 120 hours, they may petition to graduate with the BA. The student then continues with the remaining 48+ hours toward completion of the MA in Counseling.

Please note, 42 hours of Psychology (BA) with an Emphasis in Mental Health requirements are the minimum a student must complete prior to beginning graduate coursework. For example, a student could complete 45 hours of Psychology requirements and all university requirements before beginning graduate courses, and then finish the remaining 6 hours of psychology emphasis courses while also completing Counseling (MA) courses.

The program is open to undergraduate students at the St. Louis main campus.

To take advantage of this Pre-Counseling program, students need to:

- Apply to the Webster University graduate Counseling program during the junior year. Admission criteria and information are available at https://webster.edu/catalog/current/graduate-catalog/degrees/counseling.html#admission.
- Complete at least 42 of the 51 required credit hours in the Psychology (BA) with an Emphasis in Mental Health, along with all applicable university requirements, with the exception of the Keystone Seminar, prior to beginning graduate Counseling coursework.
- Complete all Psychology (BA) with an Emphasis in Mental Health and GCP requirements by the time the BA is conferred (120 hours).
- Check with the Webster University Financial Aid Office when considering this pre-counseling option and prior to applying to the program. Students are eligible for financial aid as an undergraduate while taking undergraduate classes. Once a student begins taking graduate classes, the student is subject to graduate financial aid requirements.
- Discuss this program with their undergraduate advisor prior to application.

Please note, due to the volume of applicants, the Pre-Counseling program is competitive. Admission is not guaranteed, and applicants not accepted into the Pre-Counseling program may still apply to the Counseling (MA) program after completing their undergraduate degree.

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. The BS Biological Sciences will allow students to meet the prerequisites for the professional programs listed above.

For more information on this dual degree program, please contact natscim@webster.edu.

Pre-Engineering

Webster University participates in a dual-degree program in engineering with Washington University, combining a high-quality professional engineering education with a strong background in the humanities, mathematics, and the natural and social sciences.

Webster University offers three different 3+3 engineering pathways (Pre-Biomedical Engineering, Pre-Chemical Engineering, and Pre-Environmental Engineering) with Washington University. These dual degree pathways allow students to complete a BS in Biological Sciences from Webster University and a BS in the specified engineering discipline from Washington University within a six-year period.

In the three years at Webster students will:

- Complete the Webster University Global Citizenship Program and the requirement for the undergraduate major at Webster (BS Biological Sciences), prior to entering the Washington University program.
- Maintain a GPA of 3.25 or higher.
- Complete the requirement prerequisite courses in the sciences, mathematics, and/or computer science. Please contact the department for a complete list of prerequisite courses.
- Apply to the Washington University Engineering Program. Students typically apply during the winter of their junior year.

The professional degrees offered in each area are accredited by the Accreditation Board for Engineering and Technology, Inc. (ABET).

For more information on the dual degree engineering pathway, contact the Webster University Department of Natural Sciences and Mathematics at natscim@webster.edu.

Pre-Law

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

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

The Bachelor of Arts (BA) in Legal Studies will allow students to gain the content and skills recommended for pre-law education.

Pre-Nursing

BA Biology (Webster) and BSN (Goldfarb) 2+2 Program

Webster University offers a 2+2 program which combines the BA Biology (60 credits) and the BS Nursing (60 hours). Webster BA Biology students who have successfully completed the required prerequisite courses and Global Citizenship Program requirements can apply to transition into the Goldfarb School of Nursing.

Students who are selected for the 2+2 program will petition to graduate at the end of their 4th year and obtain a Bachelor of Arts in Biology. Goldfarb School of Nursing will accept prerequisite coursework from Webster University. Webster University will accept a reverse transfer of up to 60 credits from Goldfarb School of Nursing to be applied to upper-level BA Biology requirements. Webster University will waive the residency requirement for students participating in this 2+2 program.

At the current time, the program is open to undergraduate students at the Webster Groves campus.

To take advantage of this 2+2 program, students need to:

- Complete the requirements of the first two years BA Biology program
- Complete all the Webster University degree requirements associated the Global Citizenship Program (GCP) requirements prior to entering Goldfarb School of Nursing
- Check with the Webster University Financial Aid Office when considering this degree option and prior to applying to the program.
- Apply to Goldfarb School of Nursing

Please note, due to the volume of applicants, entry into Goldfarb School of Nursing is competitive. Consequently, it is possible an applicant will not be accepted into the 2+2 program. However, this should not prevent a student from applying to Goldfarb School of Nursing following completion of their BA Biology degree.

Pre-Occupational Therapy

Webster University offers a cooperative 3-2 program with the Washington University School of Medicine in Occupational Therapy (OT). This dual degree program enables students to complete a BA in Biology, BS in Biological Sciences, BS in Exercise Science, BS in Psychological Science or BA in Psychology from Webster University and a Master of Science in Occupational Therapy (MSOT) from Washington University within a five-year period.

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

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

- Complete a minimum of 90 credit hours toward the declared Webster undergraduate degree, with at least 30 of those credit hours taken in residence at Webster University, and two years at Washington University.
- Complete the Webster University Global Citizenship Program and the requirements for their undergraduate major at Webster (BA in Biology, BS in Biological Sciences, BS in Exercise Science, BS in Psychological Science or BA in Psychology) 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 is listed below. Interested students should examine the materials on the Washington University site to make sure they have the current set of admission requirements (https://www.ot.wustl.edu/education/3-2-program-143).
    - 3.25 cumulative GPA is required for admission into the MSOT program.
    - Complete (grade of B or better) a set of prerequisite courses (*Life Science, Physiology, Developmental Psychology, Abnormal Psychology, Statistics and a Social Science Elective*) prior to admission to the occupational therapy program.
    - Complete a minimum of 30 hours of OT-related experience or observation. It is strongly recommended, but not required, that a portion of the hours include observation with an OT.
    - Request three letters of recommendation - one from a faculty member or academic advisor, one from someone involved in your observation experience, and one from another person of your choice (not a family member or friend).
    - Demonstrate an understanding of OT and exhibit excellent writing skills in the application essay.
    - Participate and evidence leadership in extracurricular activities.
    - International students: TOEFL and TWE taken no more than one year prior to application.
    - Students should have completed four of the six MSOT prerequisite categories at the time of their application to the MSOT program at Washington University (typically in early fall of their junior year), and will complete the

remaining two by the end of the fall semester of their junior year at Webster University.
    - The application and three letters of recommendation must be submitted to OTCAS (centralized application system) by January 15th of the student's junior year at Webster. See the Washington University site for more information (https://www.ot.wustl.edu/education/3-2-program-143).
- Submit a petition to graduate from Webster University upon earning a minimum of 120 credit hours (after year 1 or year 2 at Washington University). Note that petitions are due each February for a May graduation date. The official transcript from Washington University with final grades must be submitted to the Registrar's Office at Webster upon the conclusion of the spring semester.

The MSOT prerequisite courses at Webster University are:

- BIOL 3010 Human Anatomy and Physiology I* (3 hours) **and** BIOL 3011 Human Anatomy and Physiology I: Lab* (1 hours) (*Life Science, Physiology*)
- BIOL 3020 Human Anatomy and Physiology II (3 hours) **and** BIOL 3021 Human Anatomy and Physiology II: Lab (1 hour) (*Physiology*)
- PSYC 2300 Lifespan Development* (3 hours) (*Developmental Psychology*)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
  or MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours) (*Statistics*)
- PSYC 3125 Psychological Disorders* (3 hours) (*Abnormal Psychology*)
- Social Science Elective (ANSO, ECON, POLT, PSYC) (3 hours) (*Social Science*)

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

For more information on this dual degree program, please contact natscim@webster.edu.

Pre-Pharmacy

BS Biological Sciences (Webster) and Doctor of Pharmacy (University of Health Sciences and Pharmacy) 3+4 Program

Webster University offers a 3+4 program which combines the BS Biological Sciences (90 hours) and the Doctorate of Pharmacy (120 hours). Webster BS Biological Sciences students who have successfully completed the required prerequisite courses and Global Citizenship Program requirements can apply to transition into the University of Health Sciences and Pharmacy.

Students who are selected for the 3+4 program will petition to graduate at the end of their 4th year and obtain a Bachelor of Science in Biological Sciences as the requirements of the 4-year degree will have been satisfied. University of Health Sciences and Pharmacy will accept prerequisite coursework from Webster University. Webster University will accept a reverse transfer of up to 30 credits from University of Health Science and Pharmacy to be applied to upper-level BS Biological Sciences requirements. Webster University will waive the residency requirement for students participating in this 3+4 program.

Please note, 90 hours is the minimum a student would need to complete at the undergraduate level. For example, a student could take 100 hours to complete their prerequisite courses and Global Citizenship Program requirements. In that case, the student would count 20 graduate hours toward their undergraduate degree.

At the current time, the program is open to undergraduate students at the Webster Groves campus.

To take advantage of this 3+4 program, students need to:

- Complete the requirements of the first three years BS Biological Sciences program with a GPA of at least 2.7.
- Complete all the Webster University degree requirements associated the Global Citizenship Program (GCP) requirements prior to entering the University of Health Sciences and Pharmacy.
- Check with the Webster University Financial Aid Office when considering this degree option and prior to applying to the program.
- Apply to University of Health Sciences and Pharmacy by Dec 1 of the year prior to their anticipated fall semester start at UHSP.

Please note, due to the volume of applicants, entry into the University of Health Sciences and Pharmacy is competitive. Consequently, it is possible an applicant will not be accepted into the 3+4 program. However, this should not prevent a student from applying to UHSP following completion of their BS Biological Sciences degree.

For more information on this dual degree program, please contact natscim@webster.edu.

Special Study Opportunities

Study Abroad at the International Campuses

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

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

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

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

Students should:

- Be enrolled at a Webster University campus in the United States.
- Have earned at least 15 undergraduate credit hours at Webster University.
- Be prepared to register for at least 6 credit hours per eight-week term (at least 12 credit hours per full semester term) at the international location, maintaining full-time status.
- Be in good academic standing (2.5 cumulative GPA at a Webster campus; partner institutions may require a higher GPA).
- Have good financial standing and be current in all accounts with the Business Office.
- Be compliant with Webster University's student conduct policy.
- Be proficient in English; if an English as a Second Language (ESL) student, the student should be officially released from ESL at the time of international travel and must have completed at least one semester after release.

Through the Webster International Network of Schools (WINS) Program, students currently attending other colleges and universities in the United States may study abroad on a Webster program. 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.
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 get special permission and to discuss the changes that will occur in their tuition charges and scholarship and financial aid eligibility beginning with their sixth term of study.

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

All students who study abroad will pay the corresponding study abroad fee, which provides them with mandatory international health insurance for the duration of their time abroad; pre-departure materials; pre-departure and on-site orientations.

Withdrawal from Study Abroad Program

Students needing to withdraw from an international program must contact the Office of Study Abroad in writing as soon as possible about program withdrawal and pertinent policies. The full policy for Study Abroad withdrawal can be found online at www.webster.edu/study-abroad/application.php.

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

The study abroad application deposit for Webster-administered programs is nonrefundable. With notification of withdrawal prior to

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

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 the Registrar's office (Loretto Hall, Rm 63) or email at registraroffice@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 first contact their respective service recruiting office. The Webster Office of Military Affairs (OMA) is happy to assist and can be found at https://www.webster.edu/military/military-affairs-office.php and reached at oma@webster.edu.

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:
Phone: 314-968-7105
Email: lead@webster.edu
Web: https://webster.edu/student-life/websterleads.php

Individualized Learning Experiences

Individualized Learning Experiences

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

Prior Learning Assessment

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

Webster University offers two ways to receive credit for prior learning:

1. Preparation of portfolios for assessment by Webster faculty, including the option of professional guidance while building the portfolio through enrollment in a three-credit-hour course (EDEX 1000).
2. Credit by examination, in which students may demonstrate knowledge and skills by successfully completing exams.

Webster University Portfolio Courses

Students interested in taking the three-credit-hour course to guide them in preparing portfolios may take EDEX 1000 to learn the process while creating their first portfolio related to the review and acceptance of credit toward a specific course. As the course carries three credit hours, it may be used as an elective toward the students' degrees. Upon completion of the course, the students will have a better understanding of how to continue working independently if they wish to pursue further portfolio review opportunities. Students submitting additional portfolios or who are submitting portfolios without taking EDEX 1000 register for EDEX 1001 for 0 credits. Fees apply for additional portfolio reviews ($350 each). Students should speak to their academic advisors for more information regarding this course. Permission is required to take this course.

EDEX 1000 Educational Program Analysis (3)

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

EDEX 1001 Prior Learning Portfolio Assessment (0)

Students submitting portfolios for Prior Learning Assessment without taking EDEX 1000 or submitting additional portfolios after EDEX 1000 must register for this course. There is an additional course fee of $350. This course may be repeated up to the maximum allowable credits earned by prior learning assessment (PLA), which is 30 credit hours. **Prerequisite**: Permission from Academic Advising.

Credit by Examination

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

Sponsored Experiential Learning

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

See the Course Descriptions section of this catalog for details on the following courses:

- INDZ 2000 Practicum (Freshmen or Sophomores)
- INDZ 2500 Independent Study (Freshmen or Sophomores)
- INDZ 3000 Practicum (Juniors or Seniors)
- INDZ 3500 Independent Study (Juniors or Seniors)
- INDZ 4000 Sabbatical

International Experience

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

Cooperative Education

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

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

INDZ 3750 Cooperative Education I (1-16)

Placement in a planned and supervised work experience related to the student's academic coursework. Faculty advisors and work supervisors assist the student in developing goals and objectives to integrate academic studies with practical experiences in educational, vocational, or cultural learning situations outside of the classroom. A maximum of 32 credit hours in cooperative education may be applied as elective credit toward a baccalaureate degree. Pass/fail grades only. **Prerequisites**:

Approval of the coordinator of experiential education, 3.0 GPA, and coursework related to work experience. May be repeated for credit up to 16 credit hours.

INDZ 4750 Cooperative Education II (1-16)

Continuation of INDZ 3750. Pass/fail grades only. **Prerequisites**: INDZ 3750, approval of the coordinator of experiential education, 3.0 GPA, and coursework related to work experience. May be repeated for credit up to 16 credit hours.

Accelerated Pathway Programs and Specialized Combined Degrees

Webster University offers some options that allow undergraduate students to use coursework taken during their undergraduate program toward a graduate program or as part of a combined program. This section covers accelerated pathways programs and specialized combined degrees.

Accelerated Pathway Programs

Program Description

Undergraduate students at Webster University may work with their academic advisor to begin taking approved graduate courses for a master's program from the below list of accelerated pathway programs. Students must have a 3.0 GPA and may apply for their intended accelerated pathway program after the completion of 60 credits and before graduation. Students who have been approved for an accelerated pathway program may take up to 6 or 9 graduate-level credits (the maximum number is determined by the receiving graduate program). These graduate-level courses will count as electives for the student's undergraduate degree (toward their 120-credit requirement) and count toward the degree requirements for the receiving master's program. Students must receive a grade of B or better to use the course towards the master's program. Students must begin their graduate program within 2 years of completing their undergraduate program. Transfer credit from another institution will not be accepted for accelerated pathway programs.

Requirements of Accelerated Pathway Programs

General Requirements

Students in the undergraduate component of an accelerated pathway program are subject to the policies and procedures outlined in the current Undergraduate Studies Catalog, with the addition or exception of admission, academic performance, advancement to candidacy and continuous enrollment requirements detailed in this section.

Students in the graduate component of the combined degrees program are subject to the policies and procedures outlined in the current Graduate Studies Catalog, with the addition or exception of admission, academic performance, advancement to candidacy and continuous enrollment requirements detailed in this section.

Undergraduate students receiving federal financial aid must enroll in undergraduate-level coursework for at least 50% of their total course load each semester. Students participating in accelerated pathway programs should work with their academic advisor to plan graduate-level coursework in a manner that preserves undergraduate status for financial aid eligibility.

Admission

Students will follow the standard application process for admission to their selected graduate program. This must be done within two years of completing their bachelor's degree.

Due to the accelerated nature of this program, no transfer credit will be accepted into the graduate component of the program.

Academic Performance

Students must maintain a current GPA of at least 3.0.

Advancement to Candidacy

Degree seeking students are advanced to master's candidacy after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. Some programs may have additional requirements in order to advance to candidacy.

Accelerated Pathway Programs

- Applied Behavior Analysis (MA)
- Criminal Justice (MS)
- Data Analytics (MS)
- Environmental Management (MS)
- International Relations and Security Studies (MA)
- Master of Business Administration (MBA)
- Strategic Communications (MA)

Applied Behavior Analysis (MA)

Maximum number of graduate hours accepted - 9 hours

Students may select up to 9 hours from the following three courses:

- APBA 5000 Introduction to Applied Behavior Analysis (3 hours)
- APBA 5110 Principles of Applied Behavior Analysis (3 hours)
- APBA 5120 Single-Subject Research Design (3 hours)

Criminal Justice (MS)

Maximum number of graduate hours accepted - 9 hours

Students may select up to 9 hours from the following four courses:

- CRIM 5000 Ethics and Decision Making in Criminal Justice (3 hours)
- CRIM 5050 Organization and Administration of Criminal Justice (3 hours)
- CRIM 5060 Policing and Law Enforcement (3 hours)
- CRIM 5070 Institutional and Community Corrections (3 hours)
- CRIM 5300 White Collar Crime (3 hours)
- CRIM 5350 Computer Crime and Fraud (3 hours)
- CRIM 5500 Topics in Criminal Justice (3 hours)

Data Analytics (MS)

Maximum number of graduate hours accepted - 9 hours

Students may select up to 9 hours from the following courses:

- CSDA 5110 Analytics Programming with R (3 hours)
- CSDA 5210 Databases and Data Warehouses (3 hours)
- CSDA 5240 Database Programming (3 hours)
- CSDA 5320 Analytics Applications Using Python (3 hours)
- CSDA 5330 Machine Learning for Predictive Analytics (3 hours)

Environmental Management (MS)

Maximum number of graduate hours accepted - 6 hours

Students may select up to 6 hours from the following courses:

- ENMG 5000 Environmental Science (3 hours)
- ENMG 5100 Environmental Law (3 hours)
- ENMG 5200 Environmental Regulations and Compliance Auditing (3 hours)

- BUSN 6110 Production and Operations Management (3 hours)

International Relations and Security Studies (MA)

Maximum number of graduate hours accepted - 9 hours

Students may select up to 9 hours from the following courses:

- IRSS 5000 Introduction to International Relations and Security Studies (3 hours)
- IRSS 5100 Research Methods and Perspectives (3 hours)
- IRSS 5200 Security Policy Development and Artificial Intelligence (3 hours)
- IRSS 5540 International Organizations (3 hours)
- IRSS 5560 U.S. Foreign Policy (3 hours)
- INTL 5860 Issues in International Relations and Security Studies (3 hours)
- Any one IRSS course (3 hours) with a regional focus from the MA International Relations and Security Studies program under the International Relations Rack Comparative cluster

Master of Business Administration (MBA)

Maximum number of graduate hours accepted - 9 hours

Students may select up to 9 hours from the following courses:

- BUSN 5000 Business (3 hours) (only for students not completing an ACBSP-accredited undergraduate degree)
- MBA 5010 Value Creation (3 hours)
- MBA 5020 Quantitative Methods for the MBA (3 hours)

Students who have completed an ACBSP-accredited undergraduate program at Webster are eligible for a BUSN 5000 waiver.

Note: The MBA may be a good choice for any student wishing to go into a management role in their field, regardless of major/minor. Students from majors other than BSBA or BS Finance should complete BUSN 5000, MBA 5010 and MBA 5020. Students completing the BSBA or BS Finance should complete MBA 5010 and MBA 5020, as BUSN 5000 is waived for them.

Strategic Communications (MA)

Maximum number of graduate hours accepted - 9 hours

Students must take:

- MEDC 5300 Strategic Communications (3 hours)
- Select two courses from the following courses for the remaining 6 hours:
  - STCM 5210 Digital Media Literacy (3 hours)
  - PBRL 5322 Public Relations (3 hours)
  - ADVT 5321 Advertising Decision Making (3 hours)
  - MEDC 5310 Media and Culture (3 hours)

Specialized Combined Degrees

Program Description

The specialized combined degrees program enables students to complete both a bachelor's degree and a master's degree that have been specially paired in a program that will guide students through specific undergraduate and graduate coursework that will lead to completing two credentials, one bachelor's degree and one master's degree. Upper-level undergraduate courses are integrated with initial graduate courses in the curriculum, which decreases the total requirements for both degrees by a maximum of 12 credit hours. Students who have accumulated between 60 and 90 credit hours and who have maintained a 3.3 GPA in previous college work are eligible to apply for admission to the program. The combined degrees program is offered at the St. Louis area locations and has limited availability at other campuses and online.

BA/MA, BS/MA, BA/MS, BS/MS and Other Degree Combinations

By completing a block of requisite courses for the declared graduate major, students may combine their liberal arts undergraduate major with a more career-oriented graduate program.

Most undergraduate majors leading to a bachelor of arts or bachelor of science degree can be combined with any of the following graduate programs as long as the requisite courses for the graduate program have been met:

- Legal Studies (MA)
- Management and Leadership (MA)
- Marketing (MS),
- Marketing (MS) with an Emphasis in Analytics

Webster University also offers the following specialized combined degrees:

- Business Administration (BS) with an Emphasis in Accounting/Finance (MS)
- Computer Science (BS) with an Emphasis in Cybersecurity/Cybersecurity Operations (MS)

Learning outcomes for each combined degree follow the outcomes outlined for the corresponding graduate degree in the Graduate Studies Catalog. Graduate course descriptions are included in the Course Descriptions section of the current Graduate Studies Catalog. For undergraduate course descriptions, please refer to the appropriate Course Descriptions section of this catalog.

Requirements of Combined Degrees

General Requirements

Students in the undergraduate component of the combined degrees program are subject to the policies and procedures outlined in the current Undergraduate Studies Catalog, with the addition or exception of admission, academic performance, advancement to candidacy and continuous enrollment requirements detailed in this section.

Students in the graduate component of the combined degrees program are subject to the policies and procedures outlined in the current Graduate Studies Catalog, with the addition or exception of admission, academic performance, advancement to candidacy and continuous enrollment requirements detailed in this section.

Admission

Students must submit an application for the combined degrees program along with a signed letter of agreement to the Academic Advising Center. The letter of acceptance to the combined degrees program serves as the letter of acceptance required for the master's degree program.

Due to the accelerated nature of this program, no transfer credit will be accepted into the graduate component of the program. Transfer credit may be used only to meet the undergraduate requisite course requirements, and then only if taken before acceptance into the program.

Academic Performance

Students must maintain a current GPA of at least 3.0.

Advancement to Candidacy

Degree seeking students are advanced to master's candidacy after successfully completing 12 credit hours with a cumulative GPA of 3.0 or higher. Some programs may have additional requirements in order to advance to candidacy.

Legal Studies (MA)

Undergraduate Requisite Courses

- LEGL 2080 Topics in Law
  or LEGL 4800 Advanced Topics in Law
- LEGL 2400 Introduction to Law
  or POLT 2400 Introduction to Law
- LEGL 4490 Advanced Paralegal Procedures
- LEGL 4810 Tort Law Practice

Transition Courses

- LEGL 4460 Methods of Legal Research and Writing I
- LEGL 4470 Methods of Legal Research and Writing II
- LEGL 5450 American Constitutional Law
- LEGL 5470 Civil Actions

Graduate Courses

- LEGL 5100 Jurisprudence
- LEGL 5300 Ethics for the Legal Professional
- LEGL 5400 Anglo-American Legal History
- LEGL 5480 Criminal Actions
- LEGL 5490 Advanced Topics in Law
- LEGL 5800 Computerized Legal Research
- LEGL 6000 Research and Writing Project

Elective Courses

The combined degree in legal studies requires two elective graduate courses in addition to the courses listed.

Management and Leadership (MA)

Undergraduate Requisite Courses

- ECON 2030 Principles of Macroeconomics
- ACCT 2010 Financial Accounting
- MNGT 2000 Foundations for Business Success
  or MNGT 2100 Management Theory and Practices
- MNGT 3400 Human Resource Management
- MNGT 2500 Marketing

Transition Courses

- MNGT 4100 International Management
- MNGT 4900 Managerial Policies and Strategies
- HRMG 5000 Managing Human Resources
- MNGT 5590 Organizational Behavior

Graduate Courses

- BUSN 5200 Basic Finance for Managers
- HRDV 5630 Organization Development and Change
- MNGT 5650 Management and Strategy
- MNGT 5670 Managerial Leadership
- MNGT 6000 Integrated Studies in Management

Elective Courses

The combined degree in Management and Leadership requires three elective graduate courses in addition to the courses listed.

Special Requirements

For students who will not complete a business or business-related undergraduate degree from Webster or another university that do not meet the following criteria:

- Regionally-accredited
- The business school must hold a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Students must do **one** of the following:

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

Marketing (MS); Marketing (MS) with an Emphasis in Analytics

Undergraduate Requisite Courses

- ECON 2000 Survey of Economics
- MNGT 2000 Foundations for Business Success
  or MNGT 2100 Management Theory and Practices
- MNGT 2500 Marketing
- MNGT 3510 Management of Integrated Marketing Communications

Transition Courses

- MNGT 4330 International Marketing
- MNGT 4920 Marketing Strategies*
- MRKT 5720 Promotional Management
  or MRKT 5740 Management of Digital Marketing
- MRKT 5890 Marketing Statistics
  or BUSN 5760 Applied Business Statistics
- MRKT 5850 Marketing Research

*MNGT 4920 should be completed after MRKT 5850.

Graduate Courses

- MRKT 5000 Foundations of Marketing Strategic Thinking (*Requisite Course*)
- MRKT 5610 Marketing Channel Management
  or MRKT 5730 International Marketing
- MRKT 5895 Marketing Analytics
- MRKT 5960 Marketing Management
- MRKT 6000 Integrated Studies in Marketing

Elective Courses

In addition, the student chooses four elective courses offered in this major, (e.g. MRKT prefix) or from the following list:

- NPLR 5020 Essentials of Marketing and Resource Development in Nonprofits
- ADVT 5410 Fundamentals of Branding
- CSDA 5110 Analytics Programming with R
- CSDA 5310 Data Visualization
- CSDA 5330 Machine Learning for Predictive Analytics

- CSDA 5430 Predictive Analytics
- BUSN 6160 Integrated Business Processes and ERP
- MNGT 5670 Managerial Leadership

If the requisite course is waived, the student must choose an elective course from the electives listed above.

Special Requirements

For students who will not complete a business or business-related undergraduate degree from Webster or another university that do not meet the following criteria:

- Regionally-accredited
- The business school must have a business-related accreditation (e.g. AACSB, ACBSP, IACBE, etc.)

Students must do **one** of the following:

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

Analytics Emphasis Courses

- CSBU 5320 Data Analytics Foundations for Business Analytics
- CSDA 5310 Data Visualization
- CSBU 5420 Machine Learning for Business Analytics
- MRKT 6300 Marketing Analytics Integrated Practicum

Business Administration (BS) with an Emphasis in Accounting/Finance (MS)

Program Description

The bachelor of science (BS) in business administration with an emphasis in accounting/master of science (MS) in finance is an accelerated degree combination primarily designed for students who plan to enter the accounting profession and are in need of at least 150 credit hours in order to qualify for the license to practice as a Certified Public Accountant.

Admission

Students seeking combined degree program BS in business administration with an emphasis 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 business administration with an emphasis in accounting/MS in finance degree combination program requires a total of 144 credit hours which is a combination of undergraduate and graduate credit hours. A maximum of 90 credit hours may be accepted for transfer into the undergraduate program but only a maximum of 64 credit hours of lower-division work are allowed to transfer. A student must complete a minimum of 18 credit hours of undergraduate accounting courses at Webster University. No transfer credit is allowed for the graduate portion of the program.

Students must apply to the Business Department through the Office of Academic Advising for the graduate portion of the BS in business administration with an emphasis 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 business administration with an emphasis in accounting/MS in finance degree combination.

Combination BS in Business Administration with an Emphasis in Accounting/MS in Finance Requirements

The BS in business administration with an emphasis in accounting/MS in finance degree combination requires that all university-wide undergraduate degree requirements for general education and the accounting major must be met. Students may receive the BS in business administration with an emphasis 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 business administration with an emphasis in accounting, they should have a total of 120 credit hours, completed all general education requirements, completed all of the required undergraduate courses for the major in accounting, and completed the four transition courses in the set of core requirements. Students may then continue completing the requirements for the MS in finance degree.

Undergraduate Requisite Courses

All courses required for the BS in business administration with an emphasis 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 business administration with an emphasis in accounting/MS in finance programs.

Transition Courses

- ACCT 4100 Advanced Financial Accounting
- ACCT 4900 Auditing
- FINC 5000 Finance
- FINC 5100 Financial Modeling

Graduate Courses

- FINC 5210 Investments
- FINC 5810 Capital Budgeting and Corporate Investment
- FINC 5830 Institutions and Financial Markets
- FINC 5840 International Finance
- FINC 5880 Advanced Corporate Finance
- FINC 5890 Financial Statement Analysis
- FINC 6290 Mergers and Acquisitions

Computer Science (BS) with an Emphasis in Cybersecurity/Cybersecurity Operations (MS)

Program Description

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

Admission

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

General Requirements

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

Students may receive the BS degree after completing all of the requirements for the degree and before completing the requirements for the MS degree. For the BS degree, they should have a total of 120 credit hours, completed all Global Citizenship Requirements (GCP), completed all 57 credit hours of the required undergraduate COSC/CSSS courses, and completed the four CSSS courses in the set of transition courses. Students may then continue completing the requirement for the MS degree.

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 3510 Computer Architecture
- COSC 3810 Principles of Programming Languages
- COSC 4110 Database Concepts
- COSC 4120 Database Applications
- MATH 2410 Discrete Mathematics
- CSSS 2510 Cyber Attacks and Defenses
- CSSS 3510 Writing Secure Code
- CSSS 3520 Cybersecurity Program, Policies and Ethics

Transition Courses

- CSSS 2410 Cybersecurity and Internet Architecture
- CSSS 4510 Cybersecurity Capstone Project
- CSSS 5120 Cybersecurity Infrastructures
- CSSS 5150 Cybersecurity Risk Management

Graduate Courses

- CSSS 5130 Cybersecurity Intelligence/Counter Intelligence
- CSSS 5140 Cybersecurity Strategic Operations
- CSSS 5160 Encryption Methods and Techniques
- CSSS 5180 Social Engineering
- CSSS 6000 Practical Research in Cybersecurity

Three electives from the following:

- CSSS 5210 Cybersecurity Law and Policy
- CSSS 5220 Cybersecurity Threat Detection
- CSSS 5225 Auditing Compliance in Cybersecurity
- CSSS 5230 Cybersecurity Forensics
- CSSS 5250 Use and Protection of Space Assets
- CSSS 5265 Foundations of Software Development
- CSSS 5270 Cybersecurity in Cloud Computing
- CSSS 5275 Emerging Technologies in Cybersecurity
- CSSS 5990 Advanced Topics in Cybersecurity
- CSSS 6500 Cybersecurity Internship

Faculty

Adjunct faculty are assigned the title of adjunct professor.

Adjunct faculty can be characterized as follows:

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

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

U.S. Campuses

Missouri

- Aaron, Christopher J., BA, Louisiana State University, 2003; MFA, Syracuse University, 2007
- Ackerman, Kenneth George, Jr., BS, University Maryland Global Campus, 2007; MA, Webster University, 2013
- Adamgbo, Anthony, BA, University Missouri/St. Louis, 2007; MA, Webster University, 2009; MHA, Webster University, 2011; DPHL, Benedictine University, 2018
- Adams, Catherine C., BFA, Webster University, 2021
- Adams, Thesina, BS, Florida A&M University, 1993; MBA, Lindenwood University, 2000
- Adebiaye, Richmond, BS, Lagos State University, 1998; MS, Lewis University, 2007; PhD, Robert Morris University Illinois, 2010
- Adesman, Marisa Romano, BFA, Washington University, 2013; MFA, Rhode Island School Design, 2018
- Agutu, Kennedy Onyango, BS, Webster University, 2011; MA, Webster University, 2013; MS, Webster University, 2017
- Ahearn, James, BA, St. Louis University, 2010; BA St. Louis University, 2010; JD, St. Louis University, 2013; MA, St. Louis University, 2014; MED, University Missouri/St. Louis, 2015
- Ahmad Rabiu, Rabiu, BA, American University Nigeria, 2009; MS, Webster University, 2013
- Ahmad, Shazia I., BA, University Kansas, 2002; MA, University London, 2004; PhD, University London, 2015
- Ahmadi Dehrashid, Karo, BFA, Univ of Applied Science & Technology, 2017; MFA, Iowa State University, 2021
- Ahmed, Mohammed R., BA, California State University Los Angeles, 1980; MBA, California State University Los
- Angeles, 1986; DBA, Nova Southeastern University, 1993
- Akpan, Etido Oliver, BBA, Freed-Hardeman University, 1995; MBA, Union University, 2001; DBA, Argosy University, 2004; DBA, University Tasmania, 2004; MA, Webster University,2016
- Akpo, Evans Igho, BA, Webster University, 2012; MA, Webster University, 2013; EDD, Houston Baptist University, 2021
- Allen, Sherrita, BA, Missouri State University, 2000; MA, Webster University, 2015
- Allison, Kyle Patrick, BA, University North Texas; DBA, California Intercontinental University; MBA, Amber University, 2012
- Altrogge, Virginia Ellen, BS, Southeast Missouri State University, 1970; MA, Southeast Missouri State University, 1978; EDS, Southeast Missouri State University, 1996; EDD, St. Louis University, 1996
- Amaria, Pesi J., MS, University Birmingham, 1968; PhD, University Birmingham, 1975
- Ames, Darrell D, Jr., BSOE Wayland Baptist University, 1994; MS, University Oklahoma, 2002
- Amick, Rachael Isabelle, BJ, University Missouri/Columbia, 2012; MSED, Indiana University Bloomington, 2014
- Amos, Randall M., BA, Wichita State University, 1977; MBA, Wichita State University, 1994
- Anders, Kristina, BA, Belmont University, 2000; MA, New School Social Research, 2007; MSW, Washington University, 2014
- Anderson Morton, Kristen Layne, BA, South Dakota State University, 2002; MA, University Iowa, 2003; PhD, University Iowa, 2009
- Anderson, Alicia M, BS, Empire State College, 2005; MS, University Wisconsin Madison, 2006; MS, Capella University, 2009; PhD, Capella University, 2016
- Anderson, April Dickey, BBA, University Cincinnati, 1988; MA, Michigan State University, 1989; MS, Northern Illinois University, 1993
- Anderson, Dametrice Fransha, BSED, University Arkansas Fayetteville, 2004; MBA, Harding University, 2005
- Antley, Barbara Colson, BS, The Citadel, 2007; MBA, The Citadel, 2012
- Antoine, Bryant, BS, Suffolk University, 2013; MS, St. Louis University, 2019
- Antoniou, George, BS, New York University, 1987; BS, New York University, 1988; MS, Nova Southeastern University, 2005; PhD, Nova Southeastern University, 2015
- Applegate, Lindsey Christine, BS, Truman State University, 2017
- Arango-Arterburn, Adriana, BBA, Institute of the Assumption, 1993; MIM, University Saint Thomas, 2002
- Arcipowski, Erin Kathleen, BS, Truman State University, 2009; BS, Barnes-Jewish College/Goldfarb School Nursing, 2010; PhD, University Tennessee Knoxville, 2020
- Ardekani, Shervin, BA, St. Louis University, 1999; MSW, St. Louis University, 2002
- Arens, Kerry Elizabeth, BA, Miami University Oxford, 1995; MAT, Webster University, 2001; EDD, Maryville University of St. Louis, 2015; MED, Maryville University of St. Louis, 2021
- Arias Rueda, Ruben Angel, BA, University of Basque Country, 2008; MED, University Navarra, 2008; MAS, University of Basque Country, 2010; PhD, University of Basque Country, 2017
- Armbruster, Karla, BA, Miami University Oxford, 1985; MA, Ohio State University, 1989; PhD, Ohio State University, 1996
- Arnold, Jeanne Marie, BS, Missouri Baptist University, 1995; MBA, Webster University, 1998; DMGT, Webster University, 2019
- Ashford, James T., BS, Webster University, 2011; MS, Webster University, 2012
- Ashogbon, Adewale Daniel, BS, University Benin, 2007; MS, University Lagos, 2013; PhD, Northcentral University, 2021
- Assner-Alvey, Robin Heather, BFA, University Connecticut, 2000; MFA, Ohio State University, 2002
- Astuto, Angela Marie, BA, Maryville University of St. Louis, 1997; MAT, Webster University, 2003
- Atkins, Brian, BA, California State University Fullerton, 1983; MS, West Coast University, 1987
- AuBuchon, Aaron A., BA, Webster University, 2002; MA, Webster University, 2005
- Awada, Jeffrey J., BFA, Emerson College, 1993; MFA, University Pittsburgh Greensburg, 2006
- Ayllon, Robert B., BA, William Jewell College, 1983; MM, Southern Illinois University/Edwardsville, 2007
- Baca Mejia, William, BA, Universidad Del Norte, 2007; MA, University Missouri/Kansas City, 2012
- Badell, Christopher

- Badra, Mazen S., BA, Birzeit University, 1981; MBA, Amber University, 1985; DMGT, Colorado Technical University, 2014
- Badrinarayan, Amarnath, MBA, Walden University
- Baebler, Barrett Jeffrey, BSBA, University Missouri/Columbia, 1976; MA, Webster University, 1993; DMgt, Webster University, 2006
- Bagwill, Bryce R., BS, Ball State University, 1991
- Bailey, Courtney, PhD, Baylor University, 2015
- Bailey, Martha B., AB, Ohio University, 1983; MA, University Maryland/Baltimore, 1988; PhD, University Maryland/Baltimore, 1992
- Bajah, Jeff T., BS, Obafemi Awolowo University, 2002; MBA, Kaplan University, 2010; EDD, California Lutheran University, 2016; MS, California Lutheran University, 2017
- Baken, Mary Elizabeth, BA, Webster University, 1990; MFA, University Arkansas Fayetteville, 1996; MA, University Missouri/St. Louis, 2014
- Balcome, Sharon Vinson, BS, Virginia Commonwealth University, 1969; MAED, Western Carolina University, 1973; PhD, University South Carolina, 1992
- Baldeon, Natalie Denyse, BA, University Texas Arlington, 2003; BS, University Texas Arlington, 2003; MA, University Texas Arlington, 2006
- Balderas, Maria, BA, University Texas Arlington, 2003; BS, University Texas Arlington, 2003; MA, University Texas Arlington, 2006
- Band, Jennie Purvis, BSED, University South Carolina, 1969; MM, Florida State University, 1971; MED, University Georgia Athens, 1974; PhD, University South Carolina, 1996
- Banks, Rhoda Delaine, BA, Lindenwood University, 2000; MA, Webster University, 2004; bMHA, Webster University, 2008
- Bantu, Vince Lee, PhD, Catholic University America, 2015; MA, Catholic University America, 2012; THM,
- Princeton Theological Seminary, 2009; MDIV, Gordon-Conwell Theological Semin, 2008; BA, Wheaton College, 2005
- Barbre, Mark Adam, BA, Webster University, 2003; MAT, Webster University, 2006
- Barclay, Robert Douglas, BA, St. Leo College, 2009; MPM, Washington University, 2011, MS, Missouri University of Science and Technology, 2014
- Bardenheier, Richard Kyle, BS, Webster University 2009; BA, Webster University, 2009; MBA, Webster University, 2021; MS, Webster University 2024
- Barekzai, Sarah, BS, Western Governors University 2018; MED, Western Governors University 2018
- Barkman, Thomas Dean, BA, University Denver, 1976
- Batie, James L., BA, Columbia College, 1999; EDD, Nova Southeastern University 2009; MS, Troy University, 2001; CEMB, Strayer University, 2016
- Battaglia, Julie Anne, BA, Oklahoma City University, 2007; MM, Rider University, 2024
- Battles, Joanna K., BFA, New York University, 2000; MFA, Brown University, 2005
- Bauer, Jenna Suzanne, BFA, Webster University, 2000; MA, Hunter College, 2014
- Baxter, Michael Robert, BFA, Webster University, 2009
- Bayless, Robert Marion, Jr., BS, Moorhead State University, 1978; MS, University Southern California, 1981
- Beavers, Glenn Kevin, BA, University Cincinnati, 1985; MA, Webster University, 2003
- Becker, Robert Andrew, AB, Gonzaga University, 1969; MA, Webster University, 1996
- Beckmann, Mary Gerard, BA, Western Illinois University, 1999; MAT, Webster University, 2001; EDd, Walden University, 2008
- Bell, Merlin Lorenzo, MA, Fontbonne University, 2017; BA, Denison University, 2015
- Bellomo, Jessica Ann, BA, Saint Louis University, 2006; MA, Webster University, 2011
- Belo, Dani, PhD, Carleton University, 2021
- Belotserkovsky, Raisa, BA, Minsk Special Music School, 1967; BA, Minsk State University, 1971; MAED, Washington University, 1997
- Benshoof, Leah Dawn, BA, North Central College, 1999
- Bensie, Dennis Milam, BA, Southern Illinois University/Car, 1988
- Bentley, Kathryn A., MFA, Lindenwood University, 2006; BA, Southern Illinois University/Edw, 1992
- Benton, Melissa Joy, BA, Webster University, 2007; MA, Webster University, 2009
- Bercovitz, Neil R., BS, Northern Illinois University, 1974; MBA, Depaul University, 1978
- Bergfeld, Garrett R., BS, Southeast Missouri State University, 1972; PhD, Saint Louis University, 1989
- Berlinberg, Cheris Kline, BA, University Colorado Boulder; MS, Saint Josephs University
- Berry, Jeffrey Cloud, BS, Webster University, 2013; BA, Webster University, 2013; MS, Washington University, 2015
- Berry, Jennifer Kaye, BS, Southern Illinois University/Edw, 1995; MBA, Saint Louis University, 2004
- Bertolino, Robert A., PhD, Saint Louis University, 1998; MED, University Missouri/St Louis, 1993; BS, University Missouri/St Louis, 1991
- Bhatti, Safeer Tariq, EDS, George Washington University, 2020; PhD, Nova Southeastern University, 2014; BA, Villanova University, 2005; MA, Arcadia University, 2008; MA, University Pennsylvania, 2008
- Bica, Nicolae Lucian, BM, Harid Conservatory The, 1999; MM, Webster University, 2001
- Bickle, Michael Andrew, MS, University Maryland/Baltimore; BS, University Maryland College Park, 2013; DBA, University Maryland College Park, 2026
- Bielecki, Robert J., BS, Wilkes University, 1981; MBA, Webster University, 2009; MA, Webster University, 2014
- Bierlich, Afton, BS, Webster University, 2018; MSc, Ludwig-Maximilians University, 2020
- Biffignani, Michael J., MENG, Pennsylvania State University, 2015; BSEE, Missouri University of Science and Technology, 1979
- Biggs, Hubert Wayne II, BA, Missouri University of Science and Technology, 1987; MA, University Missouri/Columbia, 1993
- Binnings, Thomas Lyon, BA, Colorado College, 1979; MBA, Dartmouth College, 1983
- Biolchini, Paul D., BA, University Illinois Urbana-Champ, 1974; MS, University Illinois Urbana-Champ, 1976; MBA, Maryville University of St Louis, 1992; BS, University Illinois Urbana-Champ, 1974;
- Biscuitwala, Chetna, BS, Webster University, 1999; MHA, Webster University, 2017
- Biscuitwala, Dipak Kishorlal, BENG, Maharaja Sayajirao University of Baroda, 1987; MS, Southern Illinois University/Edw, 1996; MS, Webster University, 2002; MBA, Webster University, 2008
- Bishop, Courtney, BS, Columbia Southern University, 2014; MA, Webster University
- Bishop, Melissa Ruth, BM, Webster University, 1993; MM, Kansas State University, 1995
- Bitner, Jay Austin, BSED, Shippensburg University Penn, 1964; MA, Ball State University, 1969
- Black, David Alan, BM, Webster University, 1989
- Blackwell, Heather, BMed, Webster University, 2018; MA, University of Missouri-Kansas City, 2022
- Blair, Douglas Aughanbaugh, BAS, Cornell University, 1989; JD, Indiana University Bloomington, 1992; MHA, Saint Louis University, 1999; MHA, Webster University, 2014; MBA, Webster University, 2018

- Bogosian, Ahzad Hriar, BFA, Fontbonne University, 1974; MFA, Fontbonne University, 1988;
- Bohus, Juraj, BA, Academy Music, 1995; MA, Southern Illinois University/Car, 1997; MFA, Southern Illinois University/Car, 2002
- Boland, Michael J., BS, Rockhurst University, 1980; MBA, University Missouri/Columbia, 1982
- Bond, Jennifer, MA, Truman State University, 2011; BA, Truman State University, 2010
- Bonfiglio, William, BA, Vanderbilt University, 2012; MA, Washington University, 2023; MA, Washington University, 2019;
- Boone, Vanecia J., MFA, University Nevada Las Vegas, 2013; BFA, North Carolina Agriculture & Technology State University, 2010
- Boutros, Mary Youssef, MS, Case Western Reserve University, 2003; MS, John Carroll University, 2000; BS, American University Cairo, 1992
- Bowman, David L., BS, University Missouri/Columbia, 1966; MA, University Missouri/Columbia, 1967
- Bowman, Dick L. II, BS, Pennsylvania State University, 1969; MBA, University Utah, 1976
- Bowman, Willie Dell C., BS, Drury University, 1981; MSA, Central Michigan University, 1992; MS, National Defense University, 2001
- Boyce, Brenda K., BS, Quincy University, 1980; BS, Quincy University, 1980; MS, University Missouri/St Louis, 1989
- Boyd, Kara N., BS, Southern Illinois University/Edw, 1999; MA, Southern Illinois University/Edw, 2000; MBA, Webster University, 2006
- Boyd, Kirven, MFA, Hollins University, 2018
- Boyd, Michael Biscoe, BA, Jacksonville University, 1971; MBA, University North Florida, 1979; BA, University Saint Thomas, 1968; MBA, University Saint Thomas, 1979; DMGT, Colorado Technical University, 2013
- Boyer-Edwards, Stephen James, BFA, Washington University, 1987
- Bracciale, Marie Theresa, MA, John F Kennedy University, 1987; BS, University Florida, 1980; PhD, University Florida, 2004
- Bradford, Josette Elan, PhD, Southern Illinois University/ Car, 2016; MS, Southern Illinois University/Car, 1997; BS, Southern Illinois University/Edw, 1994
- Bradley, Donna Osborne, JD, Howard University, 1981; MS, Columbia College, 2011; BA, Brown University, 1978; BRED, Union Theological Seminary, 2011; PhD, Capella University, 2016
- Brady, Michael Edward, BA, Calif State University Long Beach, 1975; MA, Calif State University Long Beach, 1977; PhD, University Calif Riverside, 1983; PhD, Southern Illinois University/Car, 2013; MA, Boston College, 2008; BA, University Mass Boston, 2005
- Brandt, Elizabeth Andrus, BA, Kenyon College, 2003; MFA, University Illinois Urbana-Champ, 2012
- Brashares, Delbert Claude, BS, Bowling Green State University, 1979; MS, Troy State University Montgomery, 1981; MS, University Southern Mississippi, 1987
- Bratic, Deyan Gregory, BA, Webster University, 2006; MM, Webster University, 2011
- Breault, Michael T., BS, Rensselaer Poly Inst, 1980; MS, American College of Education
- Bremer, Monica Newsam, MAED, Lindenwood University, 2003
- Brenner, Madeline Aubree, BA, Webster University, 2012
- Bridges, Duane Lee, BM, Webster University, 2003; MM, Webster University, 2006
- Brinck, Anna, PhD, University of Georgia, 2023
- Brink, Benjamin McAlester, BS, Stanford University, 1980; MS, Stanford University, 1980; MBA, Harvard University, 1982; MSS, Army War College Corres Program, 2006
- Brittain, Thomas, BS, Western Governors University, 2019; MBA, Western Governors University, 2022
- Broeder, Jennifer L, BS, Southern Illinois University/Edw, 1980; MSN, Saint Louis University, 1985; PhD, Saint Louis University, 2003
- Brooks, Hunter M., MSA, Southern Illinois University/Edw, 2020; BSBA, Southern Illinois University/Edw, 2018
- Brown Billhymer, Jessica Z, BA, Northeastern University, 1973; MA, Webster University, 1999
- Brown, Carolyn Ilene, BGS, University Missouri/St Louis, 1993; MA, University Missouri/St Louis, 1995; PhD, University Missouri/St Louis, 2012
- Brown, Earl Otis, BS, Missouri University of Science and Technology, 1990; MA, University Missouri/Columbia, 1992
- Brown, Jennifer Ann, MA, University Southern California, 2012; BS, University Kansas, 2002
- Brown, Patricia, BBA, Tennessee State University, 2000; MED, University of Missouri-Columbia, 2006
- Brown-Kennerly, Victoria Lynn, BS, University Michigan/Ann Arbor, 1993; PhD, Emory University, 2001
- Bruce, Madeline Jordan, BA, Knox College, 2017; MS, Saint Louis University, 2020; PhD, Saint Louis University, 2023
- Bruce, Racheal, BFA, Webster University, 2019; MFA, Washington University, 2021
- Brueckner, Renee Marie, BS, Murray State University, 1984; MA, Webster University, 2013; GCRT, Webster University, 2020
- Bruns, Kyle, BA, Western Illinois University, 2007; MA, Webster University, 2019
- Bryan Williams, Pamela L., MSED, Southern Illinois University/Car, 1999; BS, McKendree University, 1994
- Bryant, Paula P., BSA, University Missouri/St Louis, 1980; JD, Saint Louis University, 1983
- Buckalew, Lee Bradley, BFA, Webster University, 1992
- Bufe, Mary E., BA, Quincy University, 1983; AM, Washington University, 1985
- Bumpers, Erica L., BS, Harris-Stowe State University, 1997; MA, University Missouri/Kansas City, 2000; EDS, University Missouri/Kansas City, 2001; PhD, Illinois State University, 2006
- Burke, Madeline, MA, Ball State University, 2015; BA, Maryville University of St Louis, 2021
- Burton, Matthew Wesley, BS, Maryville University of St Louis, 2013
- Butler, Cora Marie, JD, University Missouri/Columbia, 1996; BS, University Missouri/Columbia, 1989
- Button, Catherine Molnar, JD, University Missouri/Columbia, 1996; BS, University Missouri/Columbia, 1989
- Byrne, Thomas James, BM, Webster University, 1994; MM, Webster University, 2003
- Cables, Ericka Renee, BS, Harris-Stowe State University, 2007; MA, Missouri Baptist University, 2013; PhD, University Missouri/St Louis, 2022
- Cacciatore, Tara Webbe Filomena, BFA, Webster University, 2009
- Calderwood, Brent A., BHS, Governors State University, 1981; MS, National-Louis University, 1984; MA, Naval War College, 2002
- Caldwell, Maura Elizabeth, BA, Webster University, 2007; MA, Webster University, 2010
- Caldwell, Scott Alan, BA, Central Methodist University, 1996; MED, University Missouri/St Louis, 2010; MA, University Missouri/St Louis, 2014
- Callan, Vicki Coopmans, MS, Albany Medical Centr, 1996; PhD, Virginia Commonwealth University, 2005
- Callaway, Justine Renee, BA, Webster University, 2018; MA, Webster University, 2020
- Cam, Yonca, BA, San Diego State University, 2018; MS, Illinois State University, 2021; PhD, University of Missouri-Columbia, 2025

- Campbell, Donna Marie, PhD, Carleton University, 1977; BA, University Toronto, 1968; MA, University Toronto, 1969
- Campbell, Lisa Ann, BM, Southern Illinois University/Edw, 1987; MM, Webster University, 1991
- Canning, Dwight D., BSBA, University Missouri/St Louis, 1982; MBA, Maryville University of St Louis, 2002
- Carlin, Dorothy L., MBA, Washington University, 2019; BA, Drake University, 1997
- Carlsson, Christiane, MA, Cologne University, 1992
- Carnes, Barbara Gail, BA, University Missouri/Kansas City, 1970; MPA, University Missouri/Kansas City, 1979; PhD, Fielding Graduate University, 1993
- Carr, Ronald William, Sr., BFA, Missouri State University, 1972; MAT, Webster University, 1984
- Carroll, Amy Michelle, BS, Missouri State University, 2001; MA, Missouri State University, 2003
- Carroll, Ryan Thomas, BA, Saint Louis University, 2005; MA, Webster University, 2011
- Carter, Jeffrey Richard, BA, Southwest Baptist University, 1983; MA, University of Central Missouri, 1996; DMA, University Kansas, 2000
- Caskey, Lauren Marzella, BA, Grinnell College, 2013; MA, Webster University, 2016
- Cassani, Alexis Renee, MA, University Missouri/St Louis, 2022; BA, Augustana College Illinois, 2020
- Cauthen, Delores, BS, University South Carolina, 1975; MED, University South Carolina, 1976; PhD, Walden University, 1993
- Cernik, Joseph A., PhD, New York University, 1982; MA, New York University, 1972; MBA, Lindenwood University, 1996; BA, Adelphi University, 1971
- Chakaryan, Hasmik, MA, Cincinnati Bible Seminary, 2009; PhD, University Toledo, 2013
- Chalfant, Katherine, BA, Shippensburg University Penn, 1983; MSA, Central Michigan University, 1997
- Champion, Darl H., BA, Indiana University of Penna, 1970; MCJ, University South Carolina, 1978; EDD, North Carolina State University, 1995
- Chapman, Grant M., BS, Oklahoma State University, 1989; JD, Saint Louis University, 1992; MA, Saint Louis University, 1993
- Chappell, John D., BS, Illinois State University, 1984; MA, Indiana University Bloomington, 1986; PhD, Indiana University Bloomington, 1994
- Charles, Harry, JD, University Illinois Urbana-Champ, 1983; AB, Washington University, 1979; MBA, Washington University, 1980; LLM, Washington University, 1991
- Chavaux, Therese Louise, PhD, Saint Louis University, 2003; BSED, University Missouri/Columbia, 1985
- Chavez, Juan William, BFA, Kansas City Art Institute, 2000; MFA, Art Institute of Chicago, 2004
- Checkett, Laura Anne, BA, University Missouri/St Louis, 2005; MA, Webster University, 2017
- Chekoudjian, Christiana, BA, Webster University, 2006; MA, University South Florida, 2009; MET, Webster University, 2024;
- Chen, Sheng-Bo A., PhD, Ohio State University, 2020; MS, National Taichung University Science & Techno, 2006; BA, Southern Taiwan University of Technology, 1999
- Christeson, Mary C., BA, St Ambrose University, 1978; MA, Webster University, 1994
- Christoff, Martha Jane, BSN, Webster University, 2007; MBA, Webster University, 2010; MSN, Webster University, 2020
- Chukwuma, Godson O., EDD, Nova Southeastern University, 2008; MS, Tuskegee University, 1982; BS, Southern University and A & M College, 1980
- Cira, Salvatore William, BUA, Saint Louis University, 1983; MA, Webster University, 1998; DMGT, Webster University, 2004
- Cisternino, Irissa, BA, The George Washington University, 2018; MA, Stony Brook University, 2020
- Citrowske, Perry Terrance, BA, Saint Louis University, 1995; MA, Webster University, 2008
- Clark, Jessica Lowery, BA, University North Carolina-Pembro, 2003; MA, Webster University, 2005; PhD, Capella University, 2012
- Clark, Julie, BA, Webster University, 2001; MA, Webster University, 2016
- Clark, Kenneth Earl, BS, Pepperdine University, 1997; MA, National University, 2008; BS, Southeast Missouri State University, 1972; BSBA, Southeast Missouri State University, 1972; JD, University Missouri/Kansas City, 1975; MBA, Washington University, 1990; LLM, Washington University, 1999
- Clegg, Joseph David, BA, George Washington University, 1995; JD, Washington University, 1999; AM, Washington University, 1999; MDIV, Eden Theological Seminary, 2016
- Cogan, Sara V, MS, Southern Connecticut State Unive, 2003; BS, Skidmore College, 1997
- Cojocar, William John, BA, Kent State University, 1985; MA, Boston University, 1993; PhD, Capella University, 2008
- Coleman, Parnell, BS, Excelsior College Exams, 2001; MA, Webster University, 2007; MA, Webster University, 2011
- Collart, Daniel, MBA, University Pennsylvania; BS, University Pennsylvania
- Colletti, Carla Renee, BM, Millikin University, 1999; MA, Western Illinois University, 2001; PhD, University Iowa, 2008
- Collins, Karen S., EDD, University Southern Mississippi, 2008; BA, St Mary's Dominican College, 1976; MAED, University New Orleans, 1982; MAED, University New Orleans, 1988
- Collins, Mark Edward, BS, Washington University, 2009; AM, Washington University, 2009; MBA, Saint Louis University, 2016
- Cook Gillis, Delia, PhD, University Missouri/Columbia, 1996
- Coons, Kimra Lee, BS, Columbia College, 1982; MBA, Lincoln University, 1986
- Cooper, Jameca Woody, BA, Tougaldo College, 1996; MA, University Missouri/Columbia, 1998; PhD, University Missouri/Columbia, 2002
- Copeland, Sarah Kathryn, MS, University Missouri/St Louis, 2004; BS, Murray State University, 2000
- Corbett, Suzanne Elaine, BA, Webster University, 1994; MA, Webster University, 1995
- Corley, Kathleen B, BA, Webster University, 1974; MA, Washington University
- Cornell, Rayme Lyn, BFA, University Nevada Las Vegas, 1993; MFA, University of Missouri - Kansas City, 1996
- Cornwell, Charlene Legree, BS, South Carolina State University, 1987; MA, Webster University, 2000
- Corrigan, Don H., BA, Knox College, 1973; MA, University Missouri/Columbia, 1975
- Cosby, Janice Lee, BA, Webster University, 1976
- Cosic, Velimir, BS, Webster University, 2015; MS, Webster University, 2021
- Cosic, Zlatko, BA, Webster University, 2008; MFA, Washington University, 2011
- Cournoyer, John S., BFA, Calif College Arts
- Crane, Jesse Rose, MFA, Southern Illinois University/Edw, 2019; BFA, Art Institute of Chicago, 2012
- Crews, Janet Marie, BS, Southeast Missouri State University, 1990; MAT, Webster University, 1995; EDS, Webster University, 2013
- Croghan, John Warren, BGS, University Missouri/St Louis, 1992
- Crooks, Scott Douglas, BS, Central Michigan University, 2004; SSP, Western Illinois University, 2010
- Cudnik, Jennifer W., MFA, Hollins University, 2019
- Culver, Jennifer Denise, MA, Indiana Wesleyan University, 2012; BA, College of Wooster, 2007
- Cummings, Colette, AB, University West Georgia, 1988; MED, University Illinois Urbana-Champ, 1992

- Currey, James, MS, University Missouri/St Louis, 2015; BA, University Missouri/St Louis
- Curry, Nicole, MBA, Wilmington University, 2024; BS, Rutgers University Cas Camden
- Curtis, Christine, PhD, University Mississippi, 2008; BA, Trinity University, 2002; MA, University Mississippi, 2005
- Curtis, Jacob Scott, BBA, McKendree University, 2009; MA, Webster University, 2013
- Curtis, James M., BSOE, Southwest Texas State University, 1981; MA, Webster University, 1998; MPA, University Oklahoma, 1985; PhD, Saint Louis University, 2008
- Curtis, Joseph R, BSBA, University Missouri/St Louis, 1978; MBA, University Missouri/St Louis, 1984
- Curtis, Melanie Renee, BA, University Missouri/St Louis, 1997; MA, Southern Illinois University/Edw, 1997; MBA, Webster University, 2008
- Dafnis, Bill, PhD, Nova Southeastern University, 2009; MS, Carnegie Mellon University, 2015; MBA, Lake Forest School Management, 1992; BA, University Illinois Chicago, 1984
- Dagan, Kyle P., MPS, Pennsylvania State University, 2022; BS, Charter Oak State College, 2013
- Dai, Shaowei, BA, Beijing Institute Business, 1994; MA, University Iowa, 2001; MBA, University Iowa, 2001
- Dalle, Mark Anthony, BSOE, Wayland Baptist University, 1992; MA, Webster University, 1999
- Daly, Megan Diane, MS, Indiana University Bloomington, 2008; BS, Illinois Wesleyan University, 2006
- Daly, Thomas Mark, BFA, Webster University, 1989; MFA, Southern Illinois University/Edw, 1992
- Dang-Williams, Thao X., MA, Saint Louis University, 1995; BA, Monmouth College, 1993; EDD, Saint Louis University, 2006
- Daniels, Brandon A., MFA, Washington University, 2015; BA, Concord College, 2012
- Daniels, Kelle Divis, MS, Mississippi State University, 1993; BS, Missouri State University, 1990
- Danner, Robert F., MS, Murray State University, 1992; BS, University Tennessee Memphis, 1982
- Dastmalchi, Ali Akbar, BA, National University, 1971; MBA, University Scranton, 1979; MA, West Virginia University, 1988; PhD, West Virginia University, 1989
- Davis, Amorella Marie, MS, Bellevue University, 2021; BS, Old Dominion University, 1993
- Davis, Dorian, BFA, New York University, 2002; MA, CUNY Graduate School & Univ Center, 2008; PhD, American University, 2018
- Davis, John Anthony, BSBA, University South Carolina, 1971; MS, University Southern California, 1979
- Davis, Kirkland Wayne, BA, Webster University, 1993; JD, Saint Louis University, 1996; MA, Webster University, 2017
- Davis, Paul G., DMA, University Texas Austin, 2006; MEd, Towson University; BA, Rocky Mountain College
- Davis, Sheree, JD, Saint Louis University, 2016; MA, Saint Louis University, 2012; BA, McKendree University, 2010
- Dawson, Michael T., MED, University Missouri/St Louis, 2007; BS, University Toledo, 2000
- Dawson, Teddy Roy, BS, Park University, 1998; MA, Webster University, 2000; PhD, Saint Louis University, 2018
- De Alwis, Duneesha, PhD, Washington University, 2011; BA, Washington University, 2007; MA, Washington University, 2004
- Del Gaiso, Amber, BA, University Missouri/Columbia, 2003; EDS, Florida State University, 2007; MS, Florida State University, 2007; EDS, Webster University, 2021
- Denison, Morgaine Ellen, AFA, East Central College, 2012; BA, Webster University, 2014; MA, Southern Illinois University/Edw, 2018
- Denkins, Tony Windale, BS, Embry-Riddle Aeronautical University, 1989; MS, Florida Institute of Technology, 2001; PhD, Capella University, 2013
- Denton, Robert Scott, BFA, Webster University, 2006; MFA, University Maryland College Park, 2014
- DePolo, Edwin Francis, BA, Park University, 1980; MA, Webster University, 2004; MBA, Webster University, 2017
- Dersch, Peggy Elizabeth, BSED, Southeast Missouri State University, 1981; MA, Southern Illinois University/Edw, 1987
- Deshpande, Shruti, MS, Birla Institute Technology, 2011
- Desper, Deane Antonio, DBA, Walden University, 2014; MBA, South University, 2011; BS, National-Louis University, 2004
- Detering, Jacob Paul
- Deutsch, Blaine, BFA, Iowa State University, 1995
- Dickinson, Janet Julia, BA, College of William & Mary Va, 1978; MBA, Florida Institute of Technology, 1989
- Dieckmann, Brian David, BSBA, University Missouri/St Louis, 2002; MA, Webster University, 2008
- Dilber, Karen, MAcc, University of Missouri-St. Louis, 2009; MLS, Texas A&M University, 2025
- Dill, Jason Allen, BS, Webster University, 1999; MBA, Webster University, 2011
- Dill, Todd John, BSB, University Missouri/St Louis, 1995; MA, Webster University, 2001
- Dippel, Rich J., BSBA, Saint Louis University, 1976; MBA, Saint Louis University, 1979; JD, Saint Louis University, 1979
- Dixon, Daniel Ross, BS, Drury University, 2011; MS, University of Central Missouri, 2013
- Dixon, David J., BA, University Missouri/St Louis, 1971; MS, Purdue University West Lafayette, 1972; PhD, Purdue University West Lafayette, 1977
- Doris, Sabrina, BFA, University Illinois Urbana-Champaign, 2000
- Douangkeomany, Oubonvanh, BA, Webster University, 2003; BS, Webster University, 2003; MS, Webster University, 2021
- Douglas, Phillip Duane, MED, National-Louis University, 2000; MA, Excelsior College Exams, 1998; PhD, Touro University, 2011; BS, Excelsior College Exams, 1997
- Dowell, Mark Aaron, MA, University North Carolina Chapel, 2003; BA, Hendrix College, 1996
- Dreiling, Geri Lynn, JD, Washington University, 1992; BA, Wichita State University, 1989
- Dribben, Stephanie Marie, BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2008; MSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2014; DNP, Barnes-Jewish Coll/Goldfarb School Nursing, 2020
- Ducey-Moss, Elizabeth Anne, BA, Acadia University, 1995; MM, Suny Binghamton, 1999; DMA, University Illinois Urbana-Champaign, 2008
- Duehren, Catherine M., BSN, Saint Louis University, 1987; MSN, Webster University, 2007
- Dueker, Margaret Dolores, BA, Webster University, 2000; BFA, Webster University, 2000
- Duffy, Kenneth F. Jr., BA, Southeastern College, 1988; MS, Nova Southeastern University, 1991; MSW, University Central Florida, 1998; PhD, Capella University, 2008
- Dunbar, Garth Dean, BFA, Webster University, 2003
- Dunlap, David F., BS, Appalachian State University, 1969; MA, Appalachian State University, 1976; EDD, University Alabama, 1980
- Dunne, Peter J., BA, Saint Louis University, 1978; JD, University Missouri/Columbia, 1983
- Durako, Lisa, BS, Maryville University, 2001; BSN, Maryville University, 2005; MS, Webster University, 2012
- Durako, Lisa, BS, Maryville University, 2001; BS, Maryville University, 2005; MS, Webster University, 2012
- Durgin, Janet Kay, MS, Keller Graduate School Management; BA, University Central Florida
- Duris, Adam Christopher, DVM, Louisiana State University, 2013
- Dykes, C Barry, MBA, Temple University, 1976; BS, Temple University, 1974

- Eanes, Ashley Edward, BS, Virginia Tech, 1986; MS, George Mason University, 1993
- Early, Bevin, MED, University Missouri/St Louis, 2008; BA, Skidmore College, 1998
- Echeverry, Cristina M., BS, Florida State University, 2001; MBA, Nova Southeastern University, 2004; EDD, Nova Southeastern University, 2008
- Edele, Elizabeth Anne, BA, Webster University, 2004; MFA, Calif College Arts, 2007
- Eggers, Michelle Renee, BA, Webster University, 2012; MA, Southern Illinois University/Car
- Ehui, Richard HuguesKouadio, PhD, University Missouri/St Louis, 2013; MA, University Missouri/St Louis, 2008; MA, Illinois State University, 2003; MA, Illinois State University, 2000
- Eich, Keegan, BA, University Missouri/St Louis, 2021; MA, Webster University, 2025
- Elliott, Christopher Michael, MSW, Saint Louis University, 1996; BS, Saint Louis University, 1994
- Elliott, Rebecca T., BSED, Arkansas State University, 1974; MSED, Arkansas State University, 1977; EDD, University Memphis, 1998
- Elliott, William R, MAT, Webster University, 1975; BSED, Southeast Missouri State University, 1966
- Ellis, Carolyn Ilona, BS, University Central Florida, 1991; MA, University Central Florida, 1995; MA, University Central Florida, 1998
- Ellison, Mitchell B., BSBA, Southeast Missouri State University, 1980; MBA, Southeast Missouri State University, 1983; PhD, Saint Louis University, 1993
- Elstner, Erin Meredith, BM, The New School, 1999; MA, Webster University, 2019
- Elvington, Andrew Franklin, PhD, Medical University of S Carolina, 2013; BS, Clemson University, 2006
- Ely, Kari Lynn, BS, Southern Illinois University/Edw, 1983
- Enders, Lois Lea, BA, Webster University, 1996
- Engelhardt, Michael Sebatian, MM, Southern Illinois University/Edw, 2007; BM, Millikin University, 1997
- Engelke, Sarah Malinda, MM, Southern Illinois University/Edw, 2001; BM, Southern Illinois University/Edw, 1999
- Englis, Dorothy M, BA, Tufts University, 1974; MFA, Carnegie Mellon University, 1977
- Enloe Fritz, Elizabeth Kaye, BA, University Missouri/Kansas City, 1992; BMED, University Missouri/Kansas City, 1992; MA, Webster University, 2005
- Ensign, James M., BS, Mount Senario College, 2001; MBA, University Illinois Chicago, 2009; DBA, Walden University, 2017
- Eros, Stephen, BM, Webster University, 2013; MA, Webster University, 2015
- Ertel, Michelle, BSN, Illinois Wesleyan University, 2003; MS, Southern Illinois University/Edw, 2007; DNAP, Middle Tennessee School of Anesthesia, 2017
- Ervin, Shawn Michael, MS, Washington University; BS, Clark Atlanta University
- Erwin, David Jeffrey, MM, Westminster Choir College, 1985; BM, Westminster Choir College, 1981
- Estrada, Naomi Yolanda, BA, University Texas El Paso, 2006; MA, Webster University, 2008
- Ethington, Cristina, MS, University of Kaiserslautern; BS, Federal University Rio Grande Su
- Etienne, Jeff, BS, St John's University Jamaica, 1992; MA, Webster University, 1996; EDD, Argosy University, 2015
- Ewenike, Victoria N., MPA, University Arkansas Little Rock, 1991; JD, University Arkansas Little Rock, 1999; BA, Obafemi Awolowo University, 1982
- Fan, Elsa Lai, BA, University Calif Berkeley, 1998; PhD, University Calif Irvine, 2012
- Fang, Li, BA, Beijing Language & Culture University, 1991; MBA, Southern Illinois University/Car, 1997
- Farish, Murray Fleming, BA, Webster University, 1997; MFA, University Houston Downtown, 2003
- Fees, Alexander G., BA, Southeast Missouri State University, 1987
- Felder, Centron, BS, University West Florida, 2000; MA, Auburn University Montgomery, 2008; MA, Webster University, 2016; EDS, Webster University, 2019; AGC, Webster University, 2019
- Feng, Baichun, BS, Tsinghua University, 2000; MS, Tsinghua University, 2003; MS, University Minnesota Twin Cities, 2005; PhD, Penn State University, 2009
- Ferber, Andrea Lillian, BFA, Milwaukee Institute/Arts/Design, 2002; MA, University Illinois Urbana-Champ, 2006; PhD, University Illinois Urbana-Champ, 2014
- Ferguson, Jennifer Elizabeth, BS, Fontbonne University, 2008; MA, Webster University, 2014
- Ferrigno, Nina, BM, New England Conservatory Music, 1991; MM, New England Conservatory Music, 1994
- Fike, Jimmy Wilson, Jr., MFA, Cranbrook Kingswood School, 1999; BA, Auburn University, 1994
- Filkins, Lisa Marlen, BA, Saint Louis University, 1990; MA, Webster University, 1994
- Finazzo, Julie M., DNP, University Missouri/Kansas City, 2021; MSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2013; BSN, Truman State University, 2009
- Findley, Stephen Glenn, BA, Rice University, 1986; MA, Boston College, 1995; PhD, Boston College, 1996
- Fink, Brandon, BFA, University of Central Oklahoma, 2011
- Finkel, Debra Kaye, BJ, University Missouri/Columbia, 1973; MA, Webster University, 2007
- Fix, Julie A., BA, Saint Louis University, 1981; JD, Saint Louis University, 1984
- Flagg, Lelia Louise, PhD, University Missouri/St Louis, 2016; EDS, University Missouri/Columbia, 2009; MED, University Missouri/Columbia, 2003; BA, University Missouri/Columbia, 2000; MED, University Missouri/Columbia, 2003; PhD, University Missouri/St Louis, 2016
- Fleming, Melisa L., BS, University Maryland Global Campus, 1997; MA, St Mary's University, 2000; PhD, St Mary's University, 2012
- Fleming-Hampton, Monica Delores, BA, University Central Florida, 1987; MA, Webster University, 1995
- Fletcher, Louis L., BA, University Maryland College Park, 1989; MED, Northern Montana College, 1992; PhD, Northcentral University, 2008
- Flewellen, Vincent Cornell, BA, Maryville University of St Louis, 1998; MSW, Washington University, 2005
- Flier, Steven Joseph, BS, University Texas Austin, 1988; MS, Air Force Inst Tech, 1995
- Flores, Adam M., MFA, Baylor University, 2015; BA, Fontbonne University, 2007
- Flores, Mica N., MA, Monterey Institute INTERNAT'L ST, 2012; BA, Lawrence University, 2005
- Foley, Tate, BA, Lycoming College, 2007; MFA, University Georgia Athens, 2010
- Fontana, Mary Carmen, BA, Saint Louis University, 1976; MBA, Saint Louis University, 1982; JD, Saint Louis University, 1988
- Ford, Gary Eugene, BJ, University Missouri/Columbia, 1974; MA, Webster University, 1988
- Foster, Brandon Keon, BA, Georgia Southwestern State Unive, 2018
- Foy, Kathleen Ann, BA, Principia College, 1970
- Franco, Sara, PMC, University of Massachusetts Boston, 2024
- Franklin, Sharilyn Dionna, MBA, Fontbonne University, 1995; PhD, Walden University, 2010; BA, Indiana University Bloomington
- Franks, Clarence Michael, BS, Jacksonville University, 1988; MBA, Nova Southeastern University, 1997; MA, Webster University, 2019

- Frazier, Paul Stephen, BSEE, Texas Tech University, 1983; MS, University Southern California, 1991
- Fredrickson, Hans Luke, BFA, Webster University, 2008
- Freeman, Patricia Charlene, BA, University North Carolina Chapel, 1975; MS, Western Carolina University, 1993; EDD, North Carolina State University, 1997
- Frick, Adam C, BS, Depaul University, 1999
- Frisch, Hannah Marie, BA, Southern Illinois University/Car, 2020; MS, Webster University, 2022
- Froehlich, Clifford Wayne, BA, Saint Louis University, 1978; MA, University Missouri/Columbia, 1982
- Froelich, Jessilyn Michelle, BA, California State University Dominguez Hill, 2015; MS, San Jose State University, 2017; MA, University Missouri-St. Louis, 2023
- Fuller, Jamie Lee, BS, University Cincinnati, 2005
- Furnari, Ellen Ettlinger, BA, Bennington College, 1975; MSW, Adelphi University, 1983; PhD, Otago University, 2014
- Fyfe, Brenda S., BS, Quincy University, 1971; MED, University Illinois Urbana-Champ; EDD, Southern Illinois University-Edwardsville
- Gaal, John Stefan, BT, Washington University, 1991; MBA, Webster University, 1993; MA, Webster University, 1992; MIB, Saint Louis University, 1996; EDD, Argosy University, 2007
- Gabel, Kenneth Elmer, BS, Southeast Missouri State University, 1970; MA, Webster University, 1990
- Gaddis, Ronald Reese, BS, Western Michigan University, 1972; MS, University Kansas, 1981; PhD, University Kansas, 1982
- Gainey, Aloysius Marvin, BA, North Carolina Central University, 1983; MA, Webster University, 2004; PhD, North Carolina State University, 2011
- Gale-Betzler, Lisa, BS, Maryville University of St Louis, 1983
- Galik, Matthew, BA, Washington University, 2019
- Gamage, Lasanthi Nilmini, PhD, Missouri University of Science and Technology, 2015; BS, University Peradeniya, 2006
- Gangadharan, Bindu K., MA, University Madras; MA, University Madras; MA, Miami University Hamilton
- Garcia, Renee, MFA, University Missouri/Kansas City, 2010; BA, Florida State University, 2007
- Gardetto, Darlaine C., BA, University Calif Davis, 1974; MA, University Calif Davis, 1978; PhD, University Calif Davis, 1992
- Garner, Anthony, BS, National-Louis University, 2000; MBA, National-Louis University, 2001
- Gartley, Jennifer, MM, Louisiana State University A & M College, 2003; DMA, University Illinois Urbana-Champ, 2009
- Gatzert, Michele Ann, BSN, Webster University, 2007; MSN, Webster University, 2011; DNP, Capella University, 2016
- Gaylord, Donald Roderick, AB, Dartmouth College, 1978; MA, Tulane University, 1982; PhD, Tulane University, 1991
- Geidel, Bo Jean, MS, University Phoenix, 2015; BS, University Phoenix, 2010
- Geiser, Stephanie Alexandria, BA, Southern Illinois University/Car, 2014; MS, Webster University, 2021
- Gentry Ellis, Sarah, BSW, Missouri State University, 2007; MSW, Washington University, 2010
- George, Lynnane E., BME, Georgia Institute of Technology, 1988; MS, Georgia Institute of Technology, 1989; PhD, Georgia Institute of Technology, 2002
- George, Rebecca A., BS, Benedict College, 1998; MA, South Carolina State University, 2000; PhD, University South Carolina, 2007
- Geraghty Rathert, Anne, BA, Saint Louis University, 1985; JD, Saint Louis University, 1992
- Gerger, Rick H., BS, Southern Illinois University/Car, 1989; MA, Webster University, 2015
- Gernert, Timothy R., BS, Bowling Green State University; MBA, Auburn University
- Gertler, Brian, MED, Abilene Christian University, 2019; BA, Greenville University, 2016
- Gianino, Kevin
- Gibfried, Joseph Brian, BS, Missouri Southern State University, 1998; MA, Webster University, 2002; MS, Webster University, 2020
- Gilbertson, Lorraine H., BA, University Minnesota Twin Cities, 1963; MBA, Avila University, 1983
- Gillies, Bruce Gordon, BS, Excelsior University, 1992; MS, U.S. International University Ca, 2000; MA, U.S. International University Ca, 1996; PSYD, U.S. International University Ca, 2002
- Gilman-Hernandez, Byron C., MA, Creighton University, 2014
- Gitonga, Kevin W., BA, United States International University, 2003; MED, University Illinois Urbana-Champ, 2007; PhD, University Illinois Urbana-Champ, 2014
- Gitonga, Stephen Kiuri, MC, Idaho State University, 2002; PhD, Idaho State University, 2006
- Glasgow, Gary P., BA, Vanderbilt University, 1978; BFA, Webster University, 1982; MFA, University Wisconsin Milwaukee, 1992
- Glover, Malcolm E., PhD, University Central Arkansas, 2015; MPS, University Arkansas Little Rock, 2007; BS, Florida A & M University, 2005
- Goedereis, Eric, BS, Western Illinois University, 2003; MS, Western Illinois University, 2005; PhD, West Virginia University, 2009; MBA, Webster University, 2022
- Goergen, Shelly Christine, MAM, American Graduate University, 2013; BS, Park University, 2003
- Goez, Brian Thomas, BA, Webster University, 2002
- Golabek, Susan Currier, BA, University South Florida, 1984; MA, Webster University, 1996; EDD, George Washington University, 2001
- Golden, Katherine Bey, BA, Truman State University, 2010; MA, Webster University, 2015
- Gonzalez, Rocco, MHA, Saint Louis University, 2017; BS, Saint Louis University, 2015
- Goodman-Wilson, Amy Marie, AM, Washington University, 2006; BS, University Arkansas Little Rock, 1998; MA, Texas State University San Marcos, 2004
- Gordon, Heather Elaine, BA, University Virginia, 2001; MBA, Mercer University Macon, 2008
- Gorga, Allison Nicole, PhD, University Iowa, 2018; MA, University Iowa, 2013; BA, Trinity University, 2010
- Gotches, Gregory Dale, BS, University Illinois Chicago, 1974; AM, University Illinois Chicago, 1976; MS, Benedictine University, 1993
- Govan, Dieterick L., BBA, University Central Arkansas, 2000; MBA, University Phoenix, 2006; DBA, Walden University, 2012
- Graf, Merry, BA, Millikin University, 1986; MSED, Southern Illinois University/Edw, 2003
- Graham, Angel
- Granda, Larry M., BA, Webster University, 2001; BS, Webster University, 2001; MA, Saint Louis University, 2004; PhD, Saint Louis University, 2007
- Granneman, Ralph Scott, AB, Washington University, 1989; AM, Washington University, 2005
- Grantham, Lisa D., BS, Truman State University, 2006; MS, Iowa State University, 2013
- Grau, Paul H., Jr., MA, Liberty University, 2013; MBA, Colorado Christian University, 2007; BA, Colorado Christian University, 2006
- Gray Graves, Amy Michael, BS, University Central Oklahoma, 1999; MED, University Central Oklahoma, 2001; PhD, University North Texas, 2009
- Green, Rita Williams, MBA, University Memphis, 1997
- Green, Theodore D., BA, Beloit College, 1982; MA, Saint Louis University, 1986; PhD, Saint Louis University, 2000

- Greene, Claire Anderson, PhD, University Missouri/St Louis, 2023; MA, University Missouri/St Louis, 2017; BA, University Vermont, 2011
- Greene, Stephanie, BA, Smith College, 2015; MA, University of Maryland, 2023
- Gregg, Ryan Elliot, BA, Truman State University, 1999; MA, Virginia Commonwealth University, 2003; PhD, Johns Hopkins University, 2008
- Gregory, Megan, BA, University Wisconsin Green Bay, 2008; MS, Illinois State University, 2011; PhD, Illinois State University, 2017
- Greiner, Angelica Anne, BA, John Carroll University, 2007; MED, John Carroll University, 2010; PhD, University South Carolina, 2015
- Griffey, Julia, BS, University Calif Berkeley, 1994; MA, Cornell University, 1998; MFA, Massachusetts College of Art, 2005
- Griffin, LaToya, MED, University Missouri/St Louis, 2019; BA, Saint Louis University, 2017
- Griffin, William, MS, Northeastern University, 1974; MS, Pepperdine University, 1998; JD, Suffolk University, 1978; PhD, University Michigan/Ann Arbor, 2009; MPHI, University Cambridge, 1992; BA, Brown University, 1990
- Griffin, William Howard, BSBA, University Missouri/Columbia, 1968; MBA, University Missouri/Columbia, 1970
- Griffith, Capri Daris, BA, Columbia College, 2008; MA, Webster University, 2010
- Griggs, Alan Douglas, MBA, Washington University of Health & Sciences, 2003; MS, Washington University of Health & Sciences, 2003; BS, Christian Brothers University, 1996
- Groeneman, Richard N., MSEL, Vermont Law School, 2005; JD, Saint Louis University, 2004; BS, University Missouri/St Louis, 1999
- Groeneman, Ryan Harold, PhD, University Missouri/ Columbia, 2000; BS, Southern Illinois University/Edw, 1996
- Groneck, Kimberly, BS, University of Central Missouri, 1987; MA, Webster University, 1994
- Grooms, Pamela, MME, University Missouri/St Louis, 2002; BM, University of Central Missouri, 1983
- Grotewiel, Morgan M, PhD, University Missouri/Kansas City, 2016; MA, University Missouri/Kansas City, 2013; MA, Missouri State University, 2010
- Groves, Jeffrey Lynn, BES, University Missouri/Columbia, 1988; JD, University Missouri/Columbia, 1991
- Gruenloh, Taylor J., BA, Webster University, 2011; MFA, Hollins University, 2014
- Gruhl, Chad M., BS, Minnesota State University Moorhead, 1987; MS, Rosemont College, 1999; EDD, University Delaware, 2003
- Grundy, Carla, MS, Fontbonne University, 1993; BS, MacMurray College, 1992; EDD, Webster University, 2021
- Guterman, Gad, PhD, City University NY Cbeoc, 2011; MA, New York University, 2000; BA, Cornell University, 1996
- Gutting, David, AB, Washington University, 1971; MA, University Pennsylvania, 1978
- Gygi, Dinah, MS, University Wisconsin Milwaukee, 2003; BA, St Norbert College, 1998
- Haag, Lisa Kathleen, MFA, Lindenwood University, 2010; MA, Washington University, 1991; BA, Washington University, 1989
- Hadfield, Christina Marie, MS, Saint Louis University, 2021; BS, Saint Louis University, 2020
- Hagene, Judy Mary, MA, New Mexico State University, 1984; BSED, Southwest Missouri State-West Plains, 1979
- Haischer, Jamie, BA, Michigan State University, 1977; MBA, University South Florida, 1985
- Halagera, Raymond T., MA, University Chicago; BS, Purdue University West Lafayette
- Hale, Steven Alexander, BS, Webster University, 2004; MS, Webster University, 2012; MS, Webster University, 2017
- Hall, Brian Dean, BA, University New Hampshire, 1985; MBA, Webster University, 2009; DMGT, Webster University, 2015
- Hall, William Faucette, BS, Tennessee State University, 1972; MSW, Washington University, 1975; MA, Washington University, 1976
- Hallmon, David Wayne, BS, University North Texas, 2007; MSED, Southern Illinois University/Edw, 2009
- Halski, Megan Marie, BA, Webster University, 2003
- Ham, Jason B., BS, Park University, 2012; MA, Webster University, 2013
- Hamilton, Gregory Paul, BA, Lindenwood University, 2006; MBA, Webster University, 2012
- Hamilton, Ronald Bruce, BS, West Chester University Pennsylvania, 1975; MS, University Pennsylvania, 1989
- Hampton, Mea Marie, BS, University Phoenix, 2011; MS, University Phoenix, 2013
- Hanlon, David R., BS, Lindenwood University, 1985; MFA, University Kentucky Lexington, 1989
- Hannick, Craig L., BS, Maryville University of St Louis, 1988; MAT, Webster University, 1993
- Hanrahan, Peter Joseph, MFA, Rutgers University College New B, 2005; AB, Washington University, 2002
- Hanson, Becky Lynn, BFA, Webster University, 1995; MFA, San Diego State University, 2008
- Haq, Nadeem Ul, PhD, Northcentral University, 2015; MS, Strayer University, 2006; BS, Strayer University, 1997
- Hardin Marshall, Laura Diana, MS, University Oxford, 2008; BA, University of Central Missouri, 2006
- Harper, Andrea, BA, Webster University, 2011
- Harrell, Denise M., BA, Quincy College, 1979; MA, Webster University, 1996; MA, Webster University, 2017
- Harrell, Macy Meyer, BS, Southeast Missouri State University, 2008
- Harris, Erik William, BM, Juilliard School, 1986; MM, Juilliard School, 1987
- Harris, Kelley, MA, University Missouri/St Louis, 2007; BA, University Missouri/St Louis, 2003
- Harrison, David James, BA, University Nevada Reno, 1992; MA, Holy Apostles College & Seminary, 2009
- Hart, Martha, MM, Michigan State University, 1983; BA, Olivet College, 1978
- Hart, Thomas J., BS, Niagara University, 1983; MA, U.S. International University Ca, 1985; DMGT, Webster University, 2013; BA, Olivet College, 1978; MM, Michigan State University, 1983; DMA, Michigan State University, 1989
- Hassel, Martin Lawrence, AB, William Jewell College, 1978; AM, Washington University, 1990
- Hatstat, Francis Anthony, JD, Seattle University, 1989; MBA, City University Seattle, 1983; AB, University Michigan Dearborn, 1977
- Haug, Cherie Michelle, BS, Maryville University of St Louis, 2001; DPT, Boston University, 2007
- Hauser, Wes, BA, Wabash College, 2015; MPA, Indiana University Bloomington, 2018
- Haussler, Emily, BA, Washington University, 2018; BA, Washington University, 2018
- Hayes, Andrea Yvette Marsh, BA, Fayetteville State University, 1999; MA, Webster University, 2009; PhD, Capella University, 2019
- Healey, Pearce Charles, BA, University Southern California, 2016
- Heaney, Jonathan, MM, Manhattan School of Music, 2017; BM, Washington University, 2015
- Hecke, Megan Renee, BFA, Webster University, 2007
- Heigel, Susan Gerber, MED, University Missouri/St Louis, 1991; BSED, University Missouri/St Louis, 1986
- Heinemann, Anthony, MM, Washington University, 2012; BS, Saint Louis University, 2010; BA, Saint Louis University, 2010
- Heinrich, Bret L., MFA, Western Illinois University, 1991; BA, Eureka College, 1989

- Hellinger, Daniel C., AB, Rutgers University Rutgers College, 1970; PhD, Rutgers University Rutgers College, 1976
- Hemmerling, Rolf, BA, Northwestern University, 1964; MA, Roosevelt University, 1973
- Henderson Pennington, Haley, BA, West Virginia University, 2015; MED, University Missouri/Columbia, 2021
- Henke-Cilenti, Michela Donatella, MBA, Leeds Beckett University, 2002; DMGT, Webster University, 2015; BA, University Greenwich, 1998
- Henning, Anastasia L., PhD, University Missouri/St Louis, 2007; MED, University Missouri/St Louis, 1998; BA, University Missouri/St Louis, 1985
- Henry, Alix Woolsey, AB, Washington University, 1994; MARC, University Washington, 2004
- Hensley, Nicolyn P, MS, University Illinois Springfield, 2003; BBA, University Illinois Springfield, 2003; MET, Webster University, 2021
- Henson, Kevin, BA, Monmouth College, 1978; MED, University Oklahoma, 1996; JD, Northwestern California Univ School of Law, 2007
- Herr, Michael Thomas, BA, Webster University, 2010; MFA, University Texas Austin, 2020
- Hick, Holly Elizabeth, BA, Webster University, 1999; MA, Webster University, 2001; EDD, University Missouri/St Louis, 2020
- Hickey, Jessica M., PhD, University Texas Dallas, 2009; MPH, University Texas Health Science, 2004; BS, Texas A & M University Galveston, 2000
- Higginbotham, Shawn, BSBA, University Missouri/Columbia, 2017; MS, Webster University, 2021
- Higgins, Craig Kennedy, BJ, University Missouri/Columbia, 1988; JD, Drake University, 1991; MBA, Drake
- University, 1991
- Higgins, Eleanor, MBA, University Wisconsin Madison, 2004; BBA, University Wisconsin Madison, 1989
- Higgins, Robin, AB, University Missouri/Columbia, 1987; AB, University Missouri/Columbia, 1992; MA, University Missouri/Columbia, 1997; JD, Saint Louis University, 2000
- Hilditch, David John, BS, Saint Louis University, 1982; MA, Saint Louis University, 1987; PhD, Washington University, 1995
- Hill, Dana Michelle, BS, Florida State University, 1999; MA, American University, 2004; PhD, Syracuse University, 2014
- Hilmes, Bailey, BA, Webster University, 2020; MA, Webster University, 2024
- Himes, Heather, BA, Columbia College Chicago, 2015; MFA, Washington University, 2018
- Himes, Ronald J., BSBA, Washington University
- Hine, Douglas John, BS, Pennsylvania State University, 1982; MS, University Southern California, 1988; MENG, University Colorado Spr, 2014
- Hinson, Steven Y, BA, Berea College, 1987; MA, University Kentucky Lexington, 1989; PhD, University Kentucky Lexington, 1993; MBA, Webster University, 1997
- Hironaka, Mieko
- Hixson, Caroline Larkin, BM, Webster University, 2004; MM, University Idaho, 2008
- Ho, Chris, BS, Purdue University West Lafayette, 1987; PhD, Washington University, 1996
- Hobson, Sheila Jane, MED, University Missouri/St Louis, 1991; BS, Southern Illinois University/Edw, 1985
- Hodges, Charles, BS, Southern Illinois University/Edw, 1984
- Hoffmeyer, Kevin M., JD, University Missouri/Columbia, 2014; MBA, University Missouri/Columbia, 2014; BA, Mercyhurst University, 2010
- Hogan, Heather Leigh, BA, Southern Illinois University/Edw, 2000; MA, Webster University, 2020
- Hollandsworth, Matthew David, BS, Strayer University, 2004; MA, Webster University, 2007; DBA, Northcentral University, 2022
- Holroyd, Suzanne M., BA, University Missouri/Columbia; MA, George Washington University; MA, University Southern California
- Holste, John Arthur, BA, Webster University, 2008; MED, University Missouri/St Louis, 2017; MA, Webster University, 2022
- Homm, Myrna Jan, BS, Southern Illinois University/Edw, 1981; MAT, Webster University, 2003
- Hooley, Alexis Allen, JD, Brigham Young University Utah, 2008; BA, Brigham Young University Utah, 2005
- Hoormann, Matthew B., DMA, University Calif Los Angeles, 2007; MM, Southern Illinois University/Edw, 2004; BM, Southern Illinois University/Edw, 2002
- Hoover, Elizabeth Dally, PhD, University Wisconsin Milwaukee, 2022; MFA, University Indianapolis, 2010; MA, University Indianapolis, 2010; BA, Brown University, 2002
- Horner, Richard Duke, BA, Florida State University, 1978; MS, Florida Institute of Technology, 1990; MBA, Florida Institute of Technology, 1993
- Horsley, Michael
- Houpe, Monic J., MBA, Keller Graduate School Management, 2003; BS, Iowa State University, 1998
- Howard, Richard Scott, BA, University Arkansas Fayetteville, 1973; MBA, University Puget Sound, 1984
- Hu, Ginger, MS, University Wisconsin Eau Claire, 1989; BA, Wuhan University, 1982
- Huang, Yukai, MS, University North Carolina Chapel, 2019; BS, Shanghai Jianqiao College, 2017
- Huch, Elias Henry, BA, Webster University, 2007
- Huddleston, Chad M., PhD, University Canterbury, 2009; MA, University Montana, 1999; BA, University Colorado Spr, 1996
- Hudson, Kelsey, MA, Southeast Missouri State University, 2016; BA, Southern Illinois University/Car, 2013
- Hudson, Rodney B., BBA, Memphis State University, 1982; MBA, Christian Brothers University, 2001
- Hufker, Barbara, BSED, University Missouri/St Louis, 1977; MA, University Missouri/St Louis, 1987
- Hufker, Barry E., BA, University Missouri/St Louis, 1976; MA, Webster University, 1993
- Hughes, David Christopher, BSBA, University Missouri/Columbia, 1980; MBA, Saint Louis University, 1985
- Hughes, Jeffrey A., BA, Indiana State University, 1982; MA, University Iowa, 1984; PhD, University Iowa, 1988
- Hulsizer, Michael R., BA, Suny Buffalo; MA, Kent State University
- Hunt, Thomas Andrew, BFA, University Cincinnati, 1988; MFA, Washington University, 1990; MAT, Webster University, 2009
- Hunter, Casey, BM, Webster University, 1993; MA, Webster University, 2020
- Hutchins, Sarah E., MS, University Missouri/Columbia, 2019; BA, Indiana University Bloomington, 2011
- Hwang, Sheila Minn, BA, University Calif Los Angeles, 1993; MA, University Calif Santa Barbara, 1997; PhD, University Calif Santa Barbara, 2008
- Hyman, Randall Scott, AB, Indiana University Bloomington, 1976
- Ibe, James G., BS, Northern Michigan University, 1985; MA, University Texas Dallas, 1986; MBA, Amber University, 1989; PhD, University Texas Dallas, 1989; MS, Amber University, 2006
- Ilbery, Noah Wilson, BA, Webster University, 2018
- Irvin, Rhea Yvette, BA, Southern Illinois University/Edw, 1990; MA, Webster University, 1993
- Irving, Jonathan Daniel, BFA, University of Central Missouri, 2016; MBA, Webster University, 2025
- Isaac, Efevwia Rachael, LPN, St Louis College Health Careers, 1996; BSN, Webster University, 2012; MSN, Webster University, 2016
- Isom, Ellen Marie, BA, Webster University, 1986

- Jackson, Barcus Cortez, BS, Lane College, 2002; MBA, Fontbonne University, 2006; MA, Webster University, 2006; EDD, Missouri Baptist University
- Jackson, Nate, MM, University Tennessee Knoxville, 1998; BM, Truman State University, 1996
- James, Anne Stegen, BA, Arizona State University, 2013
- Jasinski, Adam, MS, Purdue University Global, 2015; BS, Arkansas State University, 2011
- Jayaram, Ashwin, MS, Webster University, 2016; MBA, Webster University, 2017
- Jenkins, Katherine S., BA, University Missouri/Columbia, 1973; MA, Webster University, 1982
- Jensen, Gina Louise, BA, McNeese State University, 1996; MA, Webster University, 2001; BA, University Missouri/St Louis
- Jensen, Scott L., BA, College of The Ozarks, 1985; MA, University of Central Missouri, 1987
- Johanek, Carolyn Frances, BSBA, Saint Louis University, 1978; MBA, Saint Louis University, 1986
- Johns, Michael H., BSB, University Central Florida, 1978; MBA, University Central Florida, 1980
- Johnson, Clint Eugene, PhD, Saint Louis University, 2026; MS, Georgia Southern University, 2019; BS, Armstrong State University, 2017
- Johnson, Connie L., JD, Saint Louis University; BA, Saint Louis University; BS, Bradley University
- Johnson, Harold M, BS, Southern Illinois University/Edw, 1972; MSED, Southern Illinois University/Edw, 1973; EDS, Southern Illinois University/Edw, 1978; PhD, California University, 1987
- Johnson, James , BSIE, University Miami, 1955; MS, Florida State University, 1965; DBA, Nova Southeastern University, 1987; PhD, North Carolina Agriculture & Technology State University, 2019; MA, Naval War College, 2004; MPA, Troy University, 2001; MSBA, University South Carolina, 2024; MSL, South University Columbia Campus, 2023; BS, Troy University, 2016
- Johnson, John Eugene, BS, Kansas State University, 1980; BA, University Missouri/Kansas City, 1991; JD, Washburn University, 1982
- Johnson, Johnnie J., IV, EDD, University New England, 2019; MBA, University Phoenix, 2007; BS, University Phoenix, 2005; MS, Marymount University, 2009
- Johnson, Joshua J., BA, Lindenwood University, 2006
- Johnson, Keisa Michele, BS, University Missouri/Columbia; JD, Saint Louis University; MHA, Seton Hall University
- Johnson, Kiana, BS, Webster University, 2008; MA, Webster University, 2013
- Johnson, Maya, BA, Webster University, 2017
- Johnson, Milicia K., MA, Regent University, 1996; BS, University Maryland Global Campus, 1989; PhD, Capella University, 2006
- Jones, Joseph L., III, BSED, Southeast Missouri State University, 1976; MAED, Southeast Missouri State University, 1978; PhD, Saint Louis University, 1984
- Jones, Natalie Lynne, BA, Webster University, 1997
- Jones, Rosemarie Rebecca, BA, Webster University, 2016; MPPA, University Missouri/St Louis, 2018;
- Jones-Raymond, Joanna L., BS, Ball State University, 1992; MA, Webster University, 1996
- Jordan, Julie Anne, AB, Washington University, 1991; MA, Brown University, 1993; PhD, City University NY Cbeoc, 2001
- Jordan, Pamela, BA, Webster University, 2000; MBA, Washington University, 2015
- Jordan, Sheila R, BA, Webster University, 2009; MA, Webster University, 2013
- Jose, Jerome Malana, BS, California State University Fresno, 2005; MA, Webster University, 2014; MS, Webster University, 2016
- Joslin, Katherine E., AM, Washington University, 1995; BA, Rollins College
- Jostedt, Michael P., BA, Webster University, 2004; MA, University Missouri/St Louis, 2006
- Jostlein, Tricia Rae, BM, Rice University, 1996
- Judd, Timothy, BSBA, University Missouri/St Louis, 1990; MBA, Webster University, 2000; MA, Webster University, 2007; CMA, Lindenwood University
- Juenger, Trevor Edward, BA, Webster University, 2014; MA, Webster University, 2016
- Jun, Brian Joseph, BA, Webster University, 2001; MA, Webster University, 2018
- Kaiser, DJ, BA, University Illinois Urbana-Champ, 1996; BA, University Illinois Urbana-Champ, 1996; MA, University Illinois Urbana-Champ, 2000; AM, Washington University, 2007; PhD, Washington University, 2013
- Kamara, Mohamed Karim, PhD, Walden University, 2013; MS, Strayer University, 2004
- Kammien, Lawrence W., Jr., BSBA, Saint Louis University, 1990; MBA, Saint Louis University, 1996
- Kanakis, Karen Janelle, DMA, University North Texas, 2005; MM, Stephen F Austin State University, 1998; BM, Missouri State University, 1996
- Kaniasty, Natalia, MFA, New York University, 2017; BA, Indiana University of Penna, 2008
- Kanuri, Uma
- Karash, Igor Edward, MA, Kharkov State Academy Muni Econ, 1988; BA, Azerbaijan Univ of Architecture & Construction, 1983
- Karlovsky, Dawn Carol, BA, Northern Illinois University, 1989; MFA, University Utah, 1994
- Karpowicz, Michael A., BM, Southern Illinois University/Edw, 1980; MM, Southern Illinois University/Edw, 1988
- Kasarov, Nikola, MS, Sofia University, 2019; BA, Sofia University, 2016
- Kastner, Louis Patrick, MS, University Maryland Global Campus, 2003; BS, University Maryland Global Campus, 1996
- Kaufman, Zachary, MFA, Indiana University Bloomington, 2022; BA, San Francisco State University, 2004
- Kearns, Gayle A., BS, University Oklahoma, 1973; MBED, University Oklahoma, 1975; EDD, Oklahoma State University, 1988
- Keeler, Al Gene, AB, University Missouri/Columbia, 1982; MA, Webster University, 1989
- Kefalas, Harlan Duane, MSC, University Denver, 2024; MPS, Fort Hays State University, 2023; BS, Colorado State University Global Campus, 2014
- Kelly, James Martin, PhD, University Notre Dame, 2019; MS, University Notre Dame, 2017; BS, George Washington University, 2013
- Kempen, Aziza Miryusufovna, BA, Uzbekistan State Institute Arts & Culture, 2005; MS, Webster University, 2023; MA, Uzbekistan State Institute Arts & Culture, 2007; BA, Uzbekistan State Institute Arts & Culture
- Kennedy, Megan, MA, University Illinois Urbana-Champ, 2013; BS, Truman State University, 2007
- Kennelly, Brian Gordon, BA, University Calif Davis; MA, University Virginia
- Kesler, John Benjamin, BS, Greenville University, 1992
- Khan, Muhammad Zubair, MS, University Missouri/Kansas City, 2021; MS, National University Science & Technology Zimbabwe, 2015; BS, University Peshawar, 2011
- Killian, Jenny, BSc, William Woods University, 2023
- King, Devin J., MS, Lindenwood University; BA, Lindenwood University
- King, Erin Kathleen, BA, Webster University, 2012
- King, Matthew Thomas, PhD, University Texas Dallas, 2009; MCRP, University Texas Arlington, 2003; BS, University Arkansas Pine Bluff, 2001

- Kingston, Lindsey Nicole, PhD, Syracuse University, 2010; MA, Syracuse University, 2009; MA, American University, 2006; BS, Boston University, 2002; MA, Webster University, 2021
- Kinner, Tayler Renea, BFA, Webster University, 2015
- Kispert, Shannon E., PhD, Saint Louis University, 2017; BS, University Tulsa, 2012
- Kitchen, John W., Jr., BGS, Northern Illinois University, 2004; MA, Webster University, 2010
- Kleinman, Kim, BA, University Missouri/Kansas City, 1975; MA, University Chicago, 1979; PhD, The Union Institute & University, 1997
- Kneib, Martha Sue, BA, University Tulsa, 1988; MA, Kent State University, 1990
- Knetzer, Katherine Naomi, BA, Webster University, 2006; MA, Webster University, 2008
- Knight, Chadwick Karl, PhD, University South Carolina, 2014; MHAD, Armstrong State University, 2011
- Knoblauch-O'Neal, Christi, PhD, Texas Women's University; MALS, Wesleyan University
- Kolpakov, Jodi, BFA, Webster University, 2018
- Krohn, Donald Patrick, BS, Southern Illinois University/Edw, 1999; MA, Southern Illinois University/Edw, 1999; MBA, Webster University, 2009
- Krueger, Herman Richard, Jr., AB, Washington University, 1979; MS, Northwestern University, 1981; PhD, Northwestern University, 1986
- Kruithof, Erica B., MBA, Texas A & M University, 2012; BS, West Chester University Pennsylvania, 2004
- Kruse, Eric James, MS, Washington University; BS, American Public University
- Krutz, Ronald Louis, PhD, University Pittsburgh, 1972; MSEE, University Pittsburgh, 1967; BSEE, University Pittsburgh, 1960
- Kulik, Thomas E., BS, University Minnesota Twin Cities; MS, Capella University
- Kulosa, Kenneth C., MM, New England Conservatory Music, 1988; BM, University Houston Main Campus, 1985
- Kumanomido, Mariko Christine, BFA, University Missouri/ Kansas City, 2007
- Kushma, Hatsephi, BS, Lindenwood University; MA, Washington University
- Kwon, Jong Bum, BA, MacAlester College, 1993; MA, New York University, 1999; PhD, New York University, 2005
- LaCubbert, Julie M., BA, University South Carolina, 2002; MAT, University South Carolina, 2003; EDS, University South Carolina, 2006; PhD, University South Carolina, 2012
- Lam, Yeeling L, MSCS, Georgia Institute of Technology, 1997; BSBA, University Missouri/St Louis; BSMI, University Missouri/St Louis
- Lamb, Melanie Jean, BS, Oklahoma State University, 1986; MA, Oklahoma State University, 1989
- Lang, Thomas K., BS, Ohio State University, 1967; MA, Ohio State University, 1969; MFA, Ohio State University, 1970
- Langston, Michael Joseph, BA, Webster University, 2020
- Lanier, Julie Marie, MA, Fontbonne University, 2008; BA, Fontbonne University, 2003
- Lanier, LeVette, BA, St. Leo College, 1996; MSA, Central Michigan University, 2000; BA, Fontbonne University, 2003; MA, Fontbonne University, 2008
- Laskis, Timothy Allen, BA, Rutgers University Co, 1995; MA, Calif School Professional Psych, 2000; PhD, Alliant International University, 2003
- Lassetter, Jacob Garland, BM, Louisiana State University A & M College; DM, University Cincinnati; MM, University North Texas
- Launius, John Merritt, BA, Webster University, 2014
- Lawler, Steven Jerome, BS, Rockford College, 1981; MDIV, Seabury-Western Theological Sem, 1984; STM, Yale University, 1988; EMBA, Washington University, 1997; EDS, Columbus State University, 2015; MED, Maryville University of St Louis, 2003; BS, University Missouri/Columbia, 1995
- Lawshee, Jayson Mark, BFA, Webster University, 2020
- Le Hanaff, Loic, MA, University of Toulouse Jean Jaures, 2024
- Leassner, Sarah Anne, BS, Missouri State University, 2001; MA, Saint Louis University, 2004
- Leberg, Catherine, BFA, Washington University, 2014; MFA, Maryland Institute College of Art, 2019
- Lee, Kerry Christine, BA, Truman State University, 2013; MED, University Missouri/Columbia, 2015
- Lee, Melynda, BFA, University North Florida, 1985; MBA, Webster University, 2010; MA, Webster University, 2022
- Lee, Patrick Nellis, MHA, Washington University, 1994; BS, Truman State University, 1979
- Lee-Johnson, Yin Lam, PhD, Ohio State University, 2012; MA, Chinese University, 2006; BA, University Hong Kong, 2002
- Leeson, Jeffrey Brian, BS, University Pittsburgh, 1968; MBA, University New Haven, 1982; MS, Rensselaer Poly Inst, 1995; DMGT, Colorado Technical University, 2013; MS, University North Dakota Grand Fo, 2017; MA, Webster University, 2022
- Lefler, Edward Roy, BEVD, University Kansas, 1984; MA, Bellevue University, 1995
- Lehnbeuter, Shannon, BA, University Missouri/St Louis, 2002; BA, University Missouri/St Louis, 2002; MBA, Northwest Missouri State University, 2023
- Lemmon, Eric Charles, PhD, Stony Brook School, 2022; AD, University Miami, 2012; MM, The New School, 2011; BM, New York University, 2009
- Lennon, Deborah Ann
- Lenox, Mark Hamilton, BS, U.S. Coast Guard Academy, 1988; MS, Missouri University of Science and Technology, 2001
- Leopold, Joy Kathleen, PhD, University Miami, 2018; MS, University Texas Dallas, 2012; BA, Louisiana State University, 2010
- Levin, Allison Rose, JD, Washington University; MA, Southern Illinois University-Edwardsville
- Lewis, Travis R., MM, Southern Illinois University-Edwardsville, 2005; BM, Southern Illinois University/Edw, 2003; DMA, University Illinois Urbana-Champ, 2016; MBA, Webster University, 2025
- Lhotak, Christopher, BBA, Fontbonne University, 1997; MA, Webster University, 2001
- Li, Xue, PhD, University Texas San Antonio, 2023; MS, Liaoning Radio & TV University, 2012; BS, Liaoning Radio & TV University, 2009
- Lichtenberg, Angelique Marie, BA, Webster University, 2003; MAT, Webster University, 2009
- Liebig, Edward, MS, Capella University, 2011; BS, University Phoenix, 2011
- Liefer, Andrea, BSN, Saint Louis University, 2002; BS, University Illinois Urbana-Champ, 2001; MS, Webster University, 2010; BS, University Illinois Urbana-Champaign, 2001; BSN, Saint Louis University, 2002; DNAP, Webster University, 2021
- Lin, Jen-Hsiang, BAGR, University Chinese Culture, 1975; MS, National Chung Hsing, 1977; PhD, North Carolina State University, 1987
- Link, John Curtis, BS, Indiana State University, 2007; MS, Indiana State University, 2016; MET, Webster University, 2020; BS, Indiana State University, 2007; EDD, Webster University, 2023
- Llufrio, Joan E., BS, Colorado State University, 1979; MS, University Missouri/St Louis, 2007
- Loebl, Scott Bernhard, BA, Washington University, 1984
- Logan, Kevin Ontario, BS, Bowie State University, 2004; MSA, Central Michigan University, 2005; PhD, Chicago School of Prof Psychology, 2022

- Long, Michael Dennis, BA, University Missouri/St Louis, 1992; MA, Webster University, 2013
- Longworth, Bruce, BA, College of Wooster, 1978; MFA, Indiana University Bloomington, 1981
- Lonsway, Francis Anthony, BA, University Dayton, 1961; BA, Assumption College, 1963; MA, University Minnesota Twin Cities, 1964; MA, Assumption College, 1965; PhD, University Minnesota Twin Cities, 1967
- Lore, Caitlin Christine, BA, Webster University, 2015; MA, University Kent, 2017
- Losada-Tindall, Tess A., CMFA, Washington University; BA, Illinois State University, 2014
- Lowery, Leonard R., BS, South Carolina State University; MA, Webster University, 1996; DBA, Baker College Flint, 2017; MPA, Troy University, 2003
- Lowrie, Julie M., BA, University Calif San Diego, 1977; MS, Utica College, 2008; JD, American College Law, 1983; MS, Calif Institute Arts, 2010
- Loyet, Michelle, MA, University Missouri/Columbia, 1998; PhD, University Illinois Urbana-Champ, 2003
- Lucas, Cartelia Patrice, BA, Webster University, 2000; MAT, Webster University, 2005; EDS, Webster University, 2013; EDD, Missouri Baptist University, 2020
- Lucas, Jane Emily, BA, Saint Louis University, 1994; MA, Webster University, 2013; EDS, Webster University, 2015
- Lueking, Arthur L., AB, Washington University, 1963; MFA, Yale University, 1966
- Lum, Beverly Jean, BA, University Calif Irvine, 1975; MA, University Calif Berkeley, 1986; PhD, University Calif Berkeley, 1992
- Lund, Deborah, PhD, Washington University, 1986; MA, Washington University, 1981; BA, Oberlin College, 1979
- Lynch, Kenneth Charles, BA, St Leo College, 1989; MBA, Fontbonne University, 1997
- Lynn, Dawn C., BS, University Missouri/Columbia, 2001; MA, Webster University, 2019
- Lynn, Mark Timothy, BSED, University Missouri/St Louis, 1998; MAT, Webster University, 2002
- Macanufo, James, BJ, University Missouri/Columbia, 2000
- MacCartney, Danielle, MA, University Calif Irvine, 2001; PhD, University Calif Irvine, 2005; BA, New Mexico State University, 1999
- Macdonnell, Patricia Jane, BMED, Southeast Missouri State University, 1978
- Mack, Warren, EDD, Virginia Tech, 1992; MS, Hallmark Institute Technology, 2021; MS, Central Connecticut State University, 1989; BS, State University, 1979
- Madison, Laurel Anne, PhD, Loyola University Chicago, 2003; MA, Loyola University Chicago, 1991; BA, Skidmore College, 1989
- Magnus, Sonette, BA, University Toronto, 2006; JD, Emory University, 2009
- Mahan, Jessica Marie, BS, Truman State University, 2007; MA, Truman State University, 2009
- Maher, Peter E., BSC, University Wales, 1982; MSC, University Wales, 1983; PhD, University Wales, 1986
- Mahfood, Stephanie Lynn, BA, Calvin University, 1993; MAT, Webster University, 1999; PhD, University Illinois Urbana-Champ, 2008
- Malhotra, Neha, BA, University Delhi, 2003; MA, University Delhi, 2007; MBA, Webster University, 2013
- Mallory, Leslie Jane Allnatt, DMA, University Iowa, 2016; MM, University Louisville, 2008; BM, Morehead State University, 2004
- Malone, Greg Arthur, BA, Case Western Reserve University, 1997; MA, Webster University, 2019
- Manor, Jermaine Darrell, MM, University South Alabama, 2005; BM, Auburn University, 2003
- Manos, Cassandra Kaiser, MA, University Baltimore; MBA, Loyola University Maryland; BA, Loyola University Maryland
- Mansouri, Soheil, PhD, Florida State University, 2018; MS, Florida State University, 2013; BA, University of Garmsar, 2005
- Mantese, Mysteria Z, BA, Webster University, 2019
- Marcella, Albert J., BS, Bryant University, 1977; MBA, University New Haven, 1982; PhD, Walden University, 1995
- Marchant, Russell Alan, BS, Maryville University of St Louis, 1981; MA, Webster University, 1984; BA, Notre Dame College, 1975; MAT, Webster University, 2005
- Martin, Claire, PhD, University Missouri/St Louis, 2022; MED, University Missouri/St Louis, 2016; MA, Hunter College, 2006; BS, Brooklyn College, 2001
- Martin, James A., BA, Saint Louis University, 1981; MM, Eastman School of Music, 1984
- Martin, Leonard Kent, BJ, University Missouri/Columbia, 1976
- Martin, Nora May, BS, Park University, 1990; MBA, Webster University, 1999; DBA, Nova Southeastern University, 2003
- Martin, Paula June, BS, University Missouri/Columbia, 1980; MME, University Missouri/St Louis, 2001; MA, Southern Illinois University/Edw, 2002
- Martin, Susan Ryan, MM, University Illinois Urbana-Champ, 1983; BA, Saint Louis University, 1981
- Martin-Donald, Kimberly Angela, PhD, University Florida, 2010; EDS, University Florida, 2005; MED, University Florida, 2005; BS, University Florida, 2000
- Marty, Cheryl, BLS, St. Louis University, 1997; MIB, St. Louis University, 2013
- Mason, Amanda Carolyn, BA, Webster University, 2006; MA, Webster University, 2015
- Massey, Mayra Alejandra, BA, University Texas Arlington, 2012; MMFT, Abilene Christian University, 2014
- Mathiesen, Joseph T., BA, Benedictine College, 2010; BA, Webster University, 2015; MA, Webster University, 2017
- Matsuura, Airi, BA, Ibaraki Christian University, 2021; MEd, University of Central Oklahoma, 2024
- Maurer, Eugene Joseph, BSBA, University Dayton, 1981; MBA, University Dayton, 1982
- Mayali, Haider Murtadha, BS, University Baghdad, 2007; MBA, Webster University, 2015
- Mayo, Nancy, BA, Bob Jones University, 1976; MA, Bob Jones University, 1978
- Mazzella Chace, Adelia F, BHS, University Missouri/Columbia, 2001; MA, New York University, 2005
- Mbengue, Fatou, MBA, Park University; BS, Park University
- McAllister, Kimberly Regina, BA, Wheaton College, 1988; MM, Westminster Choir College, 1996
- McCann, Jennifer Marie, BA, Webster University, 2009; MA, Webster University, 2013
- McCarthy, Tracey C., BA, Webster University, 1989; MA, Widener University, 1994; JD, Widener University; PsyD, Widener University, 1996; MA, Webster University, 2013
- McClain, Shannon Elizabeth, MA, University Texas Austin, 2012; PhD, University Texas Austin, 2014; BA, Miami University Oxford, 2008
- McClellan English, Lucy, BA, University of Redlands; MA, University of Illinois at Urbana-Champaign
- McClure, Scott Trotter, BS, University Missouri/St Louis, 1986; MBA, Maryville University of St Louis, 1993; PhD, University Missouri/St Louis, 2011
- McCool, Kyle Diane, MSED, Indiana University Bloomington, 2005; BMED, University Tulsa, 2000
- McCormick, Matthew P., MS, Depaul University, 2005; MBA, Lake Forest School Management, 1999; BS, University Virginia, 1988; PhD, Capitol Technology University, 2022
- McCracken, Lindsay Anne, BA, Webster University, 2002; MAT, Webster University, 2006
- McDaniels Swearingen, Lindsay L, BA, Webster University, 2016; MA, Saint Louis University, 2021

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- McFadden, Ashley Nichole, BS, Webster University, 2021; MS, Webster University, 2022
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- McGilvray, Daniel Scott, BA, University Calif Los Angeles, 2001
- McGowan, Ronald Lee, BA, Pomona College, 1986
- McGrath, Kimberly Marie, BA, Truman State University, 1998; MA, Webster University, 2008; EDD, Webster University, 2023
- McIlhaney, Anne, BA, Wheaton College, 1987; MA, University Virginia, 1993; PhD, University Virginia, 1998
- McIlvaine, Spencer A., BA, University Missouri/Columbia, 1999; JD, University Missouri/Columbia, 2003; MS, Webster University, 2019
- McInerny, Mary Jo, MA, Rollins College, 1984; BS, College of Charleston, 1981
- Mcintire, William Knowles, BA, Webster University, 2009; MA, University Warwick, 2011; PhD, University Warwick, 2016
- McKay, Heather, BA, University London, 1972; PGCE, University of Chester, 1973; MA, University Essex, 1981; EDD, Exeter University, 2006
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- McManus, Laurie K., BA, Culver-Stockton College, 1977; MA, Pittsburg State University, 1980; PhD, University Missouri/St Louis, 2007
- McMullen, Victoria Budzinski, BA, Fontbonne University, 1981; MA, Lindenwood University, 1986; PhD, University Missouri/Columbia, 2000
- McMullin, Sara, BA, Webster University, 2014; MS, Saint Louis University, 2018; PhD, Saint Louis University, 2020
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- Meadows, James Steven, BA, Wichita State University, 1985; MA, Webster University, 1998
- Meers, Connor James Kenjiro, BFA, Webster University, 2018
- Meesey, Christian J., MFA, University Hartford, 2023; BFA, Miami International Univ of Art & Design, 2003
- Megits, Nikolay, MBA, Augsburg College, 2007; DPE, Ukrainian Free University, 2009
- Meinert, Holly Elise, BS, Full Sail University, 2011
- Melching, Jeffrey, MS, Depaul University, 2001; BS, Truman State University, 1998
- Mench, Michelle C., EDD, Walden University, 2015; MS, Arizona State University, 1997; BS, Arizona State University, 1994; MBA, Webster University, 2022
- Menendez, Douglas A., MBA, Saint Louis University, 1985; BSBA, Saint Louis University, 1980
- Merz, Jonathan, MA, Lindenwood University, 2017; BS, Lindenwood University, 2013
- Metaferia, Tefera, EDD, Grand Canyon University, 2021; MS, Lindenwood University, 2013; MS, Addis Ababa University, 1999; BA, Addis Ababa University, 1994
- Meyer, Dixie Dawn, BS, Missouri State University, 2000; MED, University Missouri/St Louis, 2005; PhD, University Missouri/St Louis, 2008
- Meyr, Elizabeth Anne, PhD, Saint Louis University, 2019; MA, Saint Louis University, 2006; BA, Saint Louis University, 2004
- Micklautz, Nathan, BS, McKendree University, 2017; BS, St. Louis University, 2018; DNAP, Webster University, 2023
- Mihalick, Sheila Marie, BA, Texas A & M University College STN, 1991; MS, University Mass Boston, 2006; PhD, University Texas Arlington, 1997; MS, University Texas Arlington, 1995; MA, Webster University, 2017
- Milczewski, Joseph A., MBA, University South Carolina, 2010; BS, Kent State University, 1983; DBA, Baker College Flint, 2015
- Miller, Andrea D., BA, Truman State University, 1995; MA, American University, 2003; PhD, American University, 2006
- Miller, Donald Cameron, BS, Southern Illinois University/Edw, 1987; MA, Webster University, 2008
- Miller, Laura A., BSBA, Colorado State University Pueblo, 1992; MBA, Webster University, 1995; MA, University Missouri/St Louis, 2019; BA, University Missouri/St Louis, 2016
- Miller, Melvin Thomas, BSBA, University South Carolina, 1988; MBA, Webster University, 1999
- Miller, Mitchell, DBA, Nova Southeastern University, 2006; MBA, Pace University New York City, 1985; BA, Brooklyn College, 1974
- Miller, Steven P., BA, Goshen College, 1999; MA, Vanderbilt University, 2002; PhD, Vanderbilt University, 2006
- Miller-Struttmann, Nicole E., BS, Loyola University Chicago, 2003; PhD, Washington University, 2011
- Mirabile, Thomas Keith, BA, Northern Illinois University, 1972; MA, Northeastern Illinois University, 1972; JD, Oklahoma City University, 1975; LLM, Depaul University, 2003
- Mishriki, Maher Hakim, BCOM, University Cairo, 1978; MBA, Webster University, 1987
- Mitchell, Brett E., BS, Lindenwood University, 2013; MA, Lincoln University, 2015; CMBA, Lindenwood University, 2017; MS, Webster University, 2016
- Mitchell, Heather Hite, BS, Lambuth University, 2000; MS, University Memphis, 2003; PhD, University Memphis, 2005
- Monard, Amanda, JD, Northwestern California Univ School of Law, 2011; BA, University Calif Irvine, 1990
- Monroe, Jinnae Nicolette, BS, Park University, 1993; MHS, University Great Falls, 1996
- Montgomery, LaQuita Spivey, PhD, University Calif Santa Barbara, 2017; MS, Florida State University, 2001; BA, Auburn University, 1999
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- Moore, Alan E., BSED, Ohio University, 1973; MED, Boston University, 1993
- Moore, Caprice C., BA, Webster University, 2003; MA, Webster University, 2007; DMGT, Webster University, 2015
- Moore, Shawn Wesley, BS, St Louis Community Coll/Forest Park, 1996; BS, University Missouri/St Louis, 1999; MBA, Webster University, 2004
- Moore, Zahria Imani, MA, University Maryland College Park, 2021; BA, University Missouri/Columbia, 2019; BA, University Missouri/Columbia, 2019
- Moore-Chambers, Robin, BSW, Saint Louis University, 1989; MSW, Saint Louis University, 2000; PhD, University Missouri/St Louis, 2010
- Moriarty, Paul Veatch, BA, University Virginia, 1987; PhD, University Colorado Boulder, 1997
- Moro, Steven Allen, BSBA, University Missouri/St Louis, 1985; MS, Fontbonne University, 2005; MBA, Webster University, 2008; BS, Washington University, 2000
- Morris, Larry Christopher, BA, Webster University, 2008; MA, Webster University, 2016
- Morrissey, Patricia Ann, BA, Rockhurst University, 1978; MA, Southern Illinois University/Edw, 1992
- Morse, Donald J., BA, Kent State University; MA, Kent State University
- Morse, Kimberly Ann, BA, Kent State University, 1994; MA, Kent State University, 1996; PhD, Saint Louis University, 2016
- Moses, Joel, MFA, Northern Illinois University, 2013; BFA, University of Central Missouri, 2006

- Moss, Delisa Denise, BS, Friends University, 2010; MA, Webster University, 2012; MA, Webster University, 2015
- Mossotti, Travis M., BA, Webster University, 2005; MFA, Southern Illinois University/Car, 2010
- Mosud, Yinusa Olumoye, PhD, University of Kwazula-Natal, 2017; MSC, National Open University of Nigeria, 2013; MIT, Ladoke Akintola University of Technology, 2005; BS, West End University College, 2022; BENG, Ondo State University, 1995
- Mouw, Alex, MFA, Purdue University West Lafayette, 2017; BA, Hope College, 2014
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- Muehlbach, Mark Joseph, BA, Saint Louis University, 1979; MS, Saint Louis University, 1985; PhD, Saint Louis University, 1992
- Muehlenbeck, Samantha Marie, BA, Webster University, 1993; MAT, Webster University, 2003
- Mueller, Charles M., BA, Saint Louis University, 2009; MA, Webster University, 2012
- Mueller, Daniel Karl, PhD, University Missouri/Columbia; MPA, University Missouri/Columbia; MA, Calif State University Domin Hil, 1972; BA, Benedictine College
- Mueller, Emily, MFA, Washington University, 2020
- Munday, Donald R., BS, Friends University, 1987; MS, Friends University, 1989; EDD, Oklahoma State University, 2002
- Murphy, Christopher Edward, MS, University Missouri/Columbia; BS, University Missouri/Columbia
- Murphy, James John, MPH, University Michigan Dearborn; BS, Rutgers University
- Murray, Brittany, MS, Saint Louis University, 2015; BS, Saint Louis University, 2012
- Musangali, Muthoni Kimemia, PhD, University Central Florida, 2006; MA, Heidelberg College, 2003; BED, Kenyatta University, 1993; MA, Heidelberg College, 2003; PhD, University Central Florida, 2006
- Mussman, Amy Denise Carpenter, BA, University Kansas, 1988; EDD, University Missouri/St Louis, 2019; MA, University Illinois Chicago, 1992
- Muyco-Tobin, Patricia, BJ, University Missouri/St Louis, 1994
- Naabien, Patrick Barida, MBA, Webster University, 2004; DMGT, Webster University, 2014
- Nadella, Chandrasekhar Rao, MBA, Washington University; BS, Gulbarga University
- Nagy, Peter James, MED, Wayne State University, 1972; BBA, University Portland, 1965; MBA, Golden Gate University, 1976
- Napoli, Michael A., BA, Webster University, 2002; MBA, Webster University, 2011
- Nappa, Carl
- Navia Mendez-Bonito, Silvia, MA, University Mass Amherst, 1998; PhD, University Mass Amherst, 2002
- Neale-Oestreicher, Stephen, BA, Berklee College of Music, 2003
- Neeley, Alexander B., BS, Maryville University of St Louis, 2009; MS, Southern Illinois University/Edw, 2011
- Neeley, David Ray, MA, Webster University, 1983; BS, Texas A & M University College STN, 1979
- Nehre, Heather Lynn, BM, Wartburg College, 2000; MA, Washington University, 2011
- Neimer, Vitaly, BS, Webster University, 2015; MBA, Webster University, 2017
- Nenninger, Nathan, MS, Maryville University of St Louis, 2020; BS, Saint Louis University, 2019
- Neumann, John, BA, Tabor College, 2016
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- Niu, Run Hong, BECO, Tsinghua University, 1993; BENG, Tsinghua University, 1993; MENG, Tsinghua University, 1995; PhD, University Alberta, 2008
- Noce, Jacob, BFA, Webster University, 2024
- Noffsinger, William B., BA, University Florida, 1974; MS, University Florida, 1984
- O'Bannon, Douglas P, BA, Arizona State University, 1982; MBA, Arizona State University, 1984; PhD, University Maryland/Baltimore, 1997
- O'Brien, Diane M'liss, BS, Suny College Geneseo, 1975; PhD, University North Carolina, 2006; MS, Canisius College, 2000
- O'Brien, John Dennis, MA, Lindenwood University, 1990; BA, Saint Louis University, 1968
- O'Connor, Kate Scott, BA, Webster University, 1994; MA, Webster University, 2008; EDD, Webster University, 2023
- Olliges, Ralph, Jr., BA, Saint Louis University, 1981; MA, Saint Louis University, 1983; PhD, Saint Louis University, 1988; MBA, Saint Louis University, 1991
- Olufson, Jordan, BA, Ashford University, 2006; MS, University of Central Missouri, 2009
- Olumba, Uzonna, PhD, Benedictine University, 2018; MPA, University Michigan/Ann Arbor; MBA, Benedictine University, 2015; MPP, University Michigan Dearborn, 2014; MS, University Illinois Urbana-Champ, 2024
- O'Malley, Eve, BFA, Webster University, 2008; MA, Webster University, 2008
- Ono, Jennifer M, MA, Western Governors University, 2010; MA, Western Governors University, 2010; BS, Eastern Illinois University, 1990; EDD, Webster University, 2024
- Opsal, Jamie Anne, MS, University Missouri/St Louis, 1994
- Oser, Danielle LeAnne, BA, University Utah, 1997; MA, Lindenwood University, 2010; MET, Webster University, 2022
- Ovlia, Ali, BS, University Oklahoma, 1985; MS, University Oklahoma, 1987; DMGT, Webster University, 2000
- Owens, David A., BS, University Colorado Boulder, 1976; MS, University Southern California, 1982; MS, Naval Postgrad School, 1984; MENG, University Colorado Boulder, 1998; AB, West Virginia University, 1968; MS, West Virginia University, 1970; PhD, University Pittsburgh Pittsburgh, 1983
- Pace, Matthew T., BA, Knox College, 1999; AM, Washington University, 2001; PhD, Washington University, 2011
- Packer-Williams, Catherine Lynne, BS, The College of New Jersey, 1994; MA, The College of New Jersey, 1999; PhD, University Georgia Athens, 2006
- Paine, Eric, MPHI, Yale University; MA, Yale University, 1989; BA, Michigan State University, 1983
- Paine, Mary M, DHSC, A T Still University, 2016; MPHI, Yale University, 1986; BSN, Georgetown University, 1982
- Palmen, Jan Antoon, BA, San Jose State University, 1972; MBA, Regis University, 1995
- Palmer, Janice, BSN, University Missouri/Columbia, 1986; MS, University Missouri/St Louis, 1994; PhD, Saint Louis University, 2009
- Palmer, Julie Ann, BS, Colorado State University, 1992; MBA, University Nebraska/Lincoln, 1999; PhD, University Missouri/Columbia, 2008
- Pang, Mei Shing Misato, BFA, CUNY Graduate School & Univ Center, 2016
- Pangasa, Rakesh Kumar, BS, Panjab University, 1971; PhD, Indian Institute Technology, 1986
- Paradise, Alan, MIM, Washington University, 2007; BS, Washington University, 1983; BA, Kenrick-Glennon Seminary, 1977
- Parasch, Matthew, MSC, University Missouri/St Louis, 2021; BS, Saint Louis University, 2017
- Parise, John Daniel, MS, Illinois State University, 2014; BS, Illinois State University, 2001
- Parise, Megan, SSP, Northern Illinois University, 2006; MA, Northern Illinois University, 2004; BA, Northern Illinois University, 2003

- Park, Sung Eun, PhD, University Alabama, 2018; MA, University Texas Austin, 2007; BS, University Alabama, 2004
- Parscale, Steven, PhD, Northcentral University, 2014
- Parsons, Darrell John, DSL, Regent University, 2014; MS, University Tennessee Memphis, 1992; BA, University Tennessee Memphis, 1985
- Parsons, Katharine E., BA, University Nevada Reno, 1994; AM, Washington University, 1997; PhD, Washington University, 2000
- Pasco, Julie, BS, University Maryland Global Campus, 1997; MS, University Maryland Global Campus, 1998
- Pascoe, Diana Frances, BA, Southern Illinois University/Car, 1975; BA, National Autonomous University, 1993; MA, Southeast Missouri State University, 1996; PhD, Saint Louis University, 2007
- Patlu, Srikanth, MS, Ohio University, 2001; BENG, Kuvempu University, 1997; MA, Webster University, 2012
- Patrick, Jajuana Nichelle, MBA, Fontbonne University; BS, National-Louis University
- Patterson, Trent, BM, Florida State University, 1999; MA, San Jose State University, 2004; DMA, Michigan State University, 2010
- Paul, Erin, BA, Bowling Green State University, 1998; MA, University of Akron, 2001; JD, University of Dayton School of Law, 2009
- Paur, Julie Elizabeth, BA, Webster University, 2001; MAT, Webster University, 2006
- Pavlack, Christopher Ryan, BS, Truman State University, 2014; MS, Webster University, 2017
- Payne, Pamela Lynn, BBA, Memphis State University, 1986; MBA, Union University, 2002
- Pearson, Alexis Kai, BFA, Webster University, 2021
- Pearson, Miranda Y, PhD, Capella University, 2018; DMIN, Andersonville Theological Seminary, 2017; MS, East Carolina University, 2005; MSAM, East Carolina University, 2007; MA, East Carolina University, 2004; BS, Radford University, 1995; BS, Radford University, 1995; MS, East Carolina University, 2005
- Peebles, Courtney
- Pennington, David S., PhD, Washington University, 2007; MA, Washington University, 2003; BS, Truman State University, 2000
- Perdun, Bree Anna, BS, Park University, 2012; MA, Webster University, 2015
- Perreault, Joshua K., BS, Southeast Missouri State University, 2015; MA, Southeast Missouri State University, 2018
- Perritt, Kelly Marie, BA, University South Carolina, 2002; MMC, University South Carolina, 2007; PhD, Capella University, 2016
- Perry, Jarred, BS, University Phoenix, 2009; MA, Webster University, 2017
- Perry, Shevare, BS, Philadelphia College Tec Science; MBA, Regents University
- Peterson, Kevin E., BS, Illinois Institute of Technology, 1978; MS, University Southern California, 1985
- Petty, Wesley J., BA, Webster University, 2009; MS, Webster University, 2013
- Pfeifer, Lance, BS, University of Marylan d Global Campus, 2018; MA, Webster University, 2020; PhD, Capitol Technology University, 2025
- Phipps, Linda Holli, BA, Webster University, 1994; BM, Webster University, 1995; DMA, University Cincinnati, 2000; MM, University Cincinnati, 1997
- Pichaske, Lindsay, MFA, University Colorado Boulder, 2010; BFA, University North Carolina Chapel, 2003
- Pierre, Ricardy, BA, Fontbonne University, 2012; MA, Webster University, 2014; DMGT, Webster University, 2018
- Pilarski-Schultz, Geralyn M, MA, Webster University, 1988; BA, Webster University, 1983
- Pizzella, Danielle Marie, BA, Webster University, 2009; PhD, University Missouri/St Louis, 2020; MED, University Missouri/St Louis, 2012
- Plachowski, Tara JoAnn, PhD, University Nevada Las Vegas, 2019; MED, Calif State University Los Angel, 2010; MFA, Sarah Lawrence College, 2002; BA, Missouri State University, 2000
- Poe, Robert
- Ponville, Thomas Paul, BS, Colorado Christian University, 2000; MA, Webster University, 2006
- Porras, David, BSBA, Washington University, 1986; MBA, Washington University, 1987; PhD, Saint Louis University, 1998
- Portnoy, Kim Myron, AB, Washington University, 1976; MM, Washington University, 1981
- Potthoff, Joseph Frederick, BA, Webster University, 2009
- Potts, Jessica Rae, BSN, Clayton State University; MSN, Webster University, 2014; PhD, University Missouri/Columbia, 2019
- Pouncy, Amy, BA, University South Carolina, 2002; MA, Webster University, 2008; MET, Webster University, 2018; EDS, Webster University, 2020; EDD, Webster University, 2023
- Powers, Mark A., MA, Covenant Theological Seminary, 1997; BS, University Illinois Urbana-Champ, 1982
- Preston, Marilyn Ruth, BSC, Bellarmine College, 1986; MA, Webster University, 1988; MBA, Bellarmine College, 1989
- Preuss, Mary Lai, BS, Cornell University, 1996; PhD, University Calif Davis, 2002
- Price, Ruth Esther, BM, University Louisville, 1985; MM, Indiana University Bloomington, 1988; DMA, Suny College Stony Brook, 1993
- Prince, M Noel, BM, Fontbonne University, 1980; MM, Webster University, 1998
- Prugh, Mark Charles, BS, U.S. Military Academy, 1978; LLM, Judge Advocate General's Legal Ctr/School, 1994; JD, University Texas Austin, 1987
- Pursell, Corin, PhD, Southern Illinois University/Car, 2016; MA, Southern Illinois University/Car, 2004; BA, Washington University, 2001
- Pyke, Kyle Devon, MM, Berklee College of Music, 2014; BM, Berklee College of Music, 2010
- Quest, Jonathon
- Quick, William Thomas, JD, Washington University, 1983; BA, Westminster College, 1983
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- Ramponi, Lucia
- Randall, Alex Talmadge, III, BA, Appalachian State University, 1974; MS, University Southern California, 1982
- Ratz, William Joseph, BA, Webster University, 2002; MA, Webster University, 2006
- Ravindran, Mani, MS, Washington University, 2022
- Ray Chaudhuri, Nisha, DBA, Grenoble Graduate School of Business, 2015; BLA, Stamford International University, 2005
- Rayburn, Samuel Houston, BA, Webster University, 2011; MFA, Savannah College of Art/Design, 2024
- Rayhel, Elizabeth, PhD, Indiana State University, 1988; BA, University Missouri/St Louis, 1979
- Rea, Lauren E., BA, Webster University, 2004; MED, University Missouri/St Louis, 2008; PhD, Saint Louis University, 2016
- Rearden, William David, BT, Washington University, 1989; MA, Webster University, 1991; DMGT, Webster University, 1997
- Reddy, David Paul, MS, Brigham Young University Utah, 2003; BS, University Missouri/St Louis, 1998
- Redman, Rebecca, BFA, University Arts
- Reed, Michael J, BSM, Pepperdine University, 1986; MBA, University La Verne, 1989; PhD, Columbia Pacific University
- Reed, Nina Brown, BFA, Webster University, 1989

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- Reichardt, David, BA, Elmhurst College, 1981; MA, University Nevada Reno, 1989; MA, University Denver, 1994; PhD, University Denver, 2004
- Reid, George Anderson, Jr., BS, Fairmont State University, 1969; MA, University South Florida, 1973; PhD, Florida State University, 1984
- Reif, Karl Otto, BBS, Saint Louis University, 1975; MBA, Saint Louis University, 1978
- Reilly, Terri F., BA, University Missouri/St Louis, 1984; MFA, Webster University, 2018
- Reisz, Adam G., BA, Pennsylvania State University, 1986; MA, Webster University, 2017
- Rezaei, Sina, BBA, University North Florida, 2001; MBA, University North Florida, 2005
- Rhiney, Eric F., BS, University of Central Missouri, 1995; MBA, Webster University, 2002; PhD, Saint Louis University, 2011
- Rhomberg, Tamara Jo, BSED, Southeast Missouri State University, 1968; MA, Maryville University of St Louis, 1993
- Rice, Saint, Jr., EDD, Maryville University of St Louis, 2015; MS, Lindenwood University, 2010; BA, Lindenwood University, 2008
- Ricker, Jeffrey Alan, BJ, University Missouri/Columbia, 1991; BS, Webster University, 2001; MFA, University British Columba, 2014
- Ridgely, Thomas E., BA, Indiana University Bloomington
- Ridings, Zachary, BA, Webster University, 2021
- Risik, Elizabeth Ann, BA, Michigan State University, 2003; MS, University Illinois Urbana-Champ, 2004; PhD, University Illinois Urbana-Champ, 2010
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- Rivers, Latonya Sherise McFadden, BS, Webster University, 2009; BA, Webster University, 2009; MBA, Webster University, 2013
- Rivers, Willie James, III, MS, Saint Louis University, 2017; BS, Saint Louis University, 2014; CDBM, University Missouri/St Louis, 2024
- Roach, Nicole Ninette, BA, Webster University, 2005; MA, Webster University, 2006; MA, Webster University, 2010
- Roberts, Joe S., MA, Depaul University; PhD, University Chicago, 2001
- Roberts, Rachel Ann, BA, Webster University, 2013
- Roberts, Stephen Roy, BBA, Stephen F Austin State University, 1981; MBA, Webster University, 2000; MA, Webster University, 2003
- Robinson, Christopher D., BA, Truman State University, 2006; MED, University Hawaii Manoa, 2008
- Robinson, Myra Nadine, BA, Fayetteville State University, 2005; MA, Webster University, 2007; PhD, Walden University, 2016
- Rochette, Arthur Paul, BA, University Colorado Boulder, 1976; MIM, American Grad School International Management, 1985
- Rockwell, Rena Marie, BA, Webster University, 1986; MAT, Webster University, 1993; EDS, Webster University, 2004; EDD, William Woods University, 2015
- Rodney, Basiyr Desmond W., BA, University West Indies, 1996; MS, University West Indies, 1998; MED, Florida Atlantic University, 2000; EDD, Florida Atlantic University, 2006
- Rodney, Tamara Keisha Ann, BA, Florida Atlantic University, 2001; MA, Webster University, 2011; BA, Florida Atlantic University, 2001
- Rogers, Deborah, EDD, Saint Louis University, 2016; MA, University Missouri/St Louis, 2012; MA, University Pittsburgh Greensburg, 2010; BA, Rhodes College, 2008
- Roman, Alan Panopio, MSIM, Washington University, 1996; BS, University Missouri/Columbia, 1984
- Roop, Robert Gerard, BA, Roanoke College, 1974; MA, Towson University, 1976
- Rose, Breon, MA, Adler University, 2015; BA, North Carolina Central University, 2012
- Rosenblum, Warren A., PhD, University Michigan/Ann Arbor; BA, Cornell University; MA, University Michigan/Ann Arbor, 1992
- Rossi, Cindy M., BBA, Middle Tennessee State University, 1981; MBA, Fontbonne University, 1988; PhD, Saint Louis University, 2010
- Roth, Lauren Alessa, MFA, California State University Dominguez Hills, 2020; BFA, New York University
- Rothenbuhler, Eric W., BA, Ohio State University, 1980; MA, Ohio State University, 1982; PhD, University Southern California, 1985
- Ruder, Daniel James, BA, Webster University, 2006
- Russ, Arianna, BA, The University of Iowa, 2013; BS, The University of Iowa, 2013; MFA, The University of Iowa, 2018
- Rustemeyer, John Edward, BA, Grand Valley State University, 1967; MA, Northern Illinois University, 1971; PhD, Saint Louis University, 1975
- Ruth, Brian Christopher, BA, Webster University, 2017; MA, Webster University, 2019
- Rutledge, Barbara Jean, BFA, Webster University, 2001
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- Sagovac, Christopher Samuel, BA, Webster University, 1996; MA, Webster University, 2005
- Saitz, Matthew Thomas, BS, Missouri State University, 2007; MA, Webster University, 2014
- Salas, Gisela Rodriguez, BS, Florida International University, 1977; MBA, University Miami, 1985; PhD, Lynn University, 2008
- Saleh, Hanadi Kassam, BA, Lebanese University, 1993; EDS, Florida Atlantic University, 2004; MED, Florida Atlantic University, 2001; MED, Florida Atlantic University, 1999; EDD, Nova Southeastern University, 2007
- Salini, Hitomi Taguchi, BA, Seijo University, 1995
- Salisbury, Frank, BA, Webster University, 2014; MA, Webster University, 2017
- Sanjay, Megha, BA, University of California, San Diego, 2023; MIA, University of California San Diego, 2024
- Sasek, Samantha Elaine, MSW, Washington University, 2014
- Sastry, Angela Lynn, MA, Lindenwood University; MA, Southern Illinois University/Edw; BA, Southern Illinois University/Edw; PH. D, University of Cumberlands
- Savage, Nicholas Lorenzo, BM, Webster University, 2012; MM, Webster University, 2015
- Sawyer, Benjamin
- Sawyer, Caleb, BA, Illinois College, 2014
- Saxena, Manisha, BA, 1993; MA, 1995
- Saxena, Piyush, MBA, Johnson & Wales University, 2000; BS, Nova Southeastern University, 1994
- Scallet, Rebekah, BA, Brandeis University, 2000; MFA, Illinois State University, 2009
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- Scheffer, Brian C., BA, Lindenwood University, 2000
- Schmidt, Carol Ann, BM, Webster University, 1977; MM, Webster University, 2002
- Schmitt, John Joseph, BA, Webster University, 1986
- Schoellhorn, Lauren Colleen, BSED, University Missouri/St Louis, 2005; MA, Webster University, 2012
- Schoewe, Moira Castillo, BS, University Philippines, 2001; MA, Webster University, 2021
- Schroeder, Brynne Gabrielle, PhD, Fielding Graduate University, 2020; MS, Western Illinois University, 2016
- Schroeder, Stephanie, BS, Purdue University West Lafayette, 1989; PhD, Vanderbilt University, 1997

- Schubert, Alex, CMFA, Washington University; BFA, Kansas City Art Institute
- Schuering, Leann Brouilette, MM, University Illinois Urbana-Champ, 2006; DMA, University Michigan/Ann Arbor, 2014; BA, University Chicago, 2004
- Schulenburg, William E.
- Schuler, Stacey Lynn, BA, Webster University, 2008; MAT, Webster University, 2011
- Schultz, John William, BS, Missouri University of Science and Technology, 1984; MBA, Saint Louis University, 1991
- Schulz, James Michael, MAED, Maryville University of St Louis, 1988; BA, University Dayton, 1978
- Schuster, Joseph Michael, BS, Northwestern University, 1974; MFA, Warren Wilson College, 1991
- Scola, Tasha, BA, Webster University, 2006; MED, University Missouri/St Louis, 2013; MED, University Missouri/St Louis, 2013
- Scott, Bradford G., BA, Westminster College, 1985; MBA, Saint Louis University, 1991; PhD, Saint Louis University, 1998
- Scott, Roger Franklin, BS, University South Carolina, 1986; MBA, Lehigh University, 1993
- Scully, Jonathan Peter, BFA, Webster University, 2022
- Segreaves, Michael D., BA, Columbia College, 2012; MS, Webster University, 2018
- Seifert, Barbara Ann, BSW, West Virginia University, 1980; MSW, Florida State University, 1990; PhD, Barry University, 2006
- Sellers, Joshua Dale, BA, Webster University, 2011; MFA, Depaul University, 2013
- Sencibaugh, Joseph M., MAT, Saint Louis University, 1988; BA, Saint Louis University, 1986; PhD, Saint Louis University, 1996
- Serfass, Thomas Dean, AB, Washington University, 1984; MA, University Missouri/St Louis, 1990; AB, Washington University, 1984
- Shah, Rob, PhD, Northcentral University, 2018; MBA, Keller Graduate School Management, 2017; BS, Arizona State University, 1992
- Shao, Kun Quinn, MS, University Wyoming, 2001; MED, Simon Fraser University, 1990; BA, Shandong University, 1981
- Shapiro, Jan Ann, BA, Howard University, 1978; MED, Cambridge College, 1988
- Sharma, Vineet, MBA, St Louis University, 2020; MS, Washington University, 2010; BE, University Mumbai, 1998
- Sharpe, William Wilson, BA, Webster University, 1976; AM, University Michigan/Ann Arbor, 1980; MFA, Lindenwood University
- Shearer, David A., MHA, Medical University of S Carolina, 2015; BA, Southern Illinois University/Car, 2000
- Sheehy, Mary Elizabeth, BA, Wake Forest University, 2012; MA, Webster University, 2014
- Shelby, Katrina Shannon, BSBA, Saint Louis University, 1997; JD, Saint Louis University, 2000; MBA, Webster University, 2012
- Sheppard, Gary Philip, MS, Syracuse University, 2020; BS, Devry Institute of Technology, 2015
- Sheridan, Martina Brigid, BA, National University Ireland, 1985
- Sherman, Simon, BA, Millsaps College, 2016; MA, Mississippi State University, 2019; PhD, University of Memphis, 2024
- Shew, Justin J., PhD, Southern Illinois University/Car, 2016; MS, Missouri State University, 2004; BS, Truman State University, 2001
- Shoemaker, Amanda Marie, BSN, Webster University, 2019; MSN, Webster University, 2021
- Shogren, David Eric, MBA, Washington University, 1989; BA, Ripon College, 1984
- Shostak, Grant, EDD, Lindenwood University, 2019; MS, University of Central Missouri, 2014; JD, University Missouri/Columbia, 1996; BGS, University Missouri/Columbia, 1993
- Shrinivas, Radha, BS, Bangalore University, 1969; MS, Bangalore University, 1970
- Shulman, Brent Samuel, BS, Indiana University Bloomington, 2008
- Siler, Michele Friedman, BFA, Webster University, 1986; MFA, University Missouri/Kansas City, 1991
- Silverberg, Jennifer L., AB, Washington University, 1993
- Simek, Cory, MIB, Saint Louis University, 1998; BA, Lindenwood University, 1990
- Simmons, Charles E., Jr., MBA, Washington University, 1994; BS, Truman State University
- Singaravelu, Hemla D., PhD, Southern Illinois University/Car, 1998
- Singh, Pradeep, PhD, Mississippi State University, 1999; MSC, Haryana Skill Development Institute, 1991; BSC, Kurukshetra University, 1988
- Skeen, David George, BA, University Washington, 1970; JD, University Chicago, 1973; LLM, University San Diego, 1983
- Slivka, Judd, MA, University Missouri/Columbia, 2016; BJ, University Missouri/Columbia, 1996
- Sloey, Andrew Michael, BFA, Webster University, 2002
- Smaistrla, Kathryn Michelle, MS, Lesley College, 2005; BS, Western Illinois University, 2002
- Smart, Kacie, MA, Lindenwood University; BA, University Missouri/St Louis
- Smith, Alexanderia Tanon, BA, University North Carolina Charlotte, 1999; MED, University Georgia Athens, 2001; PhD, University South Georgia, 2007
- Smith, Barry T., BSBA, Roosevelt University, 1983; MBA, Depaul University, 1985
- Smith, Dustin Bradley, BS, University Idaho, 2009; PhD, Washington State University, 2013
- Smith, Earnrolyn C., BA, Loyola University Louisiana, 1993; MILS, University Michigan/Ann Arbor, 1994; JD, Saint Louis University, 1997
- Smith, Jazmenn, MS, Lindenwood University, 2019; BS, Langston University, 2014
- Smith, Julie Marie, BA, University Tulsa, 1990; MS, Southern Illinois University/Edw, 1996
- Smith, William Michael, BBA, University Oklahoma; MS, Air Force Inst Tech; BS, William Carey College, 1982; MBA, William Carey College, 1984; MS, University Southern Mississippi, 1986; DMGT, Webster University, 2020; BS, College of Charleston, 1974; MS, Clemson University, 1984
- Smotherson, Brittany Nicole, PhD, University Missouri/Columbia, 2024; MED, University Missouri/Columbia, 2010; BSED, University Missouri/Columbia, 2008
- Snyder, David Scott, BS, Salisbury University, 1980; MA, Webster University, 1985; PhD, University South Carolina, 2000
- Snyder, Nevine Khouzam, BAED, University Florida, 1978; MED, University Florida, 1980; EDS, University Florida, 1980; PhD, University Florida, 1986
- Sohn, Soowan, BS, Seoul National University, 1995; MS, Seoul National University, 1998; PhD, University Wisconsin Madison, 2007
- Song, HeeGyoung, BA, Duk Sung Women's University, 1991; MA, University of Central Missouri, 2003; PhD, University Missouri/Kansas City, 2009
- Spiess, Jody A., BSN, Webster University, 2007; MSN, Webster University, 2011; PhD, University Missouri/St Louis, 2020
- Sprague, John David, BS, University West Florida, 1994; MA, Webster University, 1999
- Sprague, Mary K, MED, University Missouri/Columbia, 2006; BS, Florida State University, 1979

- Sprague, Roland Everett, BS, University Rochester, 1970; MENG, Pennsylvania State University, 1974; PhD, Walden University, 2008; MBA, Webster University, 2014
- Sprick, David Matthew, BS, Truman State University, 1995; PhD, University Missouri/Kansas City, 2004; MPA, Missouri State University, 1997
- Spriggs, Melissa Anne, BS, Truman State University, 1996; MSED, Western Illinois University, 1998; PhD, George Washington University, 2009
- Springer, Nicole Marie
- Stack, Patrick Charles, BA, Suffolk University, 1974; MDIV, St Johns Theological College, 1978; MED, University Missouri/St Louis, 1986; DMIN, Eden Theological Seminary, 1992
- Staggenborg, Amanda Frances, BA, Webster University, 2003; MA, Webster University, 2008; EDD, Missouri Baptist University, 2018; MLS, Washington University, 2023; EDD, Missouri Baptist University, 2018
- Stallings, Tyler, BFA, School Art Institute Chicago, 1992; MA, Webster University, 2016
- Stanton, Gretchen, BFA, Webster University, 1994
- Stegemoeller, Kathryn, BFA, Webster University, 2013
- Steger, Paul A., MFA, Western Illinois University, 1988; BA, Saint Louis University, 1986
- Stehn, Molly A., MA, University Cincinnati, 2010; MM, Manhattan School of Music, 2004; BM, University Northern Iowa, 2002; EDD, University Cincinnati, 2014
- Steimel, Ethan
- Stellyes, Laurita L., BS, Kansas Newman College, 1977; ND, National University of Natural Medicine, 1979
- Stepanek, Katherine Joan, BFA, Webster University, 2012
- Stephens, Kenneth Emanuel, BA, St Leo College, 1993; MPA, Troy University, 1995; PhD, Walden University, 2004; MA, Liberty University, 2014
- Stevens, Annie Esther, BA, Eastern Nazarene College, 1975; MA, University Rochester, 1978; PhD, University Rochester, 1984
- Stevens, Drew Jeffrey, BA, Rutgers University, 1984; MBA, University Phoenix, 1998; PhD, Capella University, 2005
- Stevens, Scott Harvey, MPA, University Missouri/Columbia, 2006; BA, Saint Louis University, 1998
- Stewart, Christina
- Stewart, Jennifer Rae Violett, BA, Webster University, 2001; MA, Webster University, 2003
- Sticksel, Ferris Michael, BSIE, Saint Louis University, 1969; MBA, Lindenwood University, 1985
- Stieven, John Sesto, MS, Air Force Inst Tech, 1993; MS, Central Michigan University, 1988
- Stimpfl, Joseph Richard, AB, University Missouri/Columbia, 1971; MED, University Missouri/Columbia, 1976; MA, University Pittsburgh, 1986; PhD, University Pittsburgh, 1990
- Stoltz, Stephen Allen, BS, Troy University, 2006; MA, Webster University, 2015
- Stone, James A., BS, Friends University; MS, National Intelligence University, 2007
- Stout, Megan L., MM, Indiana University Bloomington, 2007; BM, Indiana University Bloomington, 2003
- Strauser, Jonathan Christian, BA, Webster University, 2016; MA, Webster University, 2018
- Street, Jutta Margarete, MS, North Carolina State University, 1986; PhD, North Carolina State University, 1994
- Streetman, China, BAS, Georgia Military College, 2020; MA, Webster University, 2023
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- Stringer, Karen W., BA, University Nairobi, 2006; MA, Ohio State University, 2009; PhD, Ohio State University, 2014
- Stroble, Paul Edward, BA, Greenville University, 1979; MDIV, Yale University, 1982; PhD, University Virginia, 1991
- Stulce, Jill Marie, BSN, University Missouri/Columbia, 1988; MSN, Southern Illinois University/Edw, 1998; PhD, Virginia Commonwealth University, 2016
- Sullivan, Brady, PhD, University Missouri/St Louis, 2021; MA, University Illinois Springfield, 2014; BS, Illinois State University, 2010
- Sullivan, Kevin Dewayne, Sr., BS, University Phoenix, 2002; MA, Webster University, 2005
- Sullivan, Terrence Daniel, MIB, Saint Louis University, 2006; BA, Maryville University of St Louis
- Sun, Gang David, BS, Tsinghua University, 1987; MS, Missouri University of Science and Technology, 1996; MS, Missouri University of Science and Technology, 1997
- Sundhausen, Angela Sue, BA, Webster University, 1993; MAT, Webster University, 1996
- Suo, Xiaoyuan, BS, Georgia State University, 2004; MS, Georgia State University, 2006; PhD, Georgia State University, 2009
- Swoboda, Ariel, BA, Webster University, 2017; MA, Southern Illinois University/Edw, 2021
- Tackes, Linda Margaret, BS, Maryville University of St Louis, 1986
- Takes, Peter Arthur, BS, Clarkson University, 1979; PhD, Indiana State University, 1985
- Talakanti, Yugandhar, BE, Bangalore University, 2001; MS, Webster University, 2019
- Tamarkin, Nicholas H., PhD, Washington University, 2015; MFA, University Wisconsin Madison, 2002; AB, Washington University, 1996
- Tamashiro, Roy T., BA, University Hawaii Manoa, 1969; MED, University Hawaii Manoa, 1971; EDD, University Mass Amherst, 1976
- Tanaka-McFarlane, Yuki, PhD, Southern Illinois University/Car, 2018; MA, Southern Illinois University/Car, 2008; BA, Ibaraki University, 2002
- Tashman, Souzana, BA, University Jordan, 2016
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- Tetlow, Ellen, BA, Depauw University, 1981; MAED, Washington University, 1982; MSW, Washington University, 1983
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- Thayer, Stephanie M., BA, Webster University, 2007; MBA, Webster University, 2009
- Thies, Jeanie, BA, University of Missouri-Columbia, 1983; MA, University of Missouri-St. Louis, 1985; MA, University of Missouri-St. Louis, 1996; PhD, University of Missouri-St. Louis, 1998
- Thomas, Edmond J., BA, University Missouri/St Louis, 1991; MM, University Missouri/Columbia, 1998
- Thomas, James D., BA, Park University, 1978; MSW, University South Carolina, 1991; MA, Macquarie University, 2003; BMED, Sydney Conservatorium of Music, 1980; MS, Georgia Institute of Technology, 2016; BS, Southern Illinois University/Edw, 1987
- Thomas, Kevin P., MS, Capella University, 2016; BS, Park University, 2008
- Thompson, Emily E., BA, Duke University, 1991; MA, University Pennsylvania, 1992; PhD, University Pennsylvania, 1996
- Thompson, Rachel Blair, BA, Webster University, 2018

- Thrasher, Maddison Leigh, MS, Simmons College, 2021; BS, Missouri State University, 2018
- Throgmorton, Cheryl Ann, BA, Webster University, 1993; MA, Webster University, 1995; EDD, University Saint Thomas, 2011
- Timmermann, Karl N, BA, Webster University, 2003; MA, University Kent, 2004
- Tinnin, Steffany Alysse, MA, Liberty University, 2016; BS, Liberty University, 2011
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- Tolleson, Ronald Gregory, MS, University Arkansas Fayetteville, 1990; BA, Harding University, 1988
- Tomes, William E., BS, Florida State University, 1976; MPER, University South Carolina, 1985
- Topinka, Joseph B., BA, University Illinois Urbana-Champ, 1990; JD, Northern Illinois University, 1993; MBA, St Martins University, 2002; LLM, Judge Advocate General's Legal Ctr/School, 2003; MHA, Chapman University, 2007; LLM, Loyola University Chicago, 2008
- Torneden, Roger Lee, BSB, University Kansas, 1967; MS, University Kansas, 1967; PhD, New York University, 1974
- Torres, Deborah Lynn, BS, University Maryland College Park, 1985; AS, Cochise College, 1993; MS, Western International University, 1995; EDD, Creighton University, 2014
- Towe, Jenneke Elayne, BS, Truman State University, 2002; MAED, Truman State University, 2003; MA, Saint Louis University, 2006
- Trachtova, Carolyn, BS, Miami University Oxford, 1990; MA, Georgia State University, 2003
- Tran, Brian, MFA, Washington University, 2021
- Treanor, John McCormack, AB, Wofford College, 1979; JD, University South Carolina, 1982
- Tressler-Hauschultz, Anene M., BSN, Saint Louis University, 1978; BA, Saint Louis University, 1977; MA, Washington University; MA, University Missouri/St Louis
- Tronche-Macaire, Dominique M., LICN, University Paris, 1991
- True, Carolbeth
- Trump, Robert
- Tucker, Carole A., BS, Fontbonne University, 1985; BA, Fontbonne University, 1985; MFA, University Missouri/Kansas City, 1988
- Tudor, James Richard, BA, Webster University, 1997
- Tulin, Samantha, MFA, Southern Illinois University/Edw, 2019; BFA, University Missouri/St Louis, 2015
- Tuncel, Ece, BS, Middle East Technical University, 1998; MS, Middle East Technical University, 2000; PhD, University Illinois Urbana-Champ, 2008;
- Turaeva, Nigora, PhD, Uzbek State World Languages University, 2007; BA, National University of Uzbekistan, 1991; MA, National University of Uzbekistan, 1991
- Turkovic, Dana, BFA, Webster University, 1998; MA, University London, 2005
- Tusiniski, Taylor
- Tuzun Canadinc, Seda, PhD, Texas A & M University, 2023; MS, Texas A & M University, 2019; MA, Ankara University, 2008; BA, Middle East Technical University, 2004
- Uhl, Melissa Jean, BA, Webster University, 2012
- Uhrich, Mary L., MS, University Colorado Boulder, 1989; BA, University Colorado, 1984
- Umbaugh, Bruce D., BA, Ohio University; MA, University Maryland/Baltimore
- Unell, Aaron Taft, BA, Marquette University, 1992; MAT, Webster University, 1994; MBA, Webster University, 2007
- Uthoff, Michael
- Utzmyers, Tracy Nicole, BLS, Southern Illinois University/Edw, 2003
- Vajzovic, Ibrahim, MA, Webster University, 2001; DMGT, Webster University, 2009
- Valdes, Damian, BFA, Point Park University
- Valdez, Nicolas Mario, BM, Webster University, 2018
- Vallorani, Edward, BA, Villanova University, 1977; MIB, Saint Louis University, 2010
- Vandehaar, Vincent V., BA, Central College, 1978; MBA, University Northern Iowa, 1988
- VanderPal, Geoffrey A., BS, Columbia College, 1995; MBA, Webster University, 1997; DBA, Nova Southeastern University, 2006
- Varma, Umesh C., BS, Kanpur University, 1977; BS, Western International University, 1989; MS, Jackson State University, 1989
- Vaughan, Shaughna L., BA, Ottawa University, 1996; MA, Ottawa University, 1999
- Venkataraman, Ishwari, MS, University of Alabama at Birmingham, 1993
- Vest, Glen Edwin, BS, Ouachita Baptist University; MS, University Northern Colorado
- Villines, Justin J., MBA, University Phoenix, 2010; BS, University Phoenix, 2009
- Vince, Donna Bowen, BM, Webster University, 1976; MM, Webster University, 1978
- Volkman, Anthony Steven, MA, Lindenwood University, 2008; BSOE, Missouri State University, 2003
- Vollmer, Stephanie Anne, BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2010; MSN, Webster University, 2015
- Volpe, Joseph James, BS, U.S. Military Academy, 1988; JD, University Arkansas Little Rock, 1996
- von Hombracht, Willem
- Vondera, Katherine Ann, BA, St Mary's University of Minnesota, 2002; MA, Saint Louis University, 2007; MA, Saint Louis University, 2008; MA, Webster University, 2017; BA, St Mary's University of Minnesota, 2002; MA, Saint Louis University
- Vonderbrink, Timothy David, BBA, Wichita State University, 1989; MBA, Webster University, 2000
- VonJensen, Brooke, BA, Webster University, 2015; MA, Ball State University, 2017; MA, Lindenwood University, 2021
- Wagner, Craig McKenzie, BA, Webster University, 1996; MA, Webster University, 2024
- Wagner, Gretchen Lutze, BS, University Wisconsin Madison, 1998; MA, Williams College, 2002
- Wagner, Scott David, BA, Saint Louis University, 1996; MSED, Southern Illinois University/Edw, 2001
- Wallace, Aseniah Mae, BS, North Carolina Central University, 1973; MBA, Anna Maria College, 1983
- Wallner, Anton Stephen, BS, University Wisconsin Milwaukee, 1986; MS, University Michigan/Ann Arbor, 1988; PhD, Case Western Reserve University, 1992
- Walsh, Karen Steffany, BA, University Missouri/St Louis, 1976; MA, University Missouri/St Louis, 1981
- Wang, Hai Li, MBA, Webster University, 2011; MS, Webster University, 2012; BS, Nanjing University, 1992
- Wang, Jiangping, BENG, Chongqing University, 1982; MS, University Leeds, 1994; PhD, Missouri University of Science and Technology, 1998
- Wannamaker, Sabrina Lorraine, BA, Allen University, 2004; MA, Webster University, 2009; MA, Webster University, 2012
- Ward, Alyssa Brittany, MA, Saint Louis University, 2012; BA, Saint Louis University, 2010
- Ward, Marilyn, BSOE, Wayland Baptist University, 1996; MA, Webster University, 1999
- Warren, Marshaun Cassandra, BS, Southern Illinois University/Edw, 2003; MS, Lindenwood University, 2005; MS, Lindenwood University, 2009; PhD, Saint Louis University, 2019

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- Waters, Mary Colleen, BSN, Barnes-Jewish Coll/Goldfarb School Nursing, 2001; MSN, Webster University, 2014
- Watkins Park, Seongyn, BFA, University of Iowa, 2015; MFA, Washington University, 2018
- Watkins, Kelsey, BFA, Ringling College of Art and Design, 2020
- Weatherly, Linda Sue, BSN, Chamberlain University, 2007; MHA, Webster University, 2010
- Webb, Stanley Harry, BS, Washington University, 1976; MIM, Washington University, 1990; BS, Missouri University of Science and Technology, 1970
- Webelhuth, Ashley Nicole, BFA, Webster University, 2016
- Weber, Andrea Roberta, BSN, Webster University, 1994; MSN, University Missouri/St Louis, 2007; DNP, Rush University, 2014
- Weber, Cami A., ND, St Louis Community Coll/Meramec; ND, Maryville University of St Louis; BSN, Webster University, 2004; MSN, Webster University, 2007; PhD, University Missouri/St Louis, 2022; MBA, Devry Institute of Technology, 2015
- Weber, Joshua Michael, BS, Southeast Missouri State University, 2003; MA, Webster University, 2009
- Weber, Sierra Nichole, BA, Webster University, 2015; MA, Webster University, 2019; AGC, Webster University, 2020
- Weeks, Edythe Elizabeth, BA, University Missouri/Columbia, 1985; JD, University Missouri/Columbia, 1987; PhD, Northern Arizona University, 2006
- Wehmeier, Alec, BS, Iowa State University, 2018
- Weilbacher-McMullan, Emilie, BFA, Webster University, 2008; MFA, University Missouri/Kansas City
- Weiss, Sandra, MHS, Washington University, 1999; BHS, University Missouri/Columbia, 1989; MBA, St Leo College, 2015; BA, University South Florida, 2006
- Weitzer, Richard L., MS, Cleveland State University, 1979; BA, Case Western Reserve University, 1973
- Werre, Amanda, BFA, Webster University, 2011; MBA, Webster University, 2024
- Westmoreland, Kelli Michele, BS, Southeast Missouri State University, 1987; MAT, Webster University, 1989; MA, Webster University, 2013; EDD, Webster University, 2019
- Wheeler, Benjamin Adam, BM, Webster University, 2003; MM, Southern Illinois University/Edw, 2006
- White, Donna Marshaye, BA, University Missouri/St Louis, 2002; MA, University Illinois Urbana-Champ, 2005
- Whitlock, Evangeline Rose, MFA, University Calif San Diego, 2011; BA, Calvin University, 2005
- Whitman, Douglas R., PhD, University Alabama Birmingham, 2020
- Wibbenmeyer, Kelly Rose, PhD, Northcentral University, 2017; MBA, Wright State University Dayton, 2002; BS, Wright State University Dayton, 2000
- Wichard, Sara A., MA, Lindenwood University, 2011; EDD, Maryville University of St Louis, 2016; BM, Depaul University, 1999
- Widmeier, Michael W., MA, University North Texas, 2016; BA, Knox College, 2001
- Wilcox, Michael Anthony, BS, University Missouri/Columbia; MBA, Webster University, 1999
- Wilhite, Sean Patrick, BA, Webster University, 1999
- Wilke, Jeffrey D., BA, St Leo College, 2003; MBA, St Leo College, 2004; DBA, Argosy University, 2014
- Wilke, Ralph Arthur, Jr., BFA, Washington University, 1973; MFA, Washington University, 1975
- Willey, Sarah, BA, Truman State University, 2008; MA, Washington University, 2015; DBA, University of Missouri-St. Louis, 2024
- Williams, Brett James, AB, Saint Louis University, 1955; AM, Saint Louis University, 1968; JD, University Denver, 1969
- Williams, Darron E., BS, University Memphis, 1992; MS, University Memphis, 1995; MS, University Memphis, 1997; MBA, University Memphis, 1999
- Williams, Gwyneth I., BA, Knox College; MA, Princeton University
- Williams, Kathleen Marie, BSN, Southeast Missouri State University, 1979; MSN, Webster University, 2007
- Williams, Michael Joseph, BA, Monmouth College, 1993; MA, Saint Louis University, 1995; EDD, Saint Louis University, 2006; BA, Webster University, 1999; MA, Webster University, 2002; MS, Webster University, 2018; BS, Embry-Riddle Aeronautical University, 1997; MA, Webster University, 2000; DMGT, Webster University, 2009; PhD, University Notre Dame, 1981; BA, University Maryland E Shre, 1976; MA, University Notre Dame, 1978; JD, Florida Coastal School of Law, 2010; BA, University Florida, 2006
- Williams, Natasha Renee, BS, University Missouri/St Louis, 2003; MBA, Webster University, 2015
- Williams, Reginald Lamont, MMGT, Fontbonne University, 2006; BA, Drury University, 1980
- Willis, Terence, BS, McKendree University, 2014; MS, Webster University, 2015
- Wilson, David Carl, BSC, University Aston; PhD, University Amsterdam; BA, University Georgia Athens, 1973; MA, University Illinois Chicago, 1978; MA, University Calif Los Angeles, 1984; PhD, University Calif Los Angeles, 1986; BA, Yale University, 1967; AM, Washington University, 1972
- Wilson, Ginger Leigh, BS, Missouri Baptist University, 2012; MBA, Missouri Baptist University, 2014
- Wilson, Milo R., BS, University of Central Missouri, 1995; MS, Webster University, 1997; MBA, Webster University, 2010; MA, Webster University, 2012
- Winkler, Lori Ann, BSN, Webster University, 1995; MSN, Webster University, 2015
- Winkler, Philippa Jane, BA, London School Economics, 1975; PhD, University Bristol, 2004
- Winter, Paul Rudolph, PhD, University Colorado Boulder, 1999; BS, University Chicago, 1990
- Wintzer, Jennifer, BFA, Webster University, 2000
- Witkowski, Paula Marie, BA, Webster University, 1976; MS, Fontbonne University; PhD, University Missouri/St Louis, 2004
- Witt, Cecily A., BS, National-Louis University, 2002; MA, Webster University, 2005
- Wood, Bennett, DMA, University Texas Austin, 2014; MM, Southern Illinois University/Edw, 2009; BM, Southern Illinois University/Edw, 2007
- Woolbright, Brian M., BFA, Webster University, 2001
- Woolf, Linda Marie, BA, Webster University, 1979; PhD, Saint Louis University, 1988; MS, Saint Louis University; MA, Webster University, 2021
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- Wrobel, Robert, BS, University Missouri/St Louis, 2010; BS, University Missouri/St Louis, 2010; BA, University Missouri/St Louis, 2010
- Wyatt, Cherie N., JD, Saint Louis University, 2003; BA, University Missouri/Columbia, 2000; BA, University Missouri/Columbia, 2000
- Wylie, John G, MFA, University Missouri/Kansas City, 1986; BA, Augustana College Illinois, 1983
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- Yero, Jessie, BA, Butler University, 2017
- Yezbick, Daniel Francis, BA, University Michigan/Ann Arbor, 1995; MA, University Illinois Urbana-Champ, 1998; PhD, University Illinois Urbana-Champ, 2004
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- Young, Kathleen Gail, BS, Washington University, 1991; MBA, Fontbonne University, 1992
- Young, Samuel D., PhD, Saint Louis University, 2000; BSED, Arkansas State University, 1980; MS, Arkansas State University, 1981
- Yuasa, Noriko, BA, Southeast Missouri State University, 1995; BFA, School Art Institute Chicago, 1997; MFA, Minneapolis College Art Design, 2000
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- Zanzie, Adam Charles, BA, Webster University, 2014; MA, Maharishi University of Management, 2015
- Zellin, Stacie Marisa, MPH, Saint Louis University, 2011; BS, Montana State University, 2007
- Zeng, James, MS, North Dakota State University, 2007
- Zhang, Dongling, PhD, Arizona State University, 2015; MS, Arizona State University, 2011
- Zhao, Xi, MFA, New York University, 2012; MA, Minzu University of China, 2007; BA, Minzu University of China, 2004
- Zhou Ostlund, Zhichun, MS, University Rochester, 2013; PhD, University Rochester, 2018
- Zhu, Yimin, BS, Beijing University, 1985; MS, Washington University, 1989; DSC, Washington University, 1993
- Ziegler, Andrew H., Jr., BS, Florida State University, 1974; MA, University Florida, 1984; PhD, University Florida, 1987
- Zinselmeyer, Thomas J., Jr., BA, University Missouri/Columbia, 2002; BA, University Missouri/Columbia, 2002; MAT, Webster University, 2008
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- Boyd, Johnathon, BS, University Houston Main Campus, 1974; MBA, Our Lady of the Lake University, 1991
- Carr, Andrea, BA, Agnes Scott College; MS, Southern New Hampshire University, 2015
- Cheney, Ted G., BA, University Nebraska/Lincoln, 1990; MA, Webster University, 1996; MA, St. Mary's University, 2010; PhD, Northcentral University, 2013; MMOA, Air University, 2012
- Collazo, Carlos Rolando, BS, University Texas Austin, 1982; MS, University Texas Tyler, 1997
- Escobedo, Ernesto, Jr., BBA, Angelo State University, 1989; PhD, Capella University, 1999; MBA, University Texas Austin, 1992
- Finlan, Deborra, MBA, University Incarnate Word, 2017; PhD, University Incarnate Word, 2018
- Garza, Diana, BBA, Our Lady of the Lake University, 2000; MBA, Our Lady of the Lake University, 2002; PhD, Our Lady of the Lake University, 2008
- Gonzalez, Matthew D., BBA, University Texas San Antonio, 1995; MBA, St. Mary's University, 1999; MISM, Keller Graduate School Management, 2011; PhD, Capella University, 2008
- Gray, TiShawn Michael, MS, Eastern University
- Griffin, Calvin, BBA, Texas State University San Marco, 2010; MBA, University Texas San Antonio, 2014; MS, University Wisconsin, Eau Claire, 2021
- Gulzar, Yasmin, MS, University Phoenix, 2011; EDD, Capella University, 2022
- Gutierrez, Adrian Rene, BBA, University Texas San Antonio, 2002; MS, American Public University, 2017
- Hernandez, Dirce E., MS, Our Lady of the Lake University, 2012
- Jones, Robert, BS, Texas A&M University, 1998; MS, Texas A&M University, 2003; PhD, Texas A&M University, 2004
- Jurenovich, David, BA, Gannon University; MBA, Gannon University; PhD, St. Mary's University, 1994; MS, Gannon University, 1997
- Maldonado, Horacio, BA, University of Arizona Global Campus, 2015; MBA, University of Arizona Global Campus, 2018; DBA, National University, 2024
- Menchion, Cedric Tofoyer, BS, Bellevue University, 1993; MBA, West Texas A&M University, 2017; MSC, West Texas A&M University, 2020
- Moinvafa, Koorosh, BA, Allameh Tabatabai University, 1998; MBA, Webster University, 2007; MA, Webster University, 2009;
- Moore, John Edward, BS, University Phoenix, 2011; MA, Webster University, 2024
- Muzquiz, Julianna, BA, University of Texas Permian Basin, 2018; MS, University of Texas at San Antonio, 2024
- Ofusori, Lizzy Oluwatoyin, BS, Federal University of Technology Akure FUTA, 2008; MSC, National Open University of Nigeria, 2012; PhD, University of Kwalula-Natal, 2019
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- Pate, Lewis, BS, Florida International University, 1998; MS, Strayer University, 2006; DIT, Capella University, 2022
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International Campuses

Austria

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- Albrecht, Judith, MA, Albert-Ludwigs University Freibe, 2003
- Algieri, Franco Karl, MA, Eberhard Karls University; PhD, Eberhard Karls University
- Bajgerova Verly, Marketa, PhD, University Vienna, 2024
- Barberio, Vitaliano, PhD, University Bologna, 2009
- Batora, Jozef, BS, Comenius University, 1997; PHM, University Bergen, 1999; PhD, University Oslo, 2006
- Bauer, Rolf, PhD, University Vienne, 2018
- Beer, Anna, PhD, LMU Munich, 2021
- Bervoets, Victor
- Blaikie, Calum, MA, University of London
- Bonalumi, Francesca, MA, Universita Vita- Salute San Raffaele, 2014; PhD, Central European University, 2022
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- Demiray, Burcu, PhD, University Florida, 2010
- Derzsi, Vanda, BA, Lorand Eotvose University, 2014; BSC, Budapest University of Technology & Economics, 2018
- Deubner, Alexandra, MAG, Vienna School Economics & Business Administration, 2006; MSC, Europeans Systemic Business Academy, 2012
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- Draghi-Lorenz, Riccardo, BSC, Sapienza University, 1991; PhD, University Portsmouth, 2001
- Drsata, Radovan, MBA, California State University Dominguez Hills, 1998
- Dumoulin, Marc-Alexandre, PhD, Academy of Fine Arts, 2023
- Dunaj, Lubomir, PhD, Comenius University, 2013
- Ebster, Claus, MAG, University Vienna, 1989; MBA, Fordham University, 1991; MS, Northwestern University, 1992; PhD, University Vienna, 2000
- Elatraby, Karim Amr, BS, Webster University, 2019; MS, Webster University, 2021
- Eskerod, Pernille, BSC, Aarhus University, 1989; MSC, Aarhus University, 1992; PhD, University of Southern Denmark, 1996
- Felsberger, Helga, MA, University Salzburg, 1987; PhD, University Salzburg, 1991
- Fernandes Ramos, Romualdo, BA, Florida Atlantic University, 2006; MSC, University Zurich, 2011; PhD, Eth, 2015
- Filip-Beil, Anne-Marie, PhD, Duke University, 1997
- Fink, Marcel, MA, University Vienna, 1996; PhD, University Vienna, 2002
- Fischer, Paul, MAG, University Vienna, 2003; JD, University Vienna, 2008; LLM, University of Jena, 2008
- Foster, Ian, BA, University Hull, 1993; MBA, MODUL University Vienna, 2015
- Frey, Eric, BA, Princeton University, 1985; MPA, Princeton University, 1986; PhD, University Vienna, 2001
- Gaal, Andrea, MA, Karl Franzens Universität, 1987; PhD, Pan European University, 2017
- Gady, Franz-Stefan, BA, Webster University, 2006
- Genis-Gruber, Ahu, BSC, Ankara University, 1994; MAG, Johannes Kepler University Linz, 1998; PhD, Johannes University Linz, 2005
- Glocker, Christian, MAG, Johannes Kepler University Linz, 2006; MSC, Pompeu Fabra University, 2008; PhD, University Basel, 2010
- Grbenic, Stefan, MA, Wirtschafts Universität, 1997; MBE, Wirtschafts Universitat, 1999; PhD, Wirtschafts Universität, 2001
- Grusch, Michael, PhD, University Vienna, 2001
- Haarmann, Daniela
- Hadler, Thomas, PhD, Vienna University of Economics & Business, 2002
- Haiss, Peter, MBA, University of Illions, 1987; DBA, Vienna University of Economics and Business Administration, 1987
- Hall, Sam D., PhD, University London, 2014
- Hatzl, Johannes, MA, Graz University of Technology, 2002; PhD, Graz University of Technology, 2004
- Honeck, Joachim Rainer Maria, MA, Webster University, 2014
- Houser, Nicole, MEd, Frostburg State University, 2003; PhD, Indiana University of Pennsylvnia, 2011
- Hoxha, Valbona, BA, University of New York/Tirana, 2012; MA, Webster University, 2015
- Hromatka, Christian, MBA, FHWien der WKW, 2014
- Hubatschke, Christoph, MA, University Vienna, 2012; MA, University Vienna, 2012
- Hutchinson, Casandra, BA, University Utah, 2007; MS, Technical University Vienna, 2014
- Ivanisevic, Dora, PhD, Central European University, 2017
- Jancosek, Natalie, MSc, Sigmund Freud University, 2020; PhD, Sigmund Freud University, 2023
- Jeloschek, Christina, MAG, University Vienna, 1999
- Kainer, Mario, BA, University of Applied Sciences, 2023
- Kalam, Alin, MSc, Technische Universitat Wien, 2019
- Kallanian, Jean-Pierre, MED, Lehigh University, 1997
- Kammel, Armin, MBA, University Graz, 2002; PhD, University Graz, 2004; JD, University Graz, 2004; LLM, University London, 2008; MBA, California Lutheran University, 2013
- Kapfer, Michael, MBA, University of Applied Sciences BFA, 2009
- Kastner, Cornelia, PhD, University Vienna, 2014
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- Preston-Mroz, Suzanne B., BA, Webster University, 2018; MA, Webster University, 2021
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- Rothschild, Krista, BA, Southern Oregon University, 1993; MA, University Vienna, 2000
- Rutzendorfer, Marlene, MS, Technical University Vienna, 2011
- Ryglewska, Monika Julia, BS, Hogskolan Skovde, 1997; MA, Webster University, 2004
- Sarikakis, Katharine, BA, University of Wolverhampton UK, 1995; PhD, Glasgow Caledonian University Scotland, 2001</ li >
- Sarto-Jackson, Isabella, MAG, University Vienna, 1998; PhD, University Vienna, 2002
- Savoly, Didem, MS, Hacettepe University, 2011; PhD, Hacettepe University, 2017
- Scheiblecker, Markus, PhD, University of Economics and Business, 2007
- Schelch, Karin, PhD, Medical University of Vienna, 2015; MS, Medical University of Vienna, 2020
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- Schramm, Alfred, Doctoral Studies, Karl-Franzens University, 1998
- Schubert, Samuel Randolf, BA, Tel Aviv University, 1987; BA, George Washington University, 1989; MA, Webster University, 2008
- Schuster, Bianca, BS, Paris Lodron University of Salzburg, 2012; MS, Paris Lodron University of Salzburg, 2015; PhD, University of Birmingham, 2021
- Silvano De Sousa, Jonathan, MSc, TU-Wien, 2009; PhD, TU-Wien, 2012
- Stern, Moran, MA, University of Maryland, 2016; PhD, University of Maryland, 2022
- Stiegler, Christian, BA, Vienna Business School, 2003; MA, University Vienna, 2006; PhD, University Vienna, 2009
- Sunanta, Owat, BENG, University Pittsburgh Greensburg, 1994; MS, University Pittsburgh Greensburg, 1996; PhD, University Pittsburgh Greensburg, 2002
- Tahiri, Ester, BS, Webster University, 2016; BA, Webster University, 2016
- Tajder, Ana, BA, Webster University, 1997; MBA, Webster University, 1999
- Traverso, Daniel, MBA, University Glasgow, 2000
- Tuechler, Aisha, PhD, Johannes Kepler University Linz, 2024
- Vandenhelsken, Melanie, BA, University D'Aix-Marseile, 1992; MA, Universite Paris X Nanterre, 1994; PhD, Paul Valery University-Montpellier II, 2003
- Velasquez Montiel, Sandra Elena, MA, University Vienna, 1992
- Versolmann, Ingmar, PhD, University Edinburgh, 2020
- Vogel, Stefan, PhD, Pan European University, 2020
- Weikl, Florian, MBA, University Vienna, 2004
- Weiner, Seth Marshall, MA, Southern California Inst Arch, 2010
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- Wiggins, Bradley Earl, BA, University Pittsburgh, 1999; MA, University Pittsburgh, 2002; PhD, Indiana University of Penna, 2011
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- Winkler, Martin, MS, Montan University Leoben, 1989
- Wollmann, Elisabeth, BSC, University Surrey, 2005; MSC, University Leiden, 2007
- Workie, Menbere, PhD, University Economics, 2000; PhD, University Munich, 2004
- Wulz, Franz, MBA, Joseph Schumpeter Institute, 2012; DBA, University Institute of Graduate Studies and Research, 2021
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China

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- Lockstrom, Martin F., MSc, Chalmers University of Technology, 2004; PhD, European Business School, 2006
- MacCharles, Alan, BA, University of Waterloo, 1997; MBA, London Business School, 2001; DBA, Cranfield University, 2023
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- Tacconelli, Wance, BA, University of York; MS, London School Econ & Poli Sci; PhD, Lancaster University
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- Wang, Qin, BE, Shanghai University Finance & Economics, 1991; MBA, Webster University, 2002
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Greece

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- Issaias, Sotirios, BA, Concordia University, 1998; MA, University Indianapolis, 2005
- Kalogeras, Yannis, BS, National University Athens, 1983; MS, University Virginia, 1988
- Kalomiri, Anthi, MBA, University Indianapolis, 2013
- Kanellopoulos, Konstantinos, BS, Aristotle University; MS, London School Economics, 1995; MBA, City University London, 1999
- Kapsokoli, Eleni, BA, Kapodistrian University, 2013; MA, Panteion University, 2015; PhD, University of Piraeus, 2022
- Korbaki, Ino Theoni, BA, American College of Greece, 2001; MA, University Indianapolis, 2003; MA, University Indianapolis, 2007; MA, Webster University, 2023;
- Kostopoulos, Angelos, BA, Arizona State University; LLM, University of Cumbria
- Lavdas, Alexandros, BS, University Athens, 1991; MSC, University London, 1993; PhD, University London, 1997
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- Petkidis, Basilio, MSC, University of Macedonia
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- Sevastos, Stefanos, BS, Indiana University Bloomington, 1990; MS, Boston University, 1993; MA, Boston University, 1994
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- Stamoulis, Dimitrios, BS, University Athens, 1992; MS, University London, 1993; PhD, University Athens, 1999
- Stavrou, Niki, BA, University Indianapolis, 2004; MA, University Indianapolis, 2006
- Vasiliou, Giannoula I., BA, University South Florida, 1987; MA, University South Florida, 1989
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Republic of Georgia

- Alkan, Abdulmelik, BA, Lindenwood University, 2012; MA, International Black Sea University, 2016
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- Chakhnashvili, Ana, BA, Tbilisi State University, 2015; MA, Tbilisi State University, 2017
- Dolidze, Tatia, BA, Tbilisi State University, 2012; MA, Maastricht University, 2013; PhD, Tbilisi State University, 2024
- Frankenfield, James Clark, BSC, Rensselaer Poly Institute, 1983; MSC, Utah State University, 1989; MSC, Utah State University, 1990
- Freeman, John Michael, JD, City University of New York School of Law, 2004; BA, Evergreen State College, 2021
- Gilbreath, Dustin Robert, BA, Skidmore College, 2010; MA, Central European University, 2017
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- Ibragimov, Iashar, International Black Sea University, 2001; MA, London Metropolitan University, 2004; MBA, IE Universidad - Madrid Campus, 2021; PhD, Caucasus University, 2024
- Kasirye, Fred Katongole, BA, Makerere University, 2002; MA, Uganda Martyrs University, 2007; PhD, Caucasus University, 2024
- Khodjaeva, Dilafruz, PhD, Tashkent State Institute of Oriental Studies, 2018
- Lang, Irma, MBA, Tbilisi Ivane Javahisvili State University, 2000; PhD, Tbilisi Ivane Javahisvili State University, 2023
- Larsen, Joseph Jon, BA, University Minnesota Twin Cities, 2011; MA, Central European University, 2013
- Lawrence, Mark, MS, University of Washington, 1987; PhD, University of Washington, 1991
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- Matin, Arian, BS, Azad University, Science & Research, 2007; MBA, UCSI University, 2012; MSC, West London College, 2014; MSC, West London College, 2016; DBA, International Black Sea University, 2020
- Maynard Parkosadze, Meredith Rac, BA, Arizona State University, 2010; MA, American University, 2015
- Mehraj Malik, Inshah, MSW, Shreemati Nathibai Damodar Thackersey Women's, 2010; MPHI, Tata Institute of Social Sciences, 2010; PhD, Jawaharlal Nehru Technological University Hyderabad, 2016
- Mirtskhulava, Lela, PhD, Georgian Technical University, 1997
- Misulis, Karl Christian, MBA, Temple University, 2016
- Moayery Fard, Hajar, BBA, Islamic Azad University South Tehran, 1999; MMKT, Islamic Azad University Science & Research Branch, 2004; PhD, Islamic Azad University, Science & Research Branch, 2018
- Momandi, Lima, MA, Webster University, 2024
- Nazarova, Gulbahor Pirmanovna, BA, Bukhara State University, 1999; MA, Bukhara State University, 1999; PhD, Bukhara State University, 2022
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- Pavliashvili, Natia, BSocS, Ilia State University, 2010; MA, Georgian Institute of Public Affairs, 2010
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- Tortladze, Samantha E, BA, University of Virginia, 2016; MPP, University of Virginia, 2017
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Switzerland

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- Cantale, Gaetan, MA, University Geneva, 1981; PhD, University Geneva, 1986
- Cardinaux, Lucie Anne Claire, BA, University Geneva, 2017; MA, University Geneva, 2020; MA, University Geneva, 2021
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- Catelani, Stefano P., JD, University La Sapienza, 1980
- Cheatham, Susan, BSC, Birmingham University School, 1990; PhD, Lancaster University, 2009
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- Demierre-Berberat, Patricia, LIC, University Geneva, 1996
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- Duarte, Teodora, MA, Webster University, 2013; PhD, City University of New York, 2019
- Fatton, Lionel, MA, Waseda University, 2011
- Frei, Elizabeth, BS, University Florida, 2005; MS, University Central Florida, 2006; PhD, University Central Florida, 2010
- Frei, Yohan, BA, Joseph Fourier University, 2010; MA, University Geneva, 2013; PhD, University Geneva, 2019
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- Goodarzi, Jubin, MA, Georgetown University, 1991; PhD, London School Economics, 2002
- Grosso, Sarah Jennifer, PhD, London School Economics; MA, Webster University, 2023
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- Hevler, Zuzana, BA, Charles University, 2000; MA, Charles University, 2003
- Humbatov, Ilham, MA, Lindenwood University, 2010; MPA, Lindenwood University, 2012
- Iacobacci, Nicoletta, MA, New York Institute of Technology, 1987; PhD, European Graduate School, 2015
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- Joseph, Benjamin, BA, University of Alabama, 2010; MA, University of London, 2018
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- Kauffmann-Bin, Kwihee, BA, Gachon University, 2003; MA, Haute Ecole d'Art et Design, 2011
- Koker, Cem, BA, Haute Ecole De Gestion, 2007
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- Menetre, Eric, BS, University Geneva, 2013; MS, University Geneva, 2015; MA, University Geneva, 2016; PhD, University Geneva, 2021
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- Oberson, Anne-Laure, PhD, European Graduate School, 2018
- Oentoro, Wanny, PhD, Chulalongkorn University, 2016

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- Pennacchio, Francesco, BSC, University Pavia, 2011; MSC, University Pavia, 2013; PhD, Ecole Polytechnique, 2018; MA, University of the Arts, 2020
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- Rouquet, David, PhD, University Grenoble Alpes, 2012
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- Saba, Mario, BA, University Perpignan, 2004; MA, University Montpellier, 2005; PhD, University Montpellier, 2012
- Sader, Julia, BA, Webster University, 2017
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- Shibata, Shannon Mica, BA, Webster University, 2014
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- Siminea, Anca, BP, University of Bucharest, 2015; MPS, Titu Maiorescu University, 2021
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- Sundquist, Phillip, BA, University Southern California, 1984; MBA, University Washington, 1992
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- Woldarsky Meneses, Catalina, BA, York University, 2003; MA, York University, 2006; PhD, York University, 2012
- Xie, Deming Benjamin, PhD, University Saint Gallen, 2015
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- Drost, Annelies, BA, American University, 1991; MA, American University, 1996
- Eylem-van Bergeijk, Ozlem, BA, University Teesside, 2005; MA, University of Nicosia, 2008; MS, King's College London, 2010; PhD, Vrije University, 2020
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- Hewson, Sinead Mary, PhD, Trinity College University Dubli, 2019
- Holmer, Georgia, MSt, University of Oxford, 2017; MA, Boston University, 1995; BA, American University, 1990
- Katdare, Mrinmayi, LLB, ILS Law College, 2014; MA, Queen Mary University of London, 2016; LLM, Erasmus University Rotterdam, 2018; PhD, University of Hamburg, 2024
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- Kunst, Bobby, BSC, University Amsterdam, 2021; MSC, University Amsterdam, 2023
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- Meshcheriakova, Olga, BA, Odessa National University, 2012; MS, The University of Warwick, 2013; PhD, Maastricht University, 2021
- Olympios, Michail, BA, University of Cyprus, 2022; MS, University Utrecht, 2023
- O'Meara, Kim Elizabeth, BA, Webster University, 2017; MA, Webster University, 2019
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- Reuijl, Malinda Susanne, MA, Spring Arbor College, 2005
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- Schook, Catherine Anne, University Washington, 2006; BA, Portland State University, 2009; BA, Webster University, 2016; MA, Webster University, 2019
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- Abulkhasanova, Elena, BA, Tashkent State University, 2011
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- Almasov, Peyman, BA, Khazar University, 2011; MA, University Groningen, 2015; MS, University of Bergamo, 2021
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- Askarova, Ziyodahon, BA, Andijan State University, 2001; MA, London Metropolitan University, 2009
- Aslanishvili, Davit, LLB, Tbilisi State Medical University, 1995; BA, Tbilisi State Medical University, 1996
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- Attanayake, Rashminda, BS, University Moratuwa, 2017; MS, Asian Institute of Technology, 2019
- Avazmatova, Marhabo, MA, Uzbek State World Languages University, 2019; PhD, National University of Uzbekistan, 2023
- Avazov, Shokhrukh, BL, National University of Uzbekistan, 2011; PhD, Yonsei University, 2020
- Azimov, Kobiljon, BA, Webster University, 2024
- Azimova, Maftuna, MA, Webster University, 2019
- Azizov, Mirodil, BA, Andijan State University, 2008; BS, University Wales, 2011; MBA, Uzbekistan State University, 2015; MS, University Clermont, 2016
- Badarch, Munkhbold, BA, Minnesota State University Moorhead, 2017
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- Bayar, Atar-Erdene, BA, University of Humanities, 2010; MA, Macquarie University, 2016
- Bekov, Sanjar Nigmandjanovich, BS, Tashkent University of Information Technologies, 2007; ME, University of Science & Technologies, 2011
- Bellefontaine, Sarah, BA, University of Massachusetts, 2009; MS, University of Southern New Hampshire, 2017
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- Boltaeva, Rokhatoy, BA, Uzbek State World Languages University, 2003; MA, Uzbek State World Languages University, 2006; MS, City University London, 2020; EDD, Webster University, 2025
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- Claerr, Alice, BL, Lumiere Lyon II University, 2020; BA, Jean Moulin Lyon III University, 2022; MA, Clermont Auvergne University
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- Corron, Maxime, BA, University Lumiere, 2017; MA, Ecole Des Hautes Etudes D'Ingenierie, 2020
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- Decker, Erik, BA, Hamline University, 2013; MA, University of Indianapolis, 2022
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- Djalalova, Malika, MIDP, KDI School of Public Policy and Management, 2014; BS, Tashkent State University of Economics, 2016
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- Djalilova, Shokhsanam, BA, Samarkand State University, 2004; MA, Samarkand State University, 2006; MA, University Mississippi, 2011; PhD, University Mississippi, 2018
- Djalilova, Zarnigor, BA, Bukhara State University, 2011; MA, Bukhara State University, 2017; PhD, Bukhara State University, 2022
- Djuraeva, Maryam Bobir Qizi, BA, Navoi State Pedagogical State University, 2019; MA, Webster University, 2020; MA, Webster University, 2022
- Doniyorbek, Ahmadaliev Kambarali, BS, Namangan Engineering-Construction Institute, 2010; MS, Namangan Engineering-Construction Institute, 2012; PhD, East China Normal University, 2020
- Donohue, Anna, MPA, Georgian Institute of Public Affairs, 1998; MA, Ohio University, 2006; MA, Ohio University, 2011; MA, Ohio University, 2016
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- Eid Aly Balbaa, Muhammad, LLM, Menoufia University, 2008; MBA, Eslsca, 2014; PhD, Menoufia University, 2014
- Eremin, Arkadiy Alekseevich, BA, People's Friendship University, 2013; MA, People's Friendship University, 2015; PhD, People's Friendship University, 2018
- Ergashev, Bahodirjon, BA, Coventry University, 2000; MA, University of World Economy and Diplomacy, 2005
- Ergasheva, Sarvinoz Baxodurovna, BA, Bukhara State University, 2013; MA, Uzbek State World Languages University, 2015
- Erkaboeva, Khavojon, BA, Urgench State University, 2020; MA, Webster University, 2021
- Eshbaev, Erkin, BA, Lanzhou University, 2018; LLM, Nankai University, 2020

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- Fur, Viola, BA, University Oxford, 2020; MPP, Yale University, 2024
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- Ganieva, Guzal, BA, Yeoju Technical Institute in Tashkent, 2022; MA, Webster University, 2024
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- Giamanco, Ilene Marie, BA, San Diego State University, 2007; MA, Biola University, 2015
- Gnau, Brittany, BA, University of Central Arkansas, 2005; MA, Brock University, 2007; MA, Brock University, 2008; MA, Arkansas Tech University, 2021
- Gogiberidze, Lasha, LLM, University Illinois Urbana-Champ, 1998
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- Gulieva, Elnara, BA, Samarkand State University, 2001; MA, Samarkand State University, 2003
- Gulyamova, Nozima, MA, Webster University, 2022
- Guseynov, Ramazan Abdulmanapovic, BS, Tashkent University of Information Technologies, 2013; MS, Tashkent University of Information Technologies, 2015
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- Haider, Jamal, BCOM, University Punjab, 2008; MBA, Quaid-i-Azam University, 2011; PhD, Donghua University, 2021
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- Heradien, Inge, BComm, University of Stellenbosch, 2019; MS, University of St. Andrews, 2024
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- Jivanth, Sritharan, BEng, Wayamba University of Sri Lanka, 2022; MBA, Webster University, 2025
- Jologua, George, BA, Ivane Javakhishvili Tbilisi State University, 2005; MA, University Orebro, 2010; PhD, Autonomous University of Madrid, 2019
- Jumaniyozova, Feruza, MA, Webster University, 2020; MA, Webster University, 2022
- Juraeva, Surayyo
- Kachin, Vladimir, BA, Voronezh State University, 2001; MBA, Lindenwood University, 2011; MBA, Lindenwood University, 2016
- Kachina, Yulia, BA, Voronezh State University, 2001; MA, Voronezh State University, 2001; PhD, Voronezh State University, 2005; MBA, Lindenwood University, 2011; MBA, Lindenwood University, 2016

- Kakde, Yogesh, BS, Rajiv Gandhi Institute of Technology, 2009; MS, Rajiv Gandhi Institute of Technology, 2015
- Kamalivahedazad, Jaber, BA, Azad University, Science & Research, 2006; MA, Allameh Tabatabai University, 2011; PhD, Allameh Tabatabai University, 2020
- Kamilova, Gulnoza, B, Tashkent State Pedagogical University, 2004; MA, University Westminster, 2023
- Katana, Ljupka, BA, Megatrend University, 2009; MA, University Belgrade, 2012; PhD, University Belgrade, 2023
- Kattaboeva, Muborak, BA, Uzbek State World Languages University, 2013; MS, Termez State University, 2018
- Kayumov, Rustam, BS, University of World Economy and Diplomacy, 1997; MS, Tashkent Institute of Oriental Studies, 2002
- Kdirbaeva, Dildora, BA, Uzbekistan State World Languages University, 2021; MA, Webster University, 2025
- Khabibullaev, Abduboriy, BS, University Wales, 2015; MS, Transport & Telecommunication Institute, 2018
- Khakimova, Mayya, BA, New Humanitarian University, 2012; MBA, City Business School, 2023
- Khakimova, Nilufar, BA, Uzbekistan State University, 2005; MBA, Straffordshire University, 2014; PhD, Asia Pacific University of Technology & Innovation, 2021
- Khalilova, Alie, BA, Uzbek State World Languages University, 2011; MA, Webster University, 2019
- Khalmurzaeva, Aziza, BA, State World Languages University, 2015; MBA, Webster University, 2025
- Khamidova, Shakhnoza Zakirjonovn, BA, Karshi State University, 2009; MA, Webster University, 2023
- Khamzaeva, Mukaddas, MA, Webster University, 2019
- Khankeldiyev, Khasan, BA, Uzbekistan State University, 2001; MA, Ball State University, 2004
- Khasanov, Alisher, BS, Tashkent State Technical University, 1997; MA, University Westminster, 2011
- Khayatova, Zarnigor, BA, Bukhara State University, 2013; MA, Bukhara State University, 2017
- Khaydarova, Dilshoda, BA, Uzbek State World Languages University, 2011; MA, Uzbek State World Languages University, 2017
- Khaykhadaeva, Oktyabrina, BSC, Irkutsk State Institute Foreign Language; MS, University of Jyvaskyla; PhD, St. Petersburg State University Economics
- Khegay, Evgeniya Victorovna, MA, Webster University, 2022
- Khodjibekova, Saida, MA, Uzbek State World Languages University, 2005
- Khodosova, Ekaterina, MEcon, Saint Petersburg State University; PhD, Saint Petersburg State University, 2015
- Khojiakbarova, Noiba, BA, Uzbekistan State World Languages University, 2020; MA, Webster University, 2022
- Kholmatova, Shakhnoza, BA, Inha University, 2019; MBA, Webster University, 2024
- Khonturaeva, Nargiza Nuritdinovn, BA, Jizzakh State Pedagogical Institute, 2012; MA, Webster University, 2020
- Khudaykulov, Akmal, BA, Fergana Polytechnic Institute, 2007; MA, Fergana Polytechnic Institute, 2009; PhD, National Education Center Tampa, 2022
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- Khujaeva, Parvina, BS, Management Development Institute of Singapore, 2016; MBA, International University Japan, 2016
- Khurana, Karan, BA, National Institute of Fashion Technology; MBA, Manav Bharti University
- Khurtshava, Nino, MS, Masaryk University
- Khusanov, Ramziddin, BSC, Binary, University, 2017; MSC, Harbin Institute Technology, 2022
- Kleiner, Thomas, BA, University Arkansas Little Rock, 1982; MPA, George Mason University, 1994; MA, Webster University, 2016; MS, Webster University, 2019; PhD, Cabrini College, 2019
- Klieb, Leslie, BSC, University Amsterdam, 1972; MSC, University Amsterdam, 1977
- Kobilov, Firdavs, MA, University Glasgow, 2021
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- Komilov, Alouddin Abdug'afforovi, BA, University of World Economy and Diplomacy, 2016; LLM, Jilin University, 2018; MA, Seoul National University, 2020; MS, London School Economy & Political Science, 2021
- Komilova, Nafisa, BA, Tashkent State Pedagogical University, 2011; MA, National University of Uzbekistan, 2014; PhD, National University of Uzbekistan, 2022
- Kothari, Sapna, BA, University of Delhi, 2021; MA, University of Delhi, 2023
- Kovac, Marija, BA, University Belgrade, 2005; MA, University Belgrade, 2008
- Kuliev, Kodir R., BS, California International University, 2010; MA, OSCE Academy, 2014
- Kumaran, Hemamalini, BBA, Bharathiar University, 1997; MBA, Bharathiar University, 1999; PhD, Bharathiar University, 2015
- Kurbaniyazov, Israil, BA, Uzbek State World Languages University, 2014; MA, University Leeds, 2017
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- Kurbanova, Svetlana Rashidovna, BA, Karshi State University, 2004; MA, Uzbek State World Languages University, 2013
- Kushbakova, Nodira
- Landers, Hannah, BA, The Evergreen State College, 2012; MA, Northern Arizona University, 2017; MEd, University of Arizona South, 2017
- Levinskaya, Victoria, PhD, National University of Uzbekistan, 2000
- Lewis, Joseph Blake, BA, Berry College, 1999
- Lin, Kuo-Chun, BBA, Tunghai University, 1995; MBA, Concordia University Wisconsin, 2002; PhD, Northeastern University, 2019
- Lin, Ming, BA, Southern Illinois University/Carbondale, 2008; MFA, Academy Art University, 2012
- Lobato San Miguel, Tania, BA, University Complutense Madrid, 2004; BA, University Complutense Madrid, 2007; MA, Ramon Llull University, 2011; MA, Keele University, 2016
- Logrono Narbona, Maria del Mar, BA, University De Alcata, 2000; MA, University California Santa Barbara, 2002; PhD, University California, Santa Barbara, 2007
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- Magdaluyo, Kimberlee Gayle, BS, Mountain View College, 2016; MA, Webster University, 2021; MBA, Webster University, 2021
- Mahfood, Sebastian, BA, University Texas Arlington, 1992; MA, University Texas Arlington, 1994; MET, Webster University, 2012; MBA, Webster University, 2023
- Maksakova, Ella, MA, Webster University, 2020
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- Mamadiyeva, Gulbakhor, BA, Fergana State University, 2006; MA, Webster University, 2020
- Mamadjonova, Sarvinoz, BS, National University of Uzbekistan, 2011; MSC, Binary University, 2023
- Mamasolieva, Mokhidil, BA, Uzbek State World Languages University, 2005; MA, Uzbek State World Languages University, 2007; MA, University Leeds, 2019
- Mamatvaliyeva, Muhtasarhon, BA, Andijan State University, MA, National University of Uzbekistan, 2008; MA, Texas Tech University, 2009

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- Matmusayeva, Fotima, BA, Uzbek State World Languages University, 2014; MA, Uzbek State World Languages University, 2017
- McCray, Diana, BA, Uzbek State World Languages University, 2006; MA, Uzbek State World Languages University, 2008; MA, Lancaster University, 2011; PhD, Lancaster University, 2015
- Michaelsen Christal, Shibin Tad, BSC, Manomaniam Sundaranar University, 2010
- Mirakilov, Bakhrom, BSC, Bangor University, 2018; MA, Rotterdam University of Applied Sciences, 2022
- Mirsobitov, Mirjalol, BA, Uzbek State World Languages University, 2016; MA, Webster University, 2024
- Mirzaeva, Iroda, BA, Uzbek State World Languages University, 2015; MA, Uzbek State World Languages University, 2017
- Mobley, DeQawn, BA, Webster University, 2012; MBA, Webster University, 2014
- Morales, Arturo, BEd, UNAM, 2009; MBA, University of Sunderland, 2022
- Moulaert, Guillaume Maxime, BA, Universite Catholique de Louvain, 2012; MA, Universite Catholique de Louvain, 2014
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- Mukhammedov, Erkin
- Mukhammedova, Azizakhon Ikromjon, Westminster International University in Tashkent, 2020; MSC, Westminster International University in Tashkent, 2022
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- Mukhtorova, Nasiba, BA, Uzbek State World Languages University, 2010; MA, Westminster International University in Tashkent, 2022
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- Muminov, Timur Kabiljanovich, BS, Tashkent State University, 2007; MS, Tashkent State University, 2009; MBA, Chonnam National University, 2016; PhD, Chonnam National University, 2020
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- Muzaffar, Abbas, BA, Jamia Millia Islamia, 1996; MA, Jamia Millia Islamia, 1999
- Nacional, Maximo Lara, BSC, Notre Dame Marbel College, 1995; MA, Webster University, 2020; MBA, Webster University, 2020
- Nayimov, Otabek Mardonovich, BA, Tashkent State Institute of Oriental Studies, 2002; MA, University of World Economy and Diplomacy, 2005; PhD, University of World Economy and Diplomacy, 2018
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- Nazarov, Ravshanjon, BA, Westminster International University in Tashkent, 2018; LLM, Westminster International University in Tashkent, 2023
- Nazmutdinova, Klara R., BA, Uzbek State World Languages University, 2005; MA, Uzbek State World Languages University, 2007; MA, Aston University, 2021
- Nematjonov, Shukrullo, BS, Namangan State University, 2020; MS, National University of Uzbekistan, 2022
- Nguyen Noone, Jennifer, BA, Drew University, 1997; MS, Columbia University, 1999
- Nioradze, Ana, BBA, Caucasus University, 2011; MSC, Brandeis University, 2015
- Nishonov, Azizjon, MA, Webster University, 2019
- Niyogi, Sanchari, BA, University Calcutta, 2005; MA, Rabindra Bharati University, 2007
- Nizamov, Anvar, BS, Samarkand State University, 1998; MS, Sheffield Hallam University, 1999; BS, Samarkand State University of Foreign Languages, 2019
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- Novakovic, Konstantin, BA, University Belgrade, 2006; MA, University Belgrade, 2011; MA, Central European University, 2018
- Novovic, Kruna, BA, University Belgrade, 2016; MA, St. Petersburg State University, 2019; MA, Moscow State University, 2019
- Nuccitelli, Karen Leslie, BS, University Illinois Urbana-Champaign, 1998; MA, Norwich University, 2009; MA, Webster University, 2024
- Nurbaeva, Shohista, BA, Samarkand State University, 2003; MA, Samarkand State University, 2007
- Nurmurodova, Kamola, BA, Jizzakh State Pedagogical Institute, 2017; MA, Webster University, 2020
- Nurzhanova, Aigerim, MA, Suleyman Demirel University, 2013; MA, University Sheffield, 2014
- Nwaefido, Mark, BA, University Ibadan, 2007; MA, Eaton University, 2018
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- Otamurodova, Mukarram, BA, Bukhara State University, 2016
- Otamurodova, Zarnigor, BA, Bukhara State University, 2017; MA, Journalism and Mass Communications University Uzbekistan, 2022
- Paiva, Alexandre Magno Ramos, LLM, Uppsala University, 2023
- Pantic, Aleksandar, MFA, University Belgrade, 2002; MA, Central European University, 2017
- Pearman, Akisha, BA, Cornell University College of Arts and Sciences, 2000; MA, School for International Teaching, 2007; MHED, The University of Cape Town, 2015
- Penton, Luis, AA, University of Maryland University College, 2011; BS, University of Maryland University College, 2012; MEd, Strayer University, 2013; MS, Nova Southeastern University, 2014; MEd, American College of Education, 2014; PhD, Concordia University Chicago, 2018
- Pesakovic, Gordana, BA, University Belgrade, 1982; MA, University Belgrade, 1986; MECO, University Belgrade, 1993; PhD, University Belgrade, 1994
- Petrova, Darya, BA, University of World Languages, 2016; MA, Webster University, 2021
- Phillip, Avneesh, MBA, Chulalongkorn University, 2008
- Picciau, Simona, MA, University of Torino, 2006; MA, INSEEC School, 2008; PhD, University Paris Diderot Sorbonne Cite
- Pilatskaya, Tatyana, MA, Webster University, 2020
- Pirnapasov, Sardor Olimboyevich, BS, Tashkent State Pedagogical University, 2010; MS, National University of Uzbekistan, 2013
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- Popovic, Petar, MA, Azerbaijan State Academy of Arts, 2019; MBA, Anglo American University, 2021

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- Rahimov, Mamurjon M., BBA, Emory University, 1999; MA, University Illinois Chicago, 2005
- Rahman, Saif Ur, MA, Bangladesh University of Professionals, 2022
- Rakhimov, Ibrakhimjon, BSC, Fergana State University, 1972; PhD, Russian Academy of Sciences, 1991
- Rakhimova, Gulchekhra Obidjonovn, BA, Uzbekistan State University; MA, Uzbekistan State University, 2019
- Rakhimova, Malika Anvarovna, BA, Uzbek State World Languages University, 2008; MA, Webster University, 2021
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- Rashidova, Dilnoza, MA, Webster University, 2021
- Rasouli, Farzaneh, BA, Islamic Azad University Tehran North Branch, 2010; MA, Webster University, 2024
- Rastogi, Sakshi, BA, Middlesex University, 2003; MS, London School Economics & Political Science, 2004
- Rasulkulov, Jamshidbek, MS, University of World Economy and Diplomacy, 2025; BS, Financial University under the Government Russia, 2024
- Rasulova, Dilfuza, BBA, Tashkent State Technical University, 1999; MBA, University of World Economy and Diplomacy, 2001
- Reel, Rebecca Brinson, BM, University North Carolina School of the Arts; MA, Salem College North Carolina, 2003
- Rodney, Tamara, BA, Florida Atlantic University; MA, Webster University; PhD, Webster University, 2023
- Rossi, Michael, BA, College of New Jersey, 1999; BA, College of New Jersey, 1999; PhD, Rutgers University Camden, 2009
- Rothwell, Hannah Lynn, BS, Mary Washington College, 2019; MA, Webster University, 2022
- Rozimov, Bekzod, BS, Inha University, 2021; MS, Yonsei University, 2023
- Rudolph, Walter Edward, BA, Georgia State University, 1984; MS, Georgia State University, 1992
- Rumenjak, Nives, BA, University Zagreb; MA, University Zagreb; MA, Webster University, 2022
- Russkikh, Olga, BA, Uzbek State World Languages University, 2008; MA, Webster University, 2023
- Rustamova, Saidakhon, MA, Webster University, 2022
- Ruzmatova, Nigora Nodirovna, MA, Webster University, 2019
- Rzayev, Heydar, BA, Ada University, 2020; MA, Erasmus Mundus, 2022; PhD, University of Girona, 2026
- Sadikov, Khoorshid Maxamadjanovi, BA, Andijan State University, 1999; MAT, University Sydney, 2016
- Sadullaeva, Oydin, BA, Uzbekistan State University, 2007; MA, Uzbekistan State University, 2010; PhD, Uzbekistan State University, 2014
- Safarov, Utkir, BSc, Samarkand State University, 2004; MSc, Samarkand State University, 2006; PhD, National University of Uzbekistan, 2012
- Saipova, Rano, MA, Webster University, 2023
- Salimova, Hikoyat, BS, Bukhara Technological Institute of Food and Light Industry, 2003; MA, Ball State University, 2010; PhD, Hafencity University Hamburg
- Salina, Lyubov, BA, University Sunderland, 2019; MBA, Webster University, 2023
- Samedov, Azer, MA, St. Petersburg State University, 1991; MBA, The Open University's Business School, 2003
- Sangiumvibool, Payear, BBA, Ramkhamhaeng University, 1993; MBA, Troy University, 1999
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- Saydazimova, Iroda, MA, Webster University, 2019
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- Sayfiyeva, Komila Kamolidinovna, MA, Webster University, 2021
- Schulze, Rachel, BA, Hobart and William Smith Colleges, 2003; MA, University of Munster, 2024
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- Shah, Sayyed, MA, NUML, 2006; MA, Sheffield Hallam University, 2012; PhD, University of Exeter, 2016
- Shamsutdinov, Temur Alisher Bugli, MA, Webster University, 2021
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- Shockey, Peter, BA, University Maryland Global Campus, 1979
- Shodmonov, Mirjahon, BS, Tashkent University of Information Technologies, 2018; MS, Tashkent University of Information Technologies, 2022
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- Somakian, Manoug, BS, University La Verne, 1984; MA, London School Economics, 1985; PhD, University London, 1993
- Sonila, Sonila, MA, OSCE Academy; BAPP, Kabul University, 2015; BA, American University in Central Asia, 2019
- Sotlikova, Rimajon, BA, Uzbek State World Languages University, 2008; MA, Yogyakarta State University, 2014; PhD, Yogyakarta State University, 2020
- Sowell, Jimalee, BA, Eckerd College, 1998; MA, SIT Graduate Institute, 2008
- Stark, Joseph Bane, BA, Hillsdale College, 1997; MA, University Saint Thomas, 2003; PhD, Biola University, 2019
- Sutton, Glen, BA, Middlesex University, 1998; MA, Middlesex University, 2001
- Tadjibaev, Arman, PhD, The University of Nottingham, 2019
- Tadjibaeva, Saodat, MA, Webster University, 2019
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- Talipova, Marina, BA, Tashkent State Pedagogical University, 2000; MA, Tashkent State Pedagogical University, 2005
- Tangirova, Shakhnoza Khusniddin, MA, Webster University, 2021
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- Tatybaeva, Firuza, PhD, Tashkent State University, 1992

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- Tina, Afroza Akhter, BA, Jahangirnagar University, 2004; MA, Jahangirnagar University, 2006
- Toktasheva, Dinara, BA, Uzbek State World Languages University, 2016; MA, Webster University, 2021
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- Toshpulatov, Omonullokhon, BA, National University Uzbekistan, 2021; MA, Webster University, 2025
- Tovmasyan, Elina, BA, Uzbekistan State World Languages University, 2010; MA, Uzbekistan State World Languages University, 2013
- Train, Louis David, BA, University Toronto, 2015; MA, Moscow State Institute International Relation, 2018; MA, University Reading, 2019; MA, Webster University, 2022
- Trubnikov, Dmitrii, PhD, Tilburg University, 2018
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- Usmanova, Dilnoza, BA, Uzbekistan State World Languages University, 2014; MA, Webster University, 2019
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- Van Rooyen, Johan, BA, University Pretoria, 1995; BS, University Pretoria, 2001; MBA, Harvard University, 2006; PhD, University Edinburgh, 2009
- Vasiljevic, Aleksandra, BA, University Belgrade, 2015; MFA, University Belgrade, 2017
- Verma, Sunil, BS, JC Bose University of Science & Technology, 2008; MS, University Leeds, 2009
- Vincent, Adam Ryan, BS, Central College Kansas, 1999; MBA, Eastern University, 2004
- Vokhidov, Shakhzod, BS, Webster University, 2025
- Wilson, Cora, BA, University of Oxford, 2023; MA, University of Oxford, 2025
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- Yakovenko, Aleksey, BS, Tashkent State University of Law, 2004; LLM, National University of Uzbekistan, 2007; BS, Tashkent State University of Economics, 2008; PhD, Tashkent State University of Law, 2022
- Yigitaliev, Jaloliddin, BSc, Namagan Engineering - Construction Institute, 2018; MA, Tashkent State Technical University, 2022
- Yulchieva, Dilrabo, MA, Webster University, 2020; MA, Webster University, 2023
- Yun, Albina, BA, Uzbek State World Languages University, 2013; MA, OSCE Academy, 2015; MA, Central European University, 2020
- Yunusov, Ravshan, BBA, Texas A&M University, 2001; MA, University of World Economy and Diplomacy, 2004
- Yunusova, Barno Tulkunovna, BA, Tashkent Pedagogical University, 2004; MA, Webster University, 2021
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- Zavgorodnyaya, Aleksandra, BA, Uzbekistan State World Languages University, 2019; MA, Uzbekistan State World Languages University, 2021
- Zebiniso, Nasirova, LLB, University of World Economy and Diplomacy, 2005; LLM, University of World Economy and Diplomacy, 2008; MLS, University Canberra, 2015; PhD, University Canberra, 2020
- Zhussupova, Roza, PhD, Ministry of Education, 2004
- Zimmermann, Lynn, BA, The University of North Carolina at Chapel Hill, 1975; MS, The University of North Carolina at Chapel Hill, 1996; MS, Shenandoah University, 2010; PhD, The University of North Carolina at Greensboro, 2002
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College of Humanities and Social Sciences

Elsa Fan, interim dean

College of Humanities and Social Sciences website (external to catalog)

Mission Statement

The College of Humanities and Social Sciences will embrace the shared values of our disciplines: free inquiry and debate; equity and justice, academic and intellectual rigor and integrity; intense curiosity and the pursuit of truth. We will collaborate actively among colleges, among departments, and with the students and the communities we serve. We will teach and learn in a spirit and practice that is broad-minded, radically inclusive, utterly respectful and grounded in critical and humane thought. We will honor knowledge for its own sake and for its ability to make change in the world. We will assert our values, our methods, our standards, and our ideas. We believe that the Humanities and Social Sciences are the foundation of good citizenship and good stewardship, locally, nationally, and globally.

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.

English and Creative Writing Distinction

Students who do exceptional work on their thesis will be enrolled in ENGL 4910: Thesis with Distinction. The theses of students who receive Thesis with Distinction will be published in the English Department's publication titled The Mercury.

Department of Language, Literature and Philosophy

Bruce Umbaugh, chair
Anne McIlhaney, associate chair

Majors and Degrees

- Creative Writing (BA)
- English (BA)
- English as a Second Language (non-degree seeking)
- Interdisciplinary Studies (BA)
- Public Engagement and Philosophy (BA)

Minors

- Creative Writing
- English
- French
- Japanese
- Philosophy
- Spanish

Certificates

- Technical Writing

Advising

Some students are seeking careers in teaching, social service, media, technology, museums, nonprofit organizational settings, or business organizations, while others are preparing for admission to graduate study in their major or programs in law and health professions, and others have in mind several possible paths they might take after graduation. To help them navigate college successfully, students majoring in one of the programs administered by Language, Literature, and Philosophy are assigned a faculty advisor early in their studies. The departmental faculty advisor will help plan the student's program of study, focusing on the student's specific academic and career goals.

Special Study Opportunities

Internships

Students can draw upon internship relationships the Department has established and other opportunities that we identify through collaboration with the Impact Center. Recently, students have interned at places such as River Styx magazine, the St. Louis Art Museum, the ACLU of Eastern Missouri, and Spectrum Healthcare.

Undergraduate Research and other Practical Opportunities

Students can have the opportunity to work in partnership with a faculty member funded by a Student/Faculty Collaborative Research Grant. Students majoring in English or Creative Writing have the opportunity to write a thesis. Students majoring in Public Engagement and Philosophy and in Interdisciplinary Studies complete a research project and write a substantial paper in INDS 4701 Senior Capstone. Students have opportunities to present their work at the annual Undergraduate Philosophy Conference each spring, and in December and May at the Research Across Disciplines conference. The Department is also home to student publications: The Green Fuse (for poetry, fiction,

creative nonfiction, translation, and playwriting), The Mercury (for literary analysis), and Sophia (for philosophical work).

Language Exchange and Study-Abroad Programs

Advanced students of Spanish and French have opportunities to apply for teaching assistantships in exchange programs between Webster University and the Universidad Nacional de Cuyo in Mendoza, Argentina, and between Webster University and the French Ministry of Education. In addition to study opportunities at its own global campuses, Webster University offers an exchange program with Kansai University in Japan, as well as study abroad programs in France, Belgium, Argentina, Mexico, Spain, Austria, and Germany.

Faculty-led Study Abroad Experiences

Language, Literature, and Philosophy is committed to helping students have transformative experiences studying internationally. To make it easier for many students, faculty have developed short-term, faculty-led experiences built around courses such as ENGL 2250 Literary London and ETHC 2050 Inequality and the Environment. In these special opportunities, students travel with a professor and a group of classmates as part of a course. Often, these are arranged to take place over fall break, spring break, or summer, giving study abroad options for students whose other commitments prevent longer-term programs from being feasible.

Scholarships

Scholarships are available to help students participate in these international experiences. Contact the department faculty and the Office of Study Abroad to learn more about scholarship opportunities.

Career Preparation

Has anyone asked you, “What are you going to do with that major?” After taking a course such as ENGL 2000 (What’s Next? The English Major After Graduation) or PHIL 3000 (Public Engagement and Philosophy Proseminar), you’ll be able to answer, “Anything I want.” These courses help to prepare our majors for their career search and for showing how these majors are great fits in almost any field or profession. Language, Literature, and Philosophy also partners with the Career Planning and Development Center to educate students about career management tools, resume writing, interviewing, networking, and other related topics.

Language offerings

The Department of Language, Literature, and Philosophy offers instruction in American Sign Language, French, Spanish, Japanese, and English as a Second Language.

Language Recognition Credit

Language Recognition Credit is designed for students who already have proficiency in a second language. Students who enroll in their first 3-credit language course (other than 1070/1080 and 1090) at Webster, and complete the course with a grade of "B" or better (not "B-"), will be awarded recognition credit. Up to 12 recognition credit hours can be earned. Students must apply for Recognition Credit and pay a $10 processing fee. Recognition Credits are Webster credit hours and are applicable to requirements for a minor, certificate, or a major in a foreign language. Please contact the department for more information.

Teaching Assistants

The department employs teaching assistants from Argentina, France, and Japan who incorporate contemporary culture from their countries into their courses and organize extracurricular cultural events like language tables.

St. Louis ESL Program Information

The English as a Second Language (ESL) Program at Webster University in St. Louis combines instruction in English with coursework in other academic disciplines. Courses offered in the ESL program are labeled ESLG in this catalog and in University course listings. With the help of an academic advisor, students enroll in appropriate ESLG courses along with an additional undergraduate course offered in cooperation with the St. Louis ESL program. This combination of ESL coursework with study in another discipline is designed to increase students' academic skills proficiency while providing them with practical experience in using and understanding spoken and written academic English.

Based on test scores submitted during the admission process and through diagnostic testing, students may be enrolled in two to four terms of ESLG courses. Students may also be referred to the ESL program for advising, testing or possible ESL placement by faculty or staff. Undergraduate students can use ESLG classes as elective credits, and a record of their achievement in all ESLG courses is posted on their official University transcripts. See the ESLG course listings in the Course Description section of this catalog for descriptions of individual courses. Undergraduate students can take ESLG courses for credit up to 36 credit hours.

Department of Social Sciences

David Pennington, chair
Anne Geraghty Rathert, associate chair

Majors and Degrees

- Anthropology and Sociology (BA)
- Criminology and Criminal Justice (BA)
- History and Political Science (BA)
- International Law (LLB)
- International Relations (BA)
  - Emphasis in Human Rights
  - Emphasis in International Economics *(offered only in Geneva)*
- Legal Studies (BA)

Minors

- Anthropology and Sociology
- Criminology and Criminal Justice
- Gender, Race and Sexuality
- History
- International Human Rights
- International Relations
- Legal Studies
- Political Science

Certificates

- Diplomacy and International Organizations
- Paralegal Studies

Pre-Professional Program

- Pre-Law

Department Mission

The Department of Social Sciences is an interdisciplinary and multidisciplinary department which trains students to analyze societies, cultures, political institutions, and legal systems. The faculty cultivates the development of students’ critical thinking skills and research and writing abilities, the kind of professional training and career preparation in demand by employers.
Our graduates follow a wide variety of career paths, including teaching, public service, public history, law and law school,

business, and graduate school in humanities, social sciences, and other fields.

Internships

Beyond the classroom, students in the Department of Social Sciences develop their career skills by interning at a wide range of institutions and businesses. For instance, students interested in history have completed internships at the Missouri Historical Society and Cahokia Mounds State Historic Site.

Students of politics have interned at the Missouri State Legislature and in various Congressional offices and committees. International relations students have worked at the International Atomic Energy Agency in Vienna, the International Red Cross, the World Health Organization in Geneva, and the International Criminal Police Organization (INTERPOL) in Lyon, France.

Students who intend to pursue a legal career have interned for many area law firms. They have also interned with Legal Services of Eastern Missouri, the WILLOW Project, the St. Louis County Public Defenders Office and the Jefferson County Prosecutors Office.

Anthropology, Sociology, and Criminology students have interned at several nonprofit organizations, including the Freedom Community Center, the Japanese American Citizens League, and the Missouri Asian American Youth Foundation (MAAY).

Students interested in private sector career tracks have interned at Monsanto/Bayer and Anheuser-Busch.

Research Experience

Students in the Department of Social Sciences have numerous opportunities to pursue research programs and collaborate with faculty on research projects. Our faculty often supervise student researchers who present their work at conferences, including Webster University's Research Across Disciplines (RAD) Conference. Faculty regularly partner with students to present research at academic conferences and to co-author peer-reviewed articles and reports.

Study Abroad

The department encourages students to pursue opportunities available at Webster University's overseas campuses. There are rich offerings in political science and international relations at Vienna, Austria; Athens, Greece; Leiden, The Netherlands; and Geneva, Switzerland. Legal Studies students may participate in a summer hybrid study abroad program dedicated to the study of law in Leiden, The Netherlands, a prominent hub of international law.

Institute for Human Rights and Humanitarian Studies

Lindsey Kingston, director

Institute Mission

The Institute for Human Rights and Humanitarian Studies is the interdisciplinary academic home for the international human rights program and combines curricular and co-curricular programming to support human rights education.

Special Study Opportunities

Student researchers tackle some of the world's most challenging human rights problems while writing their senior theses ("Human Rights Senior Overview," HRTS 4600), and undergraduate researchers from around the globe contribute to Webster's Righting Wrongs: A Journal of Human Rights (blogs.webster.edu/humanrights/).

The "Human Rights Field Experience" (HRTS 4500) awards three credits for 100 hours of human rights-related internship or volunteer experience. Students have partnered with organizations centered on refugee resettlement, LGBTQ+ rights, environmental justice, disability rights, poverty alleviation, racial equality, and more.

Hybrid study abroad opportunities give students the chance to pair online coursework with short-term, intensive study during Summer, Fall, and Spring Breaks. Course options include studying Indigenous rights and the rights of nature in Ecuador's Amazon rainforest; learning about social justice and the coffee industry in Costa Rica; exploring human rights careers and museum representation in Washington, D.C.; and studying migration in Italy.

Fellows

- **Francesco Arese Visconti**, Media Communications and Photography (Geneva)
- **Dani Belo**, Social Sciences
- **Elsa Fan**, Social Sciences
- **Jubin Goodarzi**, History, Politics, and International Relations (Geneva)
- **Morgan Grotewiel**, Psychology
- **Kate Parsons**, Language, Literature and Philosophy
- **Warren Rosenblum**, Social Sciences
- **Sheetal Shah**, Behavior/Social Science (Leiden)
- **Jody Spiess**, Nursing

College of Science and Health

Mary Lai Preuss, Interim Dean

College of Science and Health website (external to catalog)

Mission Statement

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

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.

Natural Sciences and Mathematics

Andrew Elvington, Chair

Majors and Degrees

- Biological Sciences (BS)
  Optional emphasis areas:
  - Chemistry
  - Health and Medicine
- Biology (BA)
  Optional emphasis areas:
  - Biodiversity
  - Health Science
- Chemistry (BS)
- Exercise Science (BS)
- Fitness Programming and Management (BA)

Minors

- Biology
- Exercise Science
- Mathematics

Certificates

- Entrepreneurship (Exercise Science majors track)
  (In cooperation with the Walker School of Business & Technology)

Pre-Professional Programs

- Pre-Dental
- Pre-Engineering
- Pre-Medical
- Pre-Nursing
- Pre-Occupational Therapy
- Pre-Pharmacy
- Pre-Veterinary

Teacher Certification Opportunity

Students interested in middle school or secondary mathematics education generally earn majors in education and declare a minor in mathematics 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.

Department Mission

The Department of Natural Sciences and Mathematics provides a rigorous and applied learning experience that integrates the fundamental sciences of biology, chemistry, physics and mathematics. 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 natural sciences and mathematics are designed to prepare students for rewarding careers as scientists, educators, professionals, and global citizens. The department currently offers six baccalaureate programs (a BA in biology and a BS in biological sciences, each with associated emphases, a BS in chemistry, a BS in exercise science, and a BA in fitness programming and management and three minor programs - biology, exercise science and mathematics.) 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

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

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

Nursing Department

Jody Spiess, Chair

Majors and Degrees

- Nursing (BSN)
  Bachelor of Science in Nursing Completion (RN to BSN)
  Bachelor of Science in Nursing

Department Mission

The Nursing Department's mission is to provide exemplary experiential, student centered learning in an environment that encourages lifelong learning, accountability for self, respect for all humans and individual excellence in nursing practice.

The Department's vision is to be recognized in the region as the institution of choice for baccalaureate nursing degree completion and for attaining master's degrees in human services and in nursing.

At Webster University Department of Nursing, we value:

- Our students as adult learners
- Population-centered care
- Evidence-based education and practice
- Interprofessional collaboration
- Diversity, inclusion and equity
- Global citizenship

The Bachelor of Science in Nursing Completion Program (RN-BSN) 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 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 healthcare consumer. The program prepares the registered nurse for generalist nursing practice. The faculty strives to create a dynamic, interactive learning environment. A variety of faculty members, student experiences and learning environments are used to meet program and individual student goals.

The baccalaureate nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Rd NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs.

Special Study Opportunities

Instructional Formats: Courses are offered online in eight-week sessions. Since all RN to BSN students are transfer students, students have individualized plans based on the number and types of transfer credits. Student can complete the core program requirements in two and one-half years on a part-time basis but often have additional credit hour requirements for degree completion.

Special Requirements

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

Special Admission Requirements

Students are expected to demonstrate a minimum GPA of 2.5 on prior college coursework for admission to the RN-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.

Psychology Department

Morgan Grotewiel, Chair

Majors and Degrees

- Psychological Science (BS)
- Psychology (BA)
- Psychology (BA) with an Emphasis in Mental Health
- Psychology (BS)
  only offered in Athens, Geneva and Leiden
- Self-Designed Interdisciplinary Major (BA)

Minors

- Psychology

Pre-Professional Programs

- Pre-Counseling
- Pre-Occupational Therapy

Department Mission

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

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

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

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

Special Study Opportunities

Study Abroad: The psychology program at Webster is unique. What distinguishes it from other programs across the country is the importance placed on examining psychology from a global perspective and the emphasis placed on infusing international human rights throughout the curriculum. To that end, psychology

is one of the few programs with a full complement of courses available at all of Webster's international sites. 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. Students have the opportunity to engage in numerous high-impact experiences, including conducting their own research projects in the Psychological Science Thesis course, working with faculty mentors on collaborative research, and gaining hands-on experience at a community practicum site.

Instructional Formats: Webster provides students with a wide variety of methods for pursuing their goals. In addition to traditional coursework, the curriculum includes high impact research, statistics and practicum options. 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 student's degree program, 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 they fine-tunes their goals and interests.

George Herbert Walker School of Business & Technology

Sam Dotson, dean

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

Mission

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

Vision

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

Values

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

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

Potential - Every individual has the potential to succeed.

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

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

Special Study Opportunities

Study Abroad

Students in the George Herbert Walker School of Business & Technology have opportunities to study abroad at one of Webster University's international campuses for a term, semester or longer. This is an excellent way for students to gain global exposure and study with faculty members and students from various parts of the world.

Internships

Students can choose to participate in internships for academic credit. Internships are a great way to gain hands-on professional experience and expand upon knowledge gained in the classroom. Internship opportunities should be aligned with the student's major and career goals. Interested students should contact their department internship coordinator for additional information and requirements.

Senior Thesis or Thesis Project

Completing a Senior Thesis or Thesis Project (MNGT 4970) is a research requirement for some majors and an elective option for other majors at an international campus. Students doing a thesis will invest significant time and energy in preparing primary and secondary research that will explore the existent body of knowledge of their field of study, or they will produce a significant project. Due to the faculty supervision requirement, online students may not pursue the senior thesis or project option.

Students doing a senior thesis or thesis project must have completed all core course requirements for their major, as well as any specific prerequisite course specified for the thesis course. A thesis may not be substituted for any core course or for any capstone course requirement for the student's field of study. Students should see their international campus academic director for the necessary guidelines and forms for pursuing this course. The thesis option is not available in all degree programs and majors and not in any online format. Further, the thesis option is only available for undergraduate degree-seeking students in the following international campuses: Austria, The Netherlands, 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.)

Business Department

Elizabeth Risik, chair

Majors and Degrees

- Business Administration (BS)
  Optional emphasis areas:
  - Accounting
  - Economics
  - Entrepreneurship
  - Human Resource Management
  - International Business
  - Marketing
  - Sports and Entertainment Management
  - *Combined Degree Options*:
    - Business Administration (BS) with an emphasis in Accounting/Finance (MS)
- Economics (BA)
  not available at Webster Groves
- Finance (BS)

Minors

- Business
- Economics
- Finance

Dual Majors and Dual Degrees

Students who wish to dual major in business administration with any emphasis and finance may do so. The student will complete the business administration core curriculum plus the specific requirements beyond that for each major. It is not necessary to make substitutions for the business core curriculum or ACCT 2025-Managerial Accounting. However, substitutions will be required for common required courses that are specific to the majors in question.

Special Study Opportunities

Students in the George Herbert Walker School of Business & Technology have opportunities to study abroad at one of Webster University's international campuses. Students can also choose to participate in internships and practicums.

Special Requirements

Transfer students must complete a minimum of 18 credit hours of academic work in the departments of business and management at Webster University.

No more than one course completed with a passing grade below C- may count toward fulfilling the specific requirements of the major or minor.

Management Department

Eric Rhiney, chair

Minors

- Management

Certificates

- Entrepreneurship
  (*Track Areas: Walker School of Business; Animation; Dance; Education; Exercise Science; Film, Television and Video Production; Graphic Design; Illustration, Music; Photography; Studio Art*)

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.

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 passing grade below C- may count toward fulfilling the specific requirements of the major or minor.

At the international campuses, MNGT 3320 Business Law: International may substitute for MNGT 2280 Introduction to Business Law I.

Computer and Information Sciences Department

Willie Rivers, chair

Majors and Degrees

- Computer Science (BS)
- Computer Science (BS) with an Emphasis in Cybersecurity
  Combined Degree Option:
  Computer Science (BS) with an Emphasis in Cybersecurity/ Cybersecurity Operations MS
- Computer Science (BS) with an Emphasis in Data Science
- Computer Science (BS) with an Emphasis in Artificial Intelligence
- Computer Science (BS) with an Emphasis in Software Engineering

- Data Analytics (BS)
- Management Information Systems (BS)

Minors

- Computer Science
- Data Analytics

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.

Special Requirements

All courses required for a major or minor must be completed with a grade of C- or better. Certificates must be completed with a grade of C or better.

Leigh Gerdine College of Fine Arts

Paul Steger, dean

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

Mission Statement

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

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

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

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

Department of Art, Design and Art History

Noriko Yuasa, chair

Majors and Degrees

- Art (BFA) with an Emphasis in Illustration
- Art and Art History (BA)
- Art (BFA) with a Studio Emphasis
  Emphasis areas:
  - Ceramics
  - Drawing
  - Time-Based Art
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Graphic Design (BFA)

Minors

- Art
- Graphic Design

Certificates

- Ceramics
- Entrepreneurship (Graphic Design; Studio Art majors track) (In cooperation with the Walker School of Business & Technology)
- Illustration

Art Education

Students seeking certification to teach art at the elementary and secondary level should combine an art (BA or BFA) with an emphasis in studio art major with the education (BA) with certification in art K-12 education major in the Department of Teacher Education. The Department of Teacher Education offers courses that prepare an individual to teach at either the elementary or secondary level, while the Department of Art, Design and Art History offers courses conveying the requisite studio art and art historical knowledge. For more information, see the School of Education section. To successfully complete the requirements of both departments, students should have advisors in education and in art.

Mission Statement

The Department of Art, Design and Art History (DADAH) at Webster University educates students through the creative practice and intellectual endeavors of art, design, and its history to be thoughtful, visionary individuals. DADAH is a community in which all students, faculty, and staff are encouraged to express their individual voices and in turn rely upon the trust and integrity of their peers to mindfully support and challenge one another in the name of inclusion and the expansion of world views.

Special Study Opportunities

Other special opportunities include:

- Senior Art and Design Exhibition
- Exhibits of professional works throughout the year in the Cecille R. Hunt Gallery and Arcade Contemporary Art Projects
- Internships at area art institutions
- Study at any of Webster University's international campuses
- Regular international study trips to Florence and elsewhere

Scholarships

A limited number of talent scholarships are available to qualified students.

- Talent-based scholarships based upon review of entrance portfolio
- ArtMart Scholarchip (*for students in their senior year)*
- Leon Hicks Scholarship (*for students in their senior year)*
- Marilynne Bradley Art Education Scholarship *(special consideration given to art education students)*
- Natalie Probstein Scholarship in Art
- Notion Graphic Design Scholarship *(special consideration given to graphic design students)*
- Sister Gabriel Mary Hoare Scholarship *(special consideration given to art education students)*
- Other scholarships also available

Special Requirements

Entering students seeking a BA in art, a BFA in art with an emphasis in illustration, a BFA in art with a studio emphasis or a BFA in graphic design must present a portfolio for initial acceptance into the art program. The portfolio is reviewed as a condition of the admission process, by one or more faculty of the Department of Art, Design and Art History.

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

Sargent Conservatory of Theatre Arts and Dance

Theatre Arts

Jef Awada, chair

Majors and Degrees

- Acting (BFA)
- Design and Technical Theatre (BFA)
- Directing (BA)
- Musical Theatre (BFA)
- Stage Management (BFA)

Statement of Purpose

We train our future colleagues to become visionaries, creators, and leaders in the next generation of theatre professionals.

Educational Goals

Sargent Conservatory students will:

- Realize the potential of their imagination.
- Demonstrate a holistic, integrated working process that is grounded in theatrical practice.
- Develop and hone skills within their area of expertise.
- Create theatre through participating in collaborative ensembles, both in the classroom and in production.
- Experience theatre production by reading, watching, and doing, in both professional and academic environments.
- Cultivate a process that is actively antiracist, fully inclusive, and that strives for equity at all times.
- Prepare to work professionally and contribute to the evolving field of theatre.

Student Assessment

Webster University's Sargent Conservatory of Theatre Arts offers a sequential, selective and intensive program for training artists. All students are accepted into the program by interview or audition and are enrolled in a particular sequence. Through a carefully monitored grading system using feedback from faculty, students are regularly advised of their progress and status within the Conservatory. Learning outcomes are measured via coursework, semester auditions, interviews and/or portfolio reviews from which students receive individual faculty feedback.

Special Study Opportunities

One of the distinguishing elements of Webster's Sargent Conservatory of Theatre Arts is its integrated association with professional performing organizations, two of which are located on campus: The Repertory Theatre St. Louis and the Opera Theatre of Saint Louis. Webster also enjoys a one-of-a-kind association with a professional musical theatre, The Muny, and a partnership with St. Louis Shakespeare Festival as well as Variety Theatre and Arrow Rock Lyceum Theatre. These outstanding performing institutions offer exciting productions, nationally and internationally recognized theatre artists and special opportunities for specific projects.

The Conservatory produces a season of six to eight theatrical productions, including one to three directing capstones. Additionally, it collaborates annually on an opera studio with the Department of Music and on three dance concerts with the Department of Dance. The productions are mounted and designed by students, using each of three performance spaces. A sequence of weekly one-act plays called E.T.s (Every Tuesday) is part of the directing and actor training programs. Further performance and production opportunities are possible when projects of special merit are proposed.

Performance and production majors in the fourth year take part in our annual Showcase, through which they audition and/or exhibit their talents in performances for alumni, agents, casting directors and artistic directors. Designers, stage managers and producers are invited to the students' portfolio reviews.

In recent years, Conservatory students have been placed in internships and practica with The Muny; Walt Disney World; Utah Shakespeare Festival; STAGES St. Louis; the Old Globe Theatre, San Diego; Cirque du Soleil; the Guthrie Theater, Minneapolis; Denver Center Theatre Company; Opera Theatre of Saint Louis; The Repertory Theatre St. Louis; Milwaukee Repertory Theatre; Missouri Repertory Theatre; Dance Saint Louis; Grand Center; Circus Flora; Missouri Citizens for the Arts; Washington Opera; Seattle Repertory Theatre; Paramount Theatre, Aurora; the Nebraska Theatre Caravan; St. Louis Regional Arts Council; Intiman Theatre; the Goodspeed Opera House; the Columbus Ballet; San Diego Repertory Theatre; Shakespeare Festival St. Louis; Metro Theater Company; Variety Theatre; Hudson Scenic Studios; and the Kennedy Center in Washington, D.C.

Scholarships

- Byron Grant Scholarship
- David Huffman Memorial Endowed Scholarship
- Edward Chase Garvey Memorial Scholarship
- Emma Lu Middleton Endowed Conservatory Scholarship
- Jeffrey Struckman Memorial Endowed Scholarship
- Jenifer Lewis Endowed Scholarship
- Jerome Jaymes Lowe Memorial Scholarship
- Jerry Mitchell Musical Theatre Scholarship
- John & Christy Nickel Endowed Scholarship
- John H. Russell Endowed Conservatory Scholarship
- Judy K. Meyer Scholarship
- Laura Herring Endowed Conservatory Scholarship
- Marilyn R. Fox Endowed Conservatory Scholarship
- Marita Woodruff Scholarship
- Markus and Barbara Trice Endowed Scholarship
- Mary Alice Dwyer-Dobbin Endowed Scholarship
- Miles Vesich Endowed Scholarship
- Mueller-Russell Family Endowed Conservatory Scholarship
- Neal Richardson Memorial Endowed Scholarship
- Peter E. Sargent Endowed Scholarship for Lighting Design
- Peter E. Sargent Endowed Stage Management Scholarship
- Phyllis Huffman del Vecchio Endowed Musical Theatre Scholarship
- Robert G. Slowiak Scholarship
- Rocky Carroll Scholarship
- Rosemary Boehm Lough Endowed Scholarship
- Thomas Carter Flueckiger Memorial Endowed Scholarship
- Timothy Scott Barker Endowed Cincinnati SCPA Scholarship

Special Requirements

All candidates for admission must complete the audition, portfolio review and/or interview process delineated by the specific majors to be considered for the programs.

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Dance

Margaret Dueker, Director

Majors and Degrees

- Dance (BFA)
  Emphasis in Ballet
  Emphasis in Modern

Minors

- Dance

Certificates

- Entrepreneurship (Dance majors track)
  (In cooperation with the Walker School of Business & Technology)

Dance Program 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.

BFA students receive a total of 3 years of choreographic experience. As a capstone project, the BFA candidate culminates their college career by creating works for the senior BFA concert and is expected to complete all aspects of production including costuming, lighting and PR/marketing.

Scholarships

- The Gary Hubler Scholarship
- Wells Hobler Family Endowed
- Bernadette Sieving Endowed
- Other scholarships also available.

Special Requirements

Acceptance to the Dance Program as a BFA degree-seeking student 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 their advisor, prepares a written proposal of specific goals in their intended major. It may be presented in terms of career goals, such as teaching, performing; as a declaration of intended choreographic accomplishments; or as an approach to the study of dance with personal learning goals. The entire dance faculty will evaluate the individual's realistic ability to accomplish those goals.

In the first semester of the final year, the dance major has an exit interview with dance faculty, assessing accomplishments thus far and focusing on individual goals for the major's final year, as well as post graduation.

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

Department of Music

Carla Colletti, chair

Majors and Degrees

- Music (BA)
- Music (BM) in Composition
- Music Education (BMEd) with an Emphasis in Choral Music
- Music (BM) in Performance

Minors

- Music

Certificates

- Entrepreneurship (Music majors track)
  (In cooperation with the Walker School of Business & Technology)

Mission Statement

The Department of Music is committed to the education of musicians through transformative experiences that promote versatility and engage the whole person in a collaborative environment fostering lifelong habits of excellence in performance, creativity, scholarship and teaching. We focus on personalized, student-centered learning where developing musicians work closely with their instructors and each other.

We empower our students to achieve academic and artistic excellence by providing a broad, foundational music education that unites theory and practice. This foundation informs the creative process students experience in their individual projects, in the private studio and in a range of solo and ensemble settings. We recognize that the value of effective foundational training is expressed in both its permanence and its adaptability.

Our faculty is a team of committed educators who maintain active careers as performers, scholars and composers. As such, they serve as valuable role models for our students by showcasing the variety of professional paths available to developing musicians and through their ongoing commitment to discovery and renewal. Our faculty embraces a culture of academic freedom and intellectual curiosity which helps sustain our integrity and authenticity.

We are committed to the mission of the University which seeks to transform students for global citizenship and individual excellence. In service of this goal, our curriculum and events promote critical thinking, cross-cultural understanding and a deeper appreciation for the role of the arts in the world. Our advocacy for a widely inclusive and transformative culture of education through the arts prepares our students to enrich the community through exceptional teaching, diverse musical performance and engaging creative and scholarly work.

Department of Music Student Learning Outcomes

The Department of Music at Webster University offers the BA, BM and BMEd degrees. Webster University is a full member of the National Association of Schools of Music (NASM), a national specialized accrediting agency.

Graduates from the Department of Music will:

- Perform and improvise music from a variety of cultures on a primary and secondary instrument at a level appropriate to the student's needs and interests.
- Articulate through writing, speaking, and other media an understanding of the theoretical, historical, and aesthetic frameworks of a variety of musics and musical cultures.
- Apply and integrate aural skills, analysis, and sociohistorical knowledge to the study and interpretation of various musics.
- Demonstrate technological competency necessary to support a career in music.
- Recognize power relations and biases within the arts and society and work actively to promote equity and justice through music.

Special Study Opportunities

The Department of Music seeks creative students involved in the art of music in the areas of composition, performance, or teaching who value the enrichment afforded them by a liberal arts university.

The Department of Music offers music courses and ensembles to all Webster University students so that they may acquaint themselves with music as one aspect of their culture, either as appreciative listeners or as trained participants. The department offers state-approved curricula for the preparation of teachers of music in the elementary and secondary schools. The primary focus of the department is instruction designed to prepare students for careers in composition, jazz studies, music education, pedagogy and performance. Students are also encouraged to avail themselves of several significant study abroad opportunities 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 Aurelia, Chamber Singers, Chorale, Jazz Singers, Webster University Orchestra, Webster University Wind Ensemble, Opera Studio, Jazz Collective, Jazz Ensembles, and the New Music Ensemble. The department also provides various chamber music ensembles.

Dual Majors

Students who wish to dual major in composition with an emphasis in concert music and performance with an emphasis in piano may do so. The student must complete the requirement of both degrees, including all recitals and senior projects.

Scholarships

The Department of Music provides performance scholarships to meritorious students on the basis of audition and also supports returning students through the generosity of many friends who have established endowed scholarship funds.

Endowed Scholarship Fund website (external to catalog)

International Distinction Award

Webster University confers bachelor degrees with an International Distinction Award. This award provides a framework to prepare students for both academic and professional endeavors in a global context. This award demonstrates successful integration of global education into academic pursuits, engages in globally focused co-curricular activities, and allows for rich and long-last learning experience. Students gain a greater awareness of global ideas and cultural diversity, making them a more valuable asset in graduate programs and to employers.

Students pursuing a music degree qualify for the International Distinction Award by:

- Completing the second-language proficiency requirement
- Completing a semester of study abroad experience at one of Webster's international campuses
- Engaging in significant, practical, approved field work in an international location

The International Distinction designation is annotated on both the student's diploma and official transcript. Additional information about the required core components and the application process can be reviewed at https://www.webster.edu/academics/undergraduate/ida.php.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an 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 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, Chorale, Aurelia, Orchestra, Wind Ensemble, Jazz Combos, Jazz Singers, Jazz Collective and New Music Ensemble.

Students are placed in ensembles based upon degree requirements and departmental needs. Those students who receive music scholarships will perform in one or more ensembles in their performance areas as designated by the Director of Choral Studies, the Director of Instrumental Studies, the Director of Jazz Studies, or the Department Chair.

Candidacy Examination

Each undergraduate music major must take a Candidacy Examination in spring of the sophomore year or upon completion of 45 or more credit hours as music majors (whichever comes first). The Candidacy Examination assesses, among other things, a student's success in the first two years of music study and potential for completing the degree in a timely manner.

The examination includes the performance of one or more works, an interview with the faculty, a writing sample and an assessment of musicianship skills. While most students declare their intention from their first semester (BM in performance, BA in music, and so on), no student is actually accepted into the department as a major until the Candidacy Examination is completed successfully.

Piano Proficiency

Each undergraduate music major must demonstrate proficiency on the piano keyboard. Proficiency is demonstrated by passing a) a piano proficiency examination; or b) taking required class piano coursework.

Piano Proficiency requirements are described in the Department of Music Handbook.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string, and percussion instruments, and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one three-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than three minutes are encouraged.

Department of Music Handbook

All music major students are responsible for knowing the contents of the Department of Music Handbook, which is issued each academic year. The Handbook contains more detail on various requirements such as piano proficiency, qualifying examinations, ensemble participation, recital attendance and departmental operations. The Handbook is expressly incorporated into the requirements stated in this catalog.

Other Academic Requirements

Students seeking a bachelor of music (BM) degree must complete at least 30 credit hours of courses in the department. Students seeking the bachelor of arts (BA) degree must complete at least 18 credit hours (including at least 2 credit hours of MUSC 3000 Applied Music) in the department.

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

Once a student matriculates at Webster University, no music courses required for the music major may be taken outside of Webster, in accordance with stated academic policies.

Music Library Holdings

Books, periodicals, scores, records, compact discs and videos as recommended for music libraries by the National Association of Schools of Music (NASM) are conveniently housed in the Emerson Library. In addition, the library subscribes to a number of significant online, music-related resources.

School of Communications

Aaron AuBuchon, interim dean

School of Communications website (external to catalog)

Mission Statement

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

We do this by providing theory and practice in media courses framed within a liberal arts curriculum, augmented by personalized mentorship and professional development opportunities.

Students:

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

The School of Communications houses and supports:

- The Kooyumjian Gallery, a nonprofit gallery dedicated to photography and media arts presenting numerous exhibitions

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

Capstone Course

Successful completion of a capstone course with a grade of B or better is part of the degree requirements for most majors. A capstone course is an advanced class designated by the major in which students demonstrate their mastery of the subject matter. The capstone course should be taken in student's junior or senior year.

Transfer Students

The School of Communications welcomes transfer students at all stages of their educational journey. Students transferring to the School of Communications should meet with an academic advisor to discuss an appropriate plan of study and to determine placement of prior course work in communications before starting in a degree program at the school.

Dual Majors and Dual Degrees

Students in the School of Communications who pursue a dual major or dual degree will be expected to fulfill the requirements of both majors or both degrees. The same course may not satisfy the requirements for two different majors or two different degrees. When majors or degrees have conflicting or duplicate requirements, their academic advisor will help determine an appropriate plan of study. Students pursuing a dual major or dual degree will complete the Global Citizenship Program requirements of one of the programs. For more information about dual majors and dual degrees, please see Dual Majors and Dual Degrees in the Academic Policies section of this catalog.

Grade Requirements

Students must earn a grade of B in their capstone course and a C- or better in any course they wish to apply toward their major. The pass/fail option is not available for courses applied toward a major, unless those courses are offered only under the pass/fail option.

Minors

The following apply to all minors:

- A minor must be comprised of only credit hours taken at Webster University.
- No course counted toward a major can also count toward a minor. If a student pursues a minor that requires a course also required for the student's major, the student should contact their academic advisor or the department chair to discuss an appropriate substitution.
- Students may have a major and a minor within the same department in the School of Communications; they may not have a major and minor within the same subject matter area.
- Students must earn a grade of C- or better in any course they wish to apply toward a minor.

Certificate Programs

- Only credit hours taken at Webster University may count toward a certificate.
- Students must earn a grade of C or better in all courses applied toward the certificate as stated in the program.
- Students may choose to receive a minor or certificate in a program, but not both.

Audio Aesthetics and Technology Department

Carl Nappa, chair

Majors and Degrees

- Audio Production (BS)

Minors

- Audio Production

Certificates

- AV/IT Systems and Integration

Special Study Opportunities

Students learn about areas of interest within their field of study through internships at top facilities around the country including recording studios, live sound companies and post-production houses. Audio production students have secured internships in St. Louis as well as in Atlanta, Chicago, Cleveland, Los Angeles, Nashville and New York City.

Recent internships have included Atlantic Records, Bruton Stroube Studios, Chicago Recording, Eighth Day Sound Systems, Ironman Sound Industries, Jazz St. Louis, KDHX Community Media, Logic Systems Sound & Lighting, Melrose Studio Sound, Native Sound Recording, Open Studio Network, Phat Buddha Productions, Sonic Magic Studios, Saint Louis Recording Club, Shock City Studios and Switch.

Communications and Journalism Department

TBD, chair

Majors and Degrees

- Advertising and Digital Marketing Communications (BA)
- Journalism (BA)
- Media Studies (BA)
- Sports Communication (BA)
- Strategic Communication (BA)

Minors

- Media Studies
- Scriptwriting
- Sports Communication

Certificates

- Social Media Management

Special Study Opportunities

Internships

Students have opportunities to learn about areas of interest within their field of study through internships and externships at communications companies, agencies, and other organizations. Communications and journalism students have secured internships at organizations in St. Louis as well as in Chicago, Los Angeles and New York City.

Recent internships have included Abstrakt Marketing, Alzheimer's Association, Contemporary Art Museum, COCA, Coolfire Studios, Creative Producers Group, FleishmanHillard, Fox Theatre, Harry S Truman Presidential Museum and Library, KMOV-TV, KTVI-TV, Live Nation, KSDK-TV, Missouri Botanical Garden, Momentum Worldwide, National Blues Museum, Nine Network of Public Media, NoCoast Originals, Perfect Games, Ronald McDonald House Charities, St. Louis American, St. Louis Post-Dispatch, St. Louis Science Center and St. Louis Blues.

Media Arts Department

Julia Griffey, chair

Majors and Degrees

- Animation (BA)
- Film, Television and Video Production (BA)
- Game Design and Development (BA)
- Interactive Digital Media (BA)
- Media Production (BA)
- Photography and Visual Communications (BA)

Minors

- Animation
- Film, Television and Video Production
- Game Design and Development
- Photography

Certificates

- Entrepreneurship (Animation; Film, Television and Video Production; or Photography majors track)
  (In cooperation with the Walker School of Business & Technology)

Special Study Opportunities

Students learn about areas of interest within their field of study through internships and externships in communications businesses, production houses and other organizations. Media Arts students have secured internships in St. Louis as well as in Los Angeles, New York City, and Orlando.

Recent internships have included Bad Dog Pictures, Bruton Stroube Studios, Coolfire Studios, Dreyfus & Associates Photography, Emerson, ESPN, Genius Games, Graphite Lab, Halski Studio, HEC Media, Jennifer Silverberg Photography, Melrose Sound Studio, Missouri Botanical Garden, MTV Networks, Nine Network of Public Media, Paradowski Creative, Pixel Press Technology, Plymptoons, RIVR Media, Snapshot Interactive, Saint Louis Recording Club, Saint Louis Science Center, Spot Content Studio, St. Louis Blues, Titmouse, Unbridled Media, and Vidzu Media.

School of Education

Stephanie Mahfood, dean

School of Education website (external to catalog)

Mission

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

Vision

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

Assessment Policy of School of Education

Programs in the School of Education utilize program assessment plans to evaluate and promote student achievement of specific learning outcomes, assess program curriculum, and align with state and national accreditation requirements.

Demonstration of Missouri Teacher Standards Through Quality Indicators

The School of Education Passport is an integral element in the assessment system for initial teacher certification programs. The system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age.

The assessment system is aligned with the Missouri Teacher Standards, which "convey the expectations of performance for professional teachers in Missouri."

In order to complete the digital passports, candidates are enrolled in an online learning portal.

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.

Education Department

Basiyr Rodney, chair

Majors and Degrees

- Education (BA) with an emphasis in the following areas:
  - Art (Grades K-12)
  - Elementary Education (Grades 1-6)
  - Secondary English (Grades 9-12)
  - Secondary General Science (Grades 9-12)
  - Secondary Mathematics (Grades 9-12)
  - Secondary Social Science (Grades 9-12)
- Education Studies (BEd)

Minors

- Applied Behavior Analysis (BCaBA)

Certificates

- Entrepreneurship (Education majors track)
  (In cooperation with the Walker School of Business & Technology)

Special Study Opportunities

Within the School of Education students may pursue special study opportunities which may include experiences in varied educational settings at Webster University's international campuses, conferences, study tours, Student Literacy Corps, and other service learning opportunities and field experiences in inclusive schools, all of which prepare students for teaching in an increasingly diverse society.

Initial Teacher Certification Content Areas

- Art (Grades K-12)
- Elementary (Grades 1-6)
- Secondary English (Grades 9-12)
- Secondary Mathematics (Grades 9-12)
- Secondary Social Science (Grades 9-12)

Candidates seeking Secondary Education certification are encouraged to choose a second major in their content area. Advisors from the content area work closely with the School of Education to assure candidates meet the requirements of both their majors and teacher certification.

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1- 5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessments

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

The Beatrice and David Kornblum Institute for Teaching Excellence

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

Kornblum Scholar Program

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

Acting (BFA)

This program is offered by theLeigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

Program Description

Webster University's Sargent Conservatory of Theatre Arts trains our future colleagues to become visionaries, creators and leaders in the next generation of theatre professionals.

Webster University 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 in the Sargent Conservatory will be able to:

- Describe the cultural and historical context for theatrical practice.
- Hone strong analytical, research, organizational and technical skills for the creation and/or performance of theatre.
- Apply skills (second outcome) to the production and performance of theatre encompassing a variety of styles with creativity and competence.
- Model positive and effective leadership, clear communication and collaboration to work well with others.
- Assess power relationships and biases within the arts and society, past and present, and work to promote equity and justice through theatre via classwork and production.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 83 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (64 hours)
- THEA 3710, THEA 3720 Directing I, II (4 hours)
- THEA 2030 History of the Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of the Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- **Six credit hours from the following areas** (excluding GLBC 1200 Global Cornerstone Seminar):
  - Behavioral and Social Sciences: Prefixes - PSYC, ANSO
  - History: Prefix - HIST

Recommended electives are to be accomplished by the end of the third year. The purpose of the electives is 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 Digital Marketing Communications (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis main campus.

Program Description

The Advertising and Digital Marketing Communications degree prepares students to become strategic, creative, and data-driven professionals in today's digital-first communications environment. The program blends advertising fundamentals with modern digital marketing practices, emphasizing social media, online advertising, content creation, visual storytelling, and audience engagement across web-based and emerging platforms. Students develop practical skills in writing, creative design, digital strategy, media planning, analytics, and project management while creating campaigns that connect brands with consumers in measurable ways.

The program prepares students to work in corporate, nonprofit, and government organizations, focusing on building brands, engaging audiences, managing reputation, and driving results across digital channels. Graduates are ready to contribute in advertising agencies, digital marketing firms, social media agencies, corporate marketing departments, nonprofit organizations, and public institutions. This degree aligns with growing demand for professionals who can navigate fast-changing media environments and deliver results in today's communication-driven economy.

Graduates are prepared for roles such as:

- Advertising Account Executive or Strategist
- Digital Marketing Specialist
- Social Media Manager or Content Strategist
- Brand or Marketing Coordinator
- Digital Media Planner or Buyer
- Social Listening or Audience Insights Analyst
- Content Marketing Strategist
- Influencer Marketing Coordinator
- Marketing Analytics Assistant
- Campaign or Project Manager
- Copywriter or Art Direction Assistant
- Corporate Communications Associate
- E-Commerce Marketing Associate

Learning Outcomes

Successful graduates of this program will be able to:

- Analyze an organization's strategic communication opportunities across owned, earned, and paid media channels.
- Create multi platform marketing communication programs to address defined goals, measurable objectives leveraging strategies and tactics to engage specific target audiences.
- Act strategically in weighing communication options and provide objective based recommendations to solve communication challenges and opportunities.
- Communicate industry terminology, theories, data, best practices, and principles to present and support their work.
- Demonstrate interpersonal and organizational skills to conduct themselves with professionalism in project management, client relationships, portfolio development, presentations, and work relationships in a team environment in execution and measurement of strategic communication plans.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 54 required credit hours
- Applicable University Global Citizenship Program hours
- Electives
- Successful completion of Portfolio Review

Required Courses

- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- MDST 1050 Media Writing (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
  or INTM 2200 Visual Design for Interactive Media (3 hours)
- ADVT 2550 Creative Strategies (3 hours)
- PBRL 2800 Organizational Internal Communication (3 hours)
- ADVT 2910 Writing for Advertising and Public Relations (3 hours)
- ADVT 4040 Advertising Production* (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- ADVT 3600 Social Media Content and Development (3 hours)
- PBRL 4250 Media Relations (3 hours)
- INTM 3050 Information Visualization (3 hours)
- ADVT 4190 Advertising Research (3 hours)
- MDST 4950 Internship* (3 hours)
  or MDST 4620 Media Practicum/Thesis* (3 hours)

*Capstone Course

In addition, a minimum of 9 credit hours are to be chosen from the following:

- ADVT 3500 Visual Communication for Advertising and Public Relations (3 hours)
- ADVT 3200 Sports Marketing Communications (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- ADVT 4200 Media Planning, Buying and Selling (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- ADVT 3700 Digital Marketing Analytics (3 hours)
- MDST 3100 Social Media Strategy and Tactics (3 hours)
- ADVT 4910 Advertising Campaign Production (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)
- INTM 3850 Interactive Marketing Communications (3 hours)
- MNGT 3150 Consumer Behavior (3 hours)
- MNGT 3540 Digital Marketing (3 hours)
- ADVT 4620 Senior Overview (3 hours)

Admission

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

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

Animation (BA)

This program is offered by the School of Communications/Media Arts Department and is only available at the St. Louis main campus.

STEM program

Program Description

The Bachelor of Arts in Animation provides training in the core principles and techniques of motion, emphasizing storytelling, rendering, performance, and visual expression across traditional and digital media. Through intensive studio coursework, students develop foundational skills in character animation, experimental practice, fine art techniques, and professional applications while cultivating an individual's creative voice. The curriculum progresses from fundamentals to advanced production processes, preparing students with contemporary tools, collaborative workflows, and a broad understanding of animation as both an art form and a profession.

Learning Outcomes

Successful graduates of the animation program will be able to:

- Create animation with artistic and technical proficiency.
- Demonstrate visual concepts through effective design and aesthetics.
- Convey expressive intent in animation form.
- Analyze and create animation informed by historical, theoretical, and global perspectives.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses

Required Core (42 hours)

- ANIM 1000 Fundamentals of Animation (3 hours)
- ANIM 2100 2D Animation Structure and Form (3 hours)
- ANIM 2200 3D Animation Structure and Form (3 hours)
- ANIM 3100 2D Animation and Rigging (3 hours)
  or ANIM 3200 3D Animation and Rigging (3 hours)
  or ANIM 3300 Experimental Animation (3 hours)
- ANIM 4000 Animation Seminar (3 hours)
- ANIM 4620 Senior Capstone* (3 hours)
- AUDI 1000 Audio Production for Non-Majors (3 hours)
- EPMD 1040 Visual Storytelling (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2070 History of Animation (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)

** Capstone Course*

Electives

A minimum of 15 credit hours must be chosen from the following:

- ANIM 2040 Cartooning (3 hours)
- ANIM 3010 Voice Acting (3 hours)
- ANIM 3040 Comic Book Creation (3 hours)
- ANIM 3100 2D Animation and Rigging (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 3220 3D Procedurally Generated Environment (3 hours)
- ANIM 3300 Experimental Animation (3 hours)
- ANIM 4010 2D Character Design (3 hours)
- ANIM 4050 3D Character Design (3 hours)
- ANIM 4030 Storyboarding (3 hours)
- ANIM 4040 Concept Art (3 hours)
- ANIM 4100 2D Animation Short Film (3 hours)
- ANIM 4200 3D Animated Short Film (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)
- ARHS 2200 Current Art (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 2110 Figure Drawing (3 hours)
- ART 2130 Illustration (3 hours0
- FTVP 2450 Visual Effects (3 hours)
- FTVP 3500 Production House (3 hours)
- GAME 2600 Game Art (3 hours)
- GAME 4600 Video Game Production (3 hours)
- MDST 4950 Internship (3 hours)
- SCPT 3500 Writing Screenplays for Film (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 animation arts.

Character Animation

- ANIM 3010 Voice Acting (3 hours)
- ANIM 3100 2D Animation and Rigging (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4100 2D Animated Short Film (3 hours)
- ANIM 4200 3D Animated Short Film (3 hours)

Concept Arts

- ANIM 4010 2D Character Design (3 hours)
- ANIM 4020 3D Character Design (3 hours)
- ANIM 4030 Storyboarding (3 hours)
- ANIM 4040 Concept Art (3 hours)
- ART 2110 Figure Drawing (3 hours)

Comic Arts

- ANIM 2040 Cartooning (3 hours)
- ANIM 3040 Comic Book Creation (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 2130 Illustration (3 hours)
- SCPT 3500 Writing Screenplays for Films (3 hours)

Technical Arts

- ANIM 3210 3D Procedurally Generated Environment (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)
- FTVP 2450 Visual Effects (3 hours)
- GAME 3550 Game Art (3 hours)
- GAME 4600 Video Game Production (3 hours)

Auteur Cinema

- ANIM 3300 Experimental Animation (3 hours)
- ARHS 2200 Current Art (3 hours)

Client Production

- MDST 4950 Internship (3 hours)
- FTVP 3550 Production House (3 hours)

Admission

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

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

Anthropology and Sociology (BA)

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

Program Description

Courses in anthropology and sociology (ANSO) are designed to give students a deep appreciation of the diversity and complexity of human cultures while building the analytic tools to address crucial issues in contemporary society. This program equips students with the skills and perspectives to make real impact

in the world through careers in government, education, public health, non-profit and non-governmental organizations, marketing, technology, and international affairs.

Learning Outcomes

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in the fields of cultural anthropology and sociology.
- Explain and apply research methods in sociology and cultural anthropology, including research ethics and the analysis and interpretation of quantitative and qualitative data.
- Examine and describe contemporary social problems/issues through social-cultural and social-structural analysis.
- Compare the diversity of human behaviors, beliefs, social structures and ethnocultural experiences at local and global scales.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 31 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

- Within the required 31 credit hours for the major, 12 credit hours must be at the 3000-level and above.
- No more than 9 credit hours obtained in practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 31 credit hours required for the major.
- Transfer students can apply up to 12 credit hours of approved anthropology or sociology coursework from other colleges/universities toward the major.
- Students must complete the 31 credit hours for the major as specified below with a grade of C- or better.

International Language Requirement

- A minimum of 3 credit hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam or a "4" or higher on an International Baccalaureate 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

Required Courses

Within the 31 credit hours for the major, students are required to complete the following courses:

- ANSO 1000 Introduction to Sociology (3 hours)
  or ANSO 1060 Introduction to Cultural Anthropology (3 hours)
- ANSO 1800 Careers in Anthropology and Sociology (1 hour)
- ANSO 2850 Introduction to Research Methods (3 hours)
- ANSO 3560 Theories in Anthropology and Sociology (3 hours)
- ANSO 4950 Senior Thesis (3 hours)
- ANSO Electives (18 hours)

Electives

- ANSO 1050 Global Social Problems (3 hours)
- ANSO 1075 Introduction to Archaeology (3 hours)
- ANSO 1085 Human Origins (3 hours)
- ANSO 1095 Introduction to Geography: World and Regional (3 hours)
- ANSO 1800 Careers in Anthropology and Sociology (1 hours)
- ANSO 2015 Issues in Society and Culture (1-3 hours)
- ANSO 2025 Topics in Archaeology (3 hours)
- ANSO 2060 Culture and Communication (3 hours)
- ANSO 2070 Introduction to Sex, Gender and Sexuality (3 hours)
- ANSO 2200 Peoples and Cultures (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 2460 Good Intentions: The Need to Help (3 hours)
- ANSO 2530 World Music (3 hours)
- ANSO 2540 Environmental Anthropology and Sociology (3 hours)
- ANSO 2690 Food and Culture (3 hours)
- ANSO 2720 Introduction to Measurement and Statistics (3 hours)
- ANSO 2760 Urban Studies (3 hours)
- ANSO 2790 Asians in America (3 hours)
- ANSO 2890 Culture, Health and Illness (3 hours)
- ANSO 2950 Community Practicum (3 hours)
- ANSO 3100 Topics in Anthropology and Sociology (3 hours)
- ANSO 3110 Advanced Topics in Archaeology (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 3340 From Aid to Advocacy: NGOs in a Global Context (3 hours)
- ANSO 3560 Theories in Anthropology and Sociology (3 hours)
- ANSO 3630 Independent Reading Course (3 hours)
- ANSO 4110 Advanced Studies in Anthropology and Sociology (3 hours)
- ANSO 4175 Globalization (3 hours)
- ANSO 4250 Class, Status, and Power (3 hours)
- ANSO 4300 Global Sex, Gender and Sexuality (3 hours)
- ANSO 4630 Advanced Independent Reading Course (3 hours)
- ANSO 4950 Senior Thesis (3 hours)

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 main 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 concentration, 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.

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.

Areas of Concentration

- Ceramics
- Drawing
- Time-Based Art
- Painting
- Photography
- Printmaking
- Sculpture

Learning Outcomes

Successful graduates of the BFA in Art with 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 concentrations, graduates of that concentration 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.

Time-Based Art

- Define time as a material and/or process in performance, video, sound and installation art.
- Demonstrate technical proficiency in the media of time-based art.
- Create artworks that employ an aspect of time as a means of expression or the conveyance 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 BFA in Art with a Studio Emphasis majors must register for ART 1900: First-Year Exhibition in the spring of their first year. The First-Year Exhibition is an opportunity for students to display their work with their first-year cohort in a group exhibition with a public reception, offering an opportunity to consider their progress and direction, and celebrating their accomplishments. DADAH faculty review the work and offer feedback.

All BFA in Art with a Studio Emphasis majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates a studio specialization, technical facility and conceptual sophistication

are required for completion of the degree. Students receive either written notification of acceptance or a recommendation to resubmit after review of the portfolio and application are reviewed by the faculty of the Department of Art, Design and Art History.

Candidates for the BFA will designate a specific studio area of emphasis from those listed above and earn a minimum of 18 credit hours in that area.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

A minimum of 120 credit hours consisting of the following:

- 79 required credit hours
- 18 Global Citizenship Program credit hours (see distribution requirements below)
- 23 elective credit hours

Required Courses

Core Distribution

- ART 1010 Creative Strategies (3 hours)
- ART 1150 Observational Drawing (3 hours)
- ART 1310 Materials and Making (3 hours)
- ART 1900 First-Year Exhibition (0 hours)
- DESN 1500 Digital Visualizations (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)
- ART 3900 BFA Review (0 hours)
- ART 4020 Professional Practice for Artists (3 hours)
- ART 4030 Senior Critique (3 hours)
- ART 4910 DADAH BA/BFA Exhibition (1 hour)
- Drawing electives (see below) (6 hours)
- Studio course distribution (see below) (24 hours)
- Studio area emphasis courses (see below) (15 hours)
- Art History and Criticism electives (see below) (9 hours)

Other Program Requirements

- Students must complete a minimum of 9 credit hours of coursework in drawing including ART 1150 and six additional credit hours of drawing electives.
- Students must complete a minimum of 24 credit hours of coursework selected from the following studio areas, choosing one from each area: ceramics, fibers, graphic design, illustration, painting, printmaking, photography, sculpture, and time-based art. At least one course must be at the 3000 level or above.
- Students must complete 15 credit hours of coursework in a declared concentration chose from among the following areas: ceramics, drawing, painting, printmaking, photography, sculpture, or time-based art.
- When the declared studio BFA area concentration is drawing, it is necessary, due to total departmental requirements, to earn a minimum of 24 credit hours in that studio.
- Students must complete three ARHS courses at the 3000 level or above.
- Students must complete the following GCP Program requirements:
  - Global Cornerstone Seminar (3 hours)
  - One (1) Roots of Cultures (ROC) course (3 hours)
  - One (1) Social Systems and Human Behavior (SSHB) course (3 hours)
  - One (1) Global Understanding course (3 hours)
  - One (1) Physical and Natural World **or** Quantitative Literacy course (3 hours)
  - Keystone Seminar (3 hours)
  - NOTE: Arts Appreciation and one SSHB is waived and ARHS 2200 or ARHS 2210 fulfills one ROC
  - NOTE: One course of the above must be coded for the Ethical Reasoning skill: other GCP Skill Areas are fulfilled by DADAH Core Distribution courses.

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 main 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.

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 BFA in Art with an emphasis in Illustration majors must register for ART 1900: First-Year Exhibition in the spring of their first year. The First-Year Exhibition is an opportunity for students to display their work with their first-year cohort in a group exhibition with a public reception, offering an opportunity to consider their progress and direction, and celebrating their accomplishments. DADAH faculty review the work and offer feedback.

All BFA in Art with an Emphasis in Illustration majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates emphasis specialization, technical facility and conceptual sophistication are required for completion of the degree. Students receive either written notification of acceptance or a recommendation to resubmit after review of the portfolio and application are reviewed by the faculty of the Department of Art, Design and Art History.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

A minimum of 120 credit hours consisting of the following:

- 73 required credit hours
- 18 Global Citizenship Program credit hours (see distribution requirements below)
- 29 elective credit hours

Required Courses

Core Distribution

- ART 1010 Creative Strategies (3 hours)
- ART 1150 Observational Drawing (3 hours)
- ART 1310 Materials and Making (3 hours)
- ART 1900 First-Year Exhibition (0 hours)
- DESN 1500 Digital Visualizations (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)
- ART 3900 BFA Review (0 hours)
- ART 4030 Senior Critique (3 hours)
- ART 4910 DADAH BA/BFA Exhibition (1 hour)
- Drawing electives (see below) (6 hours)
- Studio course distribution (see below) (15 hours)
- Art History and Criticism electives (see below) (9 hours)

Illustration-specific courses

- ART 2130 Illustration (3 hours)
- ART 3120 Narrative Figure Drawing (3 hours)
- ART 3150 Anatomy Studies (3 hours)
- ART 3160 Topics in Illustration and Drawing (3 hours)
- One of the following:
  - ANIM 4010 Character Design (3 hours)
  - ANIM 4040 Concept Art (3 hours)
- ART 4130 Professional Practice for Illustrators (3 hours)

Content Outside of ART, DESN, or ANIM (3 hours)

In order to gain knowledge of a content area for illustration, students must take one course within a single area outside of their major, for example: ENGL, BIOL, RELG, etc. This course must be at the 2000-level or above and cannot be used as Global Citizenship Program credits. It should be within a subject that is directed toward the final thesis.

Other Program Requirements

- Students must complete a minimum of 15 credit hours of coursework in drawing, including ART 1150 and six additional credit hours of drawing electives, and the additional requirements of ART 3120 and ART 3150.
- Fifteen (15) credit hours of coursework selected from at least four of the following studio areas: painting, printmaking, graphic design, animation, photography, sculpture, time-based art.
- Students must complete three ARHS courses at the 3000 level or above.
- Students must complete the following GCP Program requirements:
  - Global Cornerstone Seminar (3 hours)
  - One (1) Roots of Cultures (ROC) course (3 hours)
  - One (1) Social Systems and Human Behavior (SSHB) course (3 hours)
  - One (1) Global Understanding course (3 hours)
  - One (1) Physical and Natural World **or** Quantitative Literacy course (3 hours)
  - Keystone Seminar (3 hours)
  - NOTE: Arts Appreciation and 1 SSHB is waived and ARHS 2200 or ARHS 2210 fulfills 1 ROC.
  - NOTE: One course of the above *must* be coded for the Ethical Reasoning skill; other GCP Skill Areas are fulfilled by DADAH Core Distribution courses.

Art and Art History (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 main campus.

Program Description

The BA in Art & Art History is a liberal arts degree that familiarizes students with the rich tradition of the visual arts and introduces them to the various means of artistic and humanistic inquiry as creative practice. While exploring a variety of media to gain an understanding of the tools and materials available to today's practicing artists, students also study the history of artistic practice and construction of meaning to discover fundamental concepts that unify art while enabling its infinite variation for cultural and personal expression. To enrich their studies, students are encouraged to explore other interests throughout the university and incorporate those interests into their artistic conversation. Art & Art History students will discover their own creative, conceptual, and analytical voices via artistic, written, and oral means of communicating, preparing them for success in a variety of employments and cultural environments

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 BA in Art and Art History program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.
- Draw upon the history of art and design as a wellspring for ideas, solutions, and meanings within one's own creative and investigative practices
- Analyze and discuss art and design through discipline-specific vocabularies and methods.

Special Requirements

All BA in Art & Art History majors must register for ART 1900: First-Year Exhibition in the spring of their first year. The First-Year Exhibition is an opportunity for students to display their work with their first-year cohort in a group exhibition with a public reception, offering an opportunity to consider their progress and direction, and celebrating their accomplishments. DADAH faculty review the work and offer feedback.

All BA in Art & Art History majors must register for ART 2900: DADAH Critique in the Spring of their sophomore year if a traditional incoming freshman. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 ART/DESN or 9 ARHS 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. Students can choose to have studio/design work or art history work reviewed. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45-46 required credit hours
- 30 Global Citizenship Program credit hours
- 45-44 elective credit hours

Required Courses

Core Distribution (18 hours)

- ART 1010 Creative Strategies (3 hours)
- ART 1150 Observational Drawing (3 hours)
- ART 1310 Materials and Making (3 hours)
- ART 1900 First-Year Exhibition (0 hours)
- DESN 1500 Digital Visualizations (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)
- ART 2900 DADAH Critique (0 hours)

Course Distributions (18 hours)

- 2D: choose 3 hours from among:
  ART 2130 Illustration (3 hours)
  ART 2410 Painting (3 hours)
  ART 2610 Printmaking Concepts and Techniques (3 hours)
  ART 2715 Fine Art Photography (3 hours)
  DESN 2200 Design Play (3 hours)
- 3D: choose 3 hours from among:
  ART 2315 Sculpture I (3 hours)
  ART 2530 Ceramics: Space (3 hours)
  ART 2540 Ceramics: Form and Design (3 hours)
- 4D: choose 3 hours from among:
  ART 2810 Video Art (3 hours)
  ART 2820 Sound and Noise Art (3 hours)
  ART 3820 Performance Art (3 hours)
  DESN 2350 Type in Motion (3 hours)
- choose one (1) more ART or DESN course (3 hours)
- choose 6 hours Art History (ARHS)

Concentration (6 hours)

- choose 2 courses in ART and/or DESN
  OR 6 hours in ARHS

Capstone Choice (3 or 4 hours)

- ART 4800 Practicum (3 hours)
  OR ART 4030 Senior Critique (3 hours) AND ART 4910 Senior Exhibition (1 hour)

Total: 45 or 46 credit hours

Other Program Considerations

- Students are encouraged to pursue at least two years of a foreign language and take advantage of Webster's study abroad options.
- Students should consider in consultation with their advisor desired fields of interest and pursue further electives that can enhance achievement of those goals.

Admissions

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

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

Audio Production (BS)

This program is offered by the School of Communications/Audio Aesthetics and Technology Department and is only available at the St. Louis main campus.

Program Description

The Bachelor of Science in Audio Production is designed for students seeking a comprehensive education in the creative, technical, and practical dimensions of modern audio production. The program integrates artistic exploration with advanced technological training, preparing students for careers in Music Recording, Live Sound Reinforcement, Professional AV (Pro AV), Music Production, and audio production across a wide range of media applications. Students develop critical listening skills, technical proficiency, and extensive hands-on experience with industry-standard tools, workflows, and practices used in contemporary sound production and engineering environments.

Learning Outcomes

Successful graduates of this program will be able to:

- Analyze and apply audio theory, recording principles, and signal flow to solve technical and creative problems in audio production contexts.
- Apply critical listening skills to evaluate, capture, and mix sound across a range of production environments and aesthetic goals.
- Operate, configure, and maintain professional audio and audiovisual systems and equipment using industry-standard workflows and best practices.
- Collaborate effectively in professional audio production settings to plan, execute, and deliver completed audio projects that meet technical, creative, and organizational expectations.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Curriculum

Required Courses (48 credit hours)

- AUDI 1110 Audio Technology Lecture (3 hours)
- AVIT 1100 Fundamentals of Pro AV (3 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI 1131 Digital Audio Workstations (3 hours)
- AUDI 1630 Sound Design for Media (3 hours)
- AUDI 2210 Fundamentals of Audio Mixing (3 hours)
- AUDI 2230 Introduction to Music Recording (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- AUDI 2710 Acoustics (3 hours)
- AUDI 2845 Critical Listening (3 hours)
- AUDI 3230 Music Recording (3 hours)
- AUDI 3310 Live Audio Production 1 (3 hours)
- AUDI 3720 Testing and Troubleshooting (3 hours)
- AUDI 4230 Studio Engineering 1 (3 hours)
- AUDI 4930 Audio Production Capstone (3 hours)
- MDST 4950 Internship (3 hours)

Electives

In addition, students must choose a minimum of 18 credit hours from the following:

- AVIT 2100 Pro AV 2 (3 hours)
- AVIT 2400 Electricity for Pro AV (3 hours)
- AUDI 2411 Foley and Effects (3 hours)
- AUDI 2420 On Set & Dialog Recording (3 hours)
- AVIT 2500 Pro AV Documentation and Software (3 hours)
- AUDI 2610 Beat Making (3 hours)
- AVIT 2700 Networking for Pro AV (3 hours)
- AUDI 2630 Music Licensing A-Z (3 hours)
- AVIT 3100 Pro AV Installer (3 hours)
- AUDI 3150 Topics (1-3 hours)
- AUDI 3240 Advanced Audio Editing (3 hours)
- AUDI 3260 Immersive Audio (3 hours)
- AUDI 3311 Live Audio Production 2 (3 hours)
- AUDI 3410 Post-Production & Mixing (3 hours)
- FTVP 3500 Production House (3 hours)
- AUDI 3610 The Modern Producer (3 hours)
- AUDI 3499 Independent Study (3 hours)
- AUDI 4310 Live Audio Production 3 (3 hours)
- AUDI 4231 Studio Engineering 2 (3 hours)
- MUSC 1000 Fundamentals of Notational Literacy (2 hours)
- MUSC 4370 Advanced Topics in Music Entrepreneurship (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 area of study within Audio.

Studio Recording

- AUDI 3240 Advanced Audio Editing (3 hours)
- AUDI 3260 Immersive Audio (3 hours)
- AUDI 4231 Studio Engineering (3 hours)
- MUSC 4370 Advanced Topics in Music Entrepreneurship (3 hours)

Live Sound

- AUDI 3311 Live Audio Production 2 (3 hours)
- AUDI 4310 Live Audio Production 3 (3 hours)

Audio for Visual Media

- AUDI 2411 Foley and Effects (3 hours)
- AUDI 2420 On Set & Dialog Recording (3 hours)
- AUDI 3260 Immersive Audio (3 hours)
- AUDI 3410 Post-Production & Mixing (3 hours)
- FTVP 3500 Production House (3 hours)

Music Production

- AUDI 2610 Beat Making (3 hours)
- AUDI 2630 Music Licensing A-X (3 hours)
- AUDI 3240 Advanced Audio Editing (3 hours)
- AUDI 3610 The Modern Producer (3 hours)
- MUSC 1000 Fundamentals of Notational Literacy (2 hours)

Pro AV*

- AVIT 1100 Fundamentals of Pro AV (3 hours)
- AVIT 2100 Pro AV 2 (3 hours)
- AVIT 2400 Electricity for Pro AV (3 hours)
- AVIT 2500 Pro AV Documentation and Software (3 hours)
- AVIT 2700 Networking for Pro AV (3 hours)
- AVIT 3100 Pro AV Installer (3 hours)

*Completion of this cluster of courses would result in students earning a certificate in Pro AV

Admission

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

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

Biological Sciences (BS)

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is only available at the St. Louis main campus.

STEM program

Program Description

The bachelor of science (BS) degree is designed for students who seek a rigorous, cross-disciplinary education in the physical sciences. Additional coursework is taken in the areas of biology, chemistry, physics and mathematics, providing the student with a broad scientific foundation suitable for careers in biotechnology, medicine, science-based research, health-related professions, chemical and molecular disciplines and advanced graduate studies.

Students can earn the BS in biological sciences alone, or with one of four emphases: chemistry, bioinformatics, health and medicine, or research and technology.

Learning Outcomes

Students who complete the bachelor of science in biological sciences will be able to:

- Integrate biological, chemical, physical and math principles to develop and carry out an independent research project.
- Communicate current scientific ideas effectively in both oral and written formats to a diverse audience.
- Think critically and quantitatively assess innovative, global research in a scientific discipline.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 64 credit hours core coursework
- 16 additional credit hours in BIOL or CHEM or PHYS at the 2000+ level
  or Courses specific to the selected emphasis
- Applicable University Global Citizenship Program hours, with accommodations for the biological sciences BS
- Electives

Global Citizenship Program for Biological Sciences BS

Requirements are modified to allow BIOL 1550 to satisfy both a requirement of the major and also the GCP 'Physical and Natural World' requirement and to allow MATH 1610 to satisfy both a requirement of the major and the GCP 'Quantitative Literacy' requirement.

Curriculum

All of the degree options for the bachelor of science in biological sciences require the same 64 hours of core coursework as follows:

Core Courses (64 hours)

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3080 Cell Biology (3 hours)
  and BIOL 3081 Cell Biology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)
- MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)

BS in Biological Sciences (80 hours)

The general degree offers the greatest flexibility, allowing students to select 16 hours of electives from any of the department's 2000+ level BIOL,CHEM or PHYS courses in addition to the 64 credits of core coursework in biological sciences listed above. No more than four hours can be applied from independent research credits, including Independent Biology Research (BIOL 4700, 4710, 4720 and/or 4730) and Independent Chemistry Research (CHEM 4700, 4710, 4720 and/or 4730).

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. No more than three hours can be applied from Independent Chemistry Research (CHEM 4700, 4710, 4720 and/or 4730) for this emphasis.

Emphasis in Health & Medicine (82 hours)

The emphasis in health and medicine is designed for students interested in a continuing education in any of the various medical fields, particularly those pursuing a pre-professional program like pre-med or pre-vet. It is meant primarily for students preparing for careers such as medical doctors, physician's assistants, dentists, veterinarians, chiropractors, physical therapists or athletic trainers. In addition to the science courses listed below, students entering

health and medical fields are encouraged to take 4 semesters of a foreign language and 2 semesters of writing intensive courses.

Emphasis-Specific Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in health and medicine will be able to:

- Analyze how sickness and disease at the molecular and cellular level affect the functioning of humans and animals.

Degree Requirements for the Emphasis in Health & Medicine

In addition to the 64 credit hours of core coursework in biological sciences, the following courses are required for the emphasis in health and medicine:

- BIOL 3010 Human Anatomy & Physiology I (3 hours) **and** BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours) **and** BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- CHEM 3110 Biochemistry II (3 hours) **and** CHEM 3111 Biochemistry II: Lab (1 hour)
- An additional 6 credit hours of 2000+ level BIOL, CHEM or PHYS electives. No more than four hours can be applied from independent research credits, including Independent BIOLOGy Research (BIOL 4700, 4710, 4720, and/or 4730) and Independent Chemistry Research (CHEM 4700, 4710, 4720 and/or 4730).

Dual Major Option: Psychological Science/ Biological Sciences

Students who wish to pursue a dual major in biological sciences and psychological science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 118 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (1 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours) **and** BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours) **and** BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours) **and** BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours) **and** BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours) **and** BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3080 Cell Biology (3 hours) **and** BIOL 3081 Cell Biology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- CHEM 1100 General Chemistry I (3 hours) **and** CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours) **and** CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours) **and** CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours) **and** CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours) **and** CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)
- PHYS 2030 University Physics I (3 hours) **and** PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours) **and** PHYS 2041 University Physics II: Lab (1 hour)
- BIOL, CHEM**or**PHYS upper level electives (3 hours)

Biology (BA)

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is available at the St. Louis main campus and select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

STEM program

Program Description

The bachelor of arts degree is designed for students who seek a broad education in biology. This degree is suitable preparation for a diverse range of careers including health science, science education and ecology-related fields.

Students can earn the BA in biology alone, or with one of four emphases: biodiversity, bioinformatics, education or health science.

Learning Outcomes

Students who complete any of the bachelor of arts in biology will be able to:

- Describe biological, chemical and physical principles as they relate to the natural world in writings and presentations to a diverse audience.
- Place scientific knowledge into an ethical context, including how biology can contribute to the resolution of ethical, social and environmental issues around the globe.

- Apply the methods of scientific inquiry, including observation, hypothesis testing, data collection and analysis for laboratory research.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 54 credit hours core coursework
- 12 additional credit hours in BIOL, CHEM or PHYS at the 2000+ level
  or Courses specific to the selected emphasis
- Applicable University Global Citizenship Program hours, with accommodations for the biology BA
- Electives

Global Citizenship Program for Biology BA

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Curriculum

All of the bachelor of arts in biology degree options require the same 54 credit hours of core coursework:

Core Courses

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- MATH 1430 College Algebra (3 hours)
- MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)

BA in Biology (66 hours)

The general degree offers the greatest flexibility, allowing students to select 12 hours of electives from any of our 2000+ level BIOL, CHEM or PHYS courses in addition to the 54 credits of core coursework in biology listed above. No more than four hours can be applied from independent research credits, including Independent Biology Research (BIOL 4700, 4710, 4720 and/or 4730) and Independent Chemistry Research (CHEM 4700, 4710, 4720 and/or 4730).

Emphasis in Biodiversity (69 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 2500 Botany (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- An additional 6 credit hours of 2000+ level BIOL, CHEM or PHYS electives. No more than four (4) hours can be applied from independent research credits, including Independent Biology Research (BIOL 4700, 4710, 4720 and/or 4730) and Independent Chemistry Research (CHEM 4700, 4710, 4720 and/or 4730).

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. No more than four (4) hours can be applied from independent research credits, including Independent Biology Research (BIOL 4700, 4710, 4720 and/or 4730) and Independent Chemistry Research (CHEM 4700, 4710, 4720 and/or 4730).

Dual Degree Option: BS in Psychological Science/BA in Biology

Students who wish to pursue a dual degree of the bachelor of arts in biology and the bachelor of science in psychological science may do so. Two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 108 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- WRIT 1010 The Craft of College Writing (3 hours)
- MATH 1430 College Algebra (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (1 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (2 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Senior Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy and Systems of Psychology (3 hours)
- PSYC 4950 Senior Assessment (1 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy & Physiology I (3 hours)
  and BIOL 3011 Human Anatomy & Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy & Physiology II (3 hours)
  and BIOL 3021 Human Anatomy & Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- BIOL, CHEM or PHYS electives *(2000-level or above)* (3 hours)

Business Administration (BS)*

This program is offered by theGeorge Herbert Walker School of Business and Technology/Business Department. It is available online (asynchronous), at the St. Louis main 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 program presents a business as a system of interrelated functional areas working together to fulfill strategic goals in a complex competitive environment. The purpose of the BSBA program at the Walker School is to produce graduates who have the knowledge and skills to be upwardly mobile within any type of business organization. Students may choose to pursue the BSBA on its own or may choose to pursue one of several specialized emphases.

*NOTE: The bachelor of science (BS) degree is abbreviated as BSc when completed in Vienna with Austrian accreditation.

The bachelor of science in business administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

Graduates of this program will be able to understand and apply the following seven competencies:

- Systemic Thinking: Students understand the big picture of a business: how the business is impacted by outside forces and how it is driven by its interconnected internal functions.
- Problem Solving: Students can identify business problems and opportunities, analyze them and formulate potential strategies to address them.
- Business Communication: Students can prepare clear, concise and accurate written materials and can make formal and informal business presentations using appropriate visual aids.
- Interpersonal Skills: Students understand and can apply theories relating to group processes, group composition and teamwork.
- Technology Literacy: Students can utilize technology to analyze business problems, propose and examine potential solutions and present recommended courses of action.
- Ethical Reasoning: Students can identify and analyze value conflicts and ethical dimensions of business issues and situations.
- Global and Cultural Understanding: Students understand the inherently global nature of modern business and consider international systems and cultural differences in their decision-making process.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the business administration BS
- Electives

Global Citizenship Program for Business Administration BS

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Core Curriculum

- MATH 1430 College Algebra (3 hours)
- MNGT 2000 Foundations for Business Success* (3 hours)
- ACCT 2010 Financial Accounting (3 hours)
- BUSN 2100 Business Communications (3 hours)
- BUSN 2750 Introduction to Statistics (3 hours)

- ECON 2000 Survey of Economics (3 hours)
- MNGT 2280 Introduction to Business Law (3 hours)
- MNGT 2500 Marketing (3 hours)
- WSBT 2000 Career Exploration (1 hour)
- WSBT 2300 Personal Branding (1 hour)
- WSBT 2700 Career Management Strategies (1 hour)
- BUSN 3150 Business Information Systems (3 hours)
- BUSN 3950 Business Analytics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MNGT 3450 Management & Organizational Behavior (3 hours)
- BUSN 4110 Operations Management (3 hours)
- MNGT 4900 Managerial Policies and Strategies (3 hours)

*Students must register for MNGT 2000 within their first semester as BS Business Administration majors (with or without emphasis).

Special Requirements

Students studying at the Vienna campus must complete additional courses in order to meet Austrian accreditation requirements to receive the Austrian accredited Diploma.

Emphasis in Accounting

This emphasis is only available at the St. Louis main campus.

The emphasis 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.

Emphasis-Specific Learning Outcomes

- Students can identify, analyze and apply fundamental auditing and attestation procedures.
- Students can analyze, apply and communicate financial accounting and reporting concepts and procedures and demonstrate the ability to utilize technology to financially analyze organizations.
- Students can identify and apply tax concepts and procedures.
- Students can perform the accounting for consolidations both on a national and international level, describe the accounting for governmental organizations and utilize managerial/cost account in decision making.

Required Courses

- ACCT 2025 Managerial Accounting (3 hours)
- ACCT 3025 Advanced Cost and Managerial Accounting (3 hours)
- ACCT 3030 Intermediate Accounting I (3 hours)
- ACCT 3040 Intermediate Accounting II (3 hours)
- ACCT 3085 Federal Tax Accounting (3 hours)
- ACCT 3800 Accounting Information Systems (3 hours)
- ACCT 4100 Advanced Financial Accounting (3 hours)
- ACCT 4900 Auditing (3 hours)

For students who wish to obtain the Certified Public Accounting (CPA) license in the State of Missouri, please note that one of the requirements for such license is the completion of 150 undergraduate or graduate college credit hours of which the last 30 credit hours must include 6 credit hours of accounting courses and 6 credit hours of business courses. Please consult your advisor concerning the requirements for the CPA license.

Emphasis in Economics

This emphasis is not currently accepting new students in the domestic US.

The emphasis in economics provides students with a solid understanding of the macroeconomic forces that shape and move markets, the structure and behavior of industries within markets and the philosophical underpinnings of the market economy. The study of economics complements the BSBA by developing an underlying paradigm that the decision maker can use to more fully understand the market forces impacting the business environment and to predict the potential impact of their decisions on the firm.

Emphasis-Specific Learning Outcomes

- The student will demonstrate familiarity with the primary measures of economic performance (GDP, Price Level, Unemployment).
- The student will demonstrate proficiency in the use of the primary economic models (ISLM, Mundell-Fleming, Solow, Consumer Choice Theory, Price Optimization, Cournot Reaction Functions, Edgeworth Box and Game Theory).

Required Courses

- ACCT 2025 Managerial Accounting (3 hours)
- ECON 3000 Basic Economic Modelling (3 hours)
- ECON 3050 Pre-assessment Exam (0 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- ECON 4000 Assessment Exam (0 hours)

Emphasis in Entrepreneurship

This emphasis is offered online (asynchronous), at the St. Louis main campus and the Vienna campus.

The emphasis in entrepreneurship 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. Expert faculty promote entrepreneurial thinking among students and help them to develop the necessary real-world skills for founding and growing an entrepreneurial venture.

Students demonstrate these skills by developing and presenting a viable business plan to a review panel made up of successful entrepreneurs in the capstone course. Opportunities to connect with the entrepreneurship community, conduct research and get involved in the Entrepreneurship Club help students build a network of connections and resources that are vital to success.

Emphasis-Specific Learning Outcomes

- Students can demonstrate an understanding of the entrepreneurship process.
- Students can identify and apply entrepreneurship concepts and principles used in developing entrepreneurial action plans.
- Students can integrate entrepreneurship concepts, research and tactics to effectuate entrepreneurship.

Required Courses

- MNGT 2600 Innovation through Social Impact Organizations (3 hours) (revised name)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)

- MNGT 4960 Entrepreneurship Capstone (3 hours)

Emphasis in Human Resource Management

This emphasis is available online (asynchronous) and the Vienna campus.

The goal of the Human Resource Management Emphasis is to transfer relevant knowledge to students and transform them into highly effective, strategic, problem-solving decision-makers. Students will be exposed to all industry-related issues and opportunities, equipped with the tools needed to address the challenges and complexities of managing today's workforce and enabled to successfully complete in the marketplace and perform favorably on the job.

The program content is designed to provide comprehensive coverage of the major Human Resource Management functions while highlighting issues that affect strategic decision-making and operational execution. The courses involves both practical and theoretical considerations in the development of Human Resource professionals in settings such as business, industry, government, and nonprofit organizations and institutions, both nationally and globally.

Emphasis-Specific Learning Outcomes

- Identify and explain important technology, facts, concepts, principles, analytic techniques and theories used in Human Resource Management when analyzing moderately complex situations.
- Analyze, assess and apply the entry-level SHRM (Society for Human Resource Management) competency clusters.
- Develop the business acumen needed to perform Human Resource Management transactions, employ standard operating procedures and promote operational efficiency.

Required Courses

- MNGT 3400 Human Resource Management (3 hours)
- MNGT 3690 Diversity, Equity and Inclusion (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- MNGT 4400 Employment Law and Compliance (3 hours)
- MNGT 4420 Compensation and Benefits (3 hours)
- MNGT 4600 Contemporary Human Resource Management Strategies (3 hours)

Emphasis in International Business

This emphasis is available at select international campuses.

The international business emphasis prepares students for a successful career at global, multi-national corporations. It focuses on preparing students to apply relevant business theories and concepts to the companies based in different countries and dealing with differing socio-cultural economic, political, legal and technological environments. Students are prepared to use their knowledge of business, cultural and political concepts to create successful international strategies.

Emphasis-Specific Learning Outcomes

- Students will explain the important terminology, facts, concepts, principles, analytic techniques and theories used in international business.
- Students will be able to identify and apply appropriate terminology, facts, concepts, principles, analytic techniques and theories used in international business when analyzing moderately complex situations.
- Students will be able to synthesize and integrate important concepts, principles and theories used in international business into solutions to moderately complex management problems.

Required Courses

- MNGT 3320 Business Law: International (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 (3 hours)

Marketing

This emphasis is offered online (asynchronous), at the St. Louis main campus, and at select U.S. and international campuses.

The emphasis in marketing prepares students for a broad spectrum of careers in marketing, including branding, product development, advertising, digital marketing and customer relationship management. Students learn how organizations create value through the various marketing activities: customer behavior, pricing, promotion, product development, distribution and marketing research.

Emphasis-Specific Learning Outcomes

- Students will be able to demonstrate an understanding of how to identify and utilize relevant information in order to make effective marketing decisions.
- Students will be able to demonstrate the ability to make and defend decisions regarding the various marketing mix elements for value creation in a way that reflects the needs and characteristics desired for organizational success and meaningful relationships among and between stakeholders.
- Students will demonstrate personal skills (i.e. ethics, teamwork, effective communication, critical thinking) which are important keys to having a successful career in marketing.
- Students will be able to demonstrate an understanding of mutually interdependent relationships of all the major functional areas of a business enterprise.

Required Courses

- MNGT 3150 Consumer Behavior (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- MNGT 3580 Professional Selling (3 hours)
- MNGT 4330 International Marketing (3 hours)
- MNGT 4570 Marketing Research (3 hours)
- MNGT 4920 Marketing Strategies (3 hours)

Emphasis in Sports and Entertainment Management

This emphasis is available at the Geneva and St. Louis main campuses.

The emphasis in sports and entertainment management is designed to provide students with the knowledge, skills and tools necessary to succeed in the business-side of sports and entertainment. The administration of academic and professional sports and athletic franchises is a large and growing business in the United States and around the world. Sometimes overlooked but also important is the use of professional sports venues to host live entertainment events (concerts, ice events, children's shows). Recognizing the importance of both sports and entertainment, this program provides an inclusive approach providing graduates the skills necessary to be successful in both areas of business.

Emphasis-Specific Learning Outcomes

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

- Formulate business operational, managerial and marketing plans central to professional sports team and entertainment organizations.

- Quantify the economic impact that entertainment events and venues bring to communities.
- Apply critical thinking, problem solving and communication skills to the management of the sports and entertainment business sectors.
- Analyze the trends, opportunities and challenges to compete successfully in a rapidly changing sports and entertainment global environment.

Required Courses

- BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
- BUSN 3457 Sports and Entertainment Marketing (3 hours)
- BUSN 4717 Sports Finance (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- BUSN 4757 Live Entertainment Management (3 hours)
- BUSN 4827 Sports and Entertainment Internship (3 hours)

Chemistry (BS)

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is available at the St. Louis main 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.

STEM program

Program Description

The bachelor of science (BS) degree in chemistry is designed to offer students a thorough grounding in the important areas of modern chemistry. Students are instructed in the theories and applications of organic, inorganic, analytical, physical and biochemistry. The program includes significant laboratory work, allowing students to become proficient in the skills necessary to succeed in a chemical career. Students earning the BS degree will be qualified to work in industrial, government and academic laboratories. In addition, some students, upon earning the BS pursue admission to graduate school, medical or dental school, health-related careers or other careers that might be enhanced by possession of a chemistry degree.

Learning Outcomes

Students who complete the bachelor of science in chemistry will be able to:

- Explain the molecular structure of chemical substances and the connection between molecular structure and chemical behavior.
- Identify and quantify chemical substances in a given sample.
- Predict the mechanisms and products of a chemical reaction and compute reaction rates and equilibrium compositions.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 67 credit hours core coursework
- 6 additional credit hours in CHEM at the 3000-4000 level
- Applicable University Global Citizenship Program hours, with accommodations for the chemistry BS
- Electives

Global Citizenship Program for Chemistry BS

Requirements are modified to allow MATH 1610 to satisfy both a requirement of the major and the GCP 'Quantitative Literacy' requirement.

Curriculum

Core Courses (67 hours)

- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- CHEM 3300 Analytical Chemistry (3 hours)
  and CHEM 3301 Analytical Chemistry: Lab (1 hour)
- CHEM 3500 Physical Chemistry I (3 hours)
  and CHEM 3501 Physical Chemistry I: Lab (1 hour)
- CHEM 3510 Physical Chemistry II (3 hours)
  and CHEM 3511 Physical Chemistry II: Lab (1 hour)
- CHEM 4100 Inorganic Chemistry (3 hours)
- CHEM 4300 Instrumental Analysis (3 hours)
  and CHEM 4301 Instrumental Analysis: Lab (1 hour)
- CHEM 4400 Research Methods (3 hours)
- CHEM 4430 Bachelor of Science Senior Thesis (4 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2200 Statistics (3 hours)
  or STAT 3100 Inferential Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)

Electives (6 hours)

Six (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 Chemistry Research (CHEM 4700, 4710, 4720 and/ or 4730).

Computer Science (BS)

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available at the St. Louis main 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.

STEM program

Program Description

The bachelor of science degree in computer science is designed around identified core knowledge areas of computer science. The program includes theoretical and practical hands-on approaches preparing students to enter the IT workforce or continue their education in a professional graduate degree program.

Learning Outcomes

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

- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development.
  - Algorithms and data structures.
  - Computer organization, hardware and architecture.
  - Data and information management.
- Describe how technological advances impact social issues and professional practice.
- Write and orally communicate technical material effectively and professionally.
- Apply problem-solving skills and the knowledge of computer science to solve problems.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

At least 30 of the required 54 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University.

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 3410 Computer and Information Security (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 3810 Principles of Programming Languages (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)

Students will choose **TWO** of the following courses:

- COSC 3660 Network Concepts (3 hours)
- COSC 3230 Human-Computer Interaction (3 hours)
- COSC 4250 Software Engineering (3 hours)
- COSC 4260 Software Engineering (3 hours)
- COSC 3500 IT Project Management (3 hours)
- COSC 3900 Practicum (3 hours)
- MATH 2200 Statistics (3 hours)
- CSSS 3510 Writing Secure Code (3 hours)
- CSAI 3210 Introduction to Artificial Intelligence (3 hours

And **ONE** of the following courses:

- COSC 1800 Python Programming (3 hours)
- COSC 2050 Java Programming (3 hours)
- COSC 2110 Computer Languages (3 hours)

Students planning to enter a graduate program in computer science or a related field after graduation are encouraged to take the following courses. These courses are not required for the BS in computer science:

- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- PHYS 2030 University Physics I (3 hours)
- PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
- PHYS 2041 University Physics II: Lab (1 hour)

Computer Science (BS) with an Emphasis in Cybersecurity

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available at the St. Louis main campus and at the Geneva campus.

STEM program

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.

Webster University is designated as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE).

Learning Outcomes

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

- Demonstrate mastery of computer science in the following core knowledge areas:
  - Software development.
  - Algorithms and data structures.
  - Computer organization, hardware, and architecture.
  - Data and information management.
- Describe how technological advances impact social issues and professional practice.
- Write and orally communicate technical material effectively and professionally.
- Apply problem-solving skills and the knowledge of computer science to solve problems.
- Demonstrate an understanding of the vocabulary of cybersecurity terms and phraseology.
- Demonstrate a working knowledge of cybersecurity threats to IT systems.
- Describe the roles, responsibilities and tools of a cybersecurity professional.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

At least 30 of the required 57 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University. All cybersecurity courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 3810 Principles of Programming Languages (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)
- CSSS 2410 Cybersecurity and Internet Architecture (3 hours)
- CSSS 2510 Cyber Attacks and Defenses (3 hours)
- CSSS 3510 Writing Secure Code (3 hours)
- CSSS 3520 Cybersecurity Programs, Policies and Ethics (3 hours)
- CSSS 4510 Cybersecurity Capstone Project (3 hours)

Computer Science (BS) with an Emphasis in Data Science

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available at the St. Louis main campus.

STEM program

Program Description

The bachelor of science degree in computer science with an emphasis in data science is designed around identified core knowledge areas of computer science. Students will also study foundational data science concepts. The program includes theoretical and practical approaches to prepare students entering the data science and data analytics 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.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

At least 30 of the required 57 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 3810 Principles of Programming Languages (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)

Emphasis in Data Science

Program Description

Students will study foundational data science and analytics concepts. The program includes theoretical and practical approaches to prepare students entering the data science and data analytics workforce or to continue their education in a professional graduate degree program.

Emphasis Learning Outcomes

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

- Demonstrate the understanding of the roles of data science in business decision making.
- Demonstrate working knowledge of analytics algorithm and modeling methods.
- Apply data science algorithms and approaches to real world problem solving.

Emphasis Course Requirements

- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 2800 Data Visualization Fundamentals (3 hours)
- CSIS 3300 R Programming for Data Analytics (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)
- CSIS 4330 Machine Learning for Data Analytics (3 hours)

Admission

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

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

Computer Science (BS) with an Emphasis in Software Engineering

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is offered at the St. Louis main campus.

STEM program

Program Description

The Bachelor of Science in Software Engineering equips students with the essential digital skills in high demand across industries. Software engineers play a key role in developing smart solutions, from mobile apps to systems for the Internet of Things, while also addressing the ethical and social impacts of technology. This program focuses on core areas of computer science, such as software design, validation, verification, data analysis, and project management. Students gain a solid foundation in programming, object-oriented design, security, and networks, with hands-on experience in various coding paradigms. Graduates are well-prepared to enter the workforce or pursue advanced studies in software engineering.

Learning Outcomes

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

- Demonstrate proficiency in core knowledge areas of computer science, including but not limited to software development, algorithms, data structures, computer organization, hardware, architecture, data and information management.
- Apply ethical principles and understand the impact of technology on social issues and professional practices, promoting responsible and socially aware technology solutions.
- Demonstrate written and oral communication skills for conveying technical concepts clearly and professionally.
- Apply their problem-solving skills and knowledge of data and information management.
- Apply software engineering principles, practices and methodologies to develop and maintain software systems. They will demonstrate proficiency in software design development, testing, and project management, contributing to the creation of high-quality software solutions.
- Apply algorithms and data structures, design efficient and scalable software solutions. Analyze algorithmic complexities, optimize code, and employ data structures to manage and manipulate information effectively.
- Identify computer organization, hardware components, and system architectures. They will apply this knowledge to optimize software for specific hardware components, and system architectures.
- Evaluate and analyze software systems to identify and address issues in design and functionality.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 60 required credit hours
- 30 Applicable University Global Citizenship Program hours
- 30 Elective credit hours

At least 30 of the required 60 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3410 Computer and Information Security (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 3810 Principles of Programming Languages (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)

Emphasis Specific Required Courses

- COSC 3230 Human-Computer Interaction (3 hours)
- COSC 4030 Software Engineering Validation and Verification (3 hours)
- COSC 4250 Software Engineering I (3 hours)
- COSC 4260 Software Engineering II (3 hours)
- COSC 3500 IT Project Management (3 hours)

And choose **one** of the following: (3 hours)

- COSC 2050 Java Programming (3 hours)
- COSC 2110 Computer Language (3 hours)
- COSC 1800 Python Programming (3 hours)

Computer Science (BS)* with an Emphasis in Artificial Intelligence

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available at the Webster Vienna campus and the St. Louis main campus.

STEM program

Program Description

Artificial Intelligence (AI) is a rapidly-evolving branch of Computer Science focusing on analyzing data, and making appropriate and effective decisions based on this analysis. A foundation of Artificial Intelligence and Machine Learning will be provided. The Python programming language will be introduced and used to resolve Machine Learning-related questions. An understanding of ways in which Machine Learning can provide support to multiple disciplines will be introduced.

*NOTE: The bachelor of science (BS) degree is abbreviated as BSc when completed in Vienna with Austrian accreditation.

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.

Emphasis Specific Learning Objectives

Upon completion of the program students will be able to:

- Explain the fundamental aspects of Artificial Intelligence and the potential benefits to companies and organizations.
- Utilize a programming language to manage Machine Learning techniques.
- Develop Machine Learning techniques and algorithms to resolve Artificial Intelligence problems in different areas of industry.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

At least 30 of the required 60 hours must be taken at Webster University.

All upper-level (3000 and above) courses must be taken at Webster University. All artificial intelligence courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Math for Computer Science (3 hours)
- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3050 Data Structures I (3 hours)
- COSC 3100 Data Structures II (3 hours)
- COSC 3230 Human-Computer Interaction (3 hours)
- COSC 3410 Computer and Information Security (3 hours)
- COSC 3510 Computer Architecture (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- MATH 2410 Discrete Mathematics (3 hours)

Emphasis Specific Required Courses

- CSAI 3210 Introduction to Artificial Intelligence (3 hours)
- CSAI 3220 Foundations of Machine Learning (3 hours)
- CSAI 4210 Machine Learning Methods (3 hours)
- CSAI 4220 Neural Networks (3 hours)
- CSAI 4230 Deep Learning (3 hours)

Creative Writing (BA)

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

Program Description

The student with a major in creative writing takes courses in fiction, poetry, drama, creative nonfiction, and translation, as well as selected literature courses. We also offer a minor in creative writing.

Learning Outcomes

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

- Read as a writer, understanding and analyzing a range of literary strategies, such as language, voice, and form.
- Produce accomplished creative work that demonstrates a command of literary strategies in fiction, poetry, drama, and other literary genres.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

English courses completed with a grade lower than C- do not count toward fulfilling the specific course requirements of the major.

At least 21 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the creative writing major include the following:

Core Courses (12 hours)

- ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 4600 Portfolio Review (0 hours)

12 hours from the following list:

- ENGL 2140 The Working Writer (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)
- ENGL 4400 Advanced Creative Writing** (1-3 hours)

3 hours from the following list:

- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (3 hours)

6 hours from the following list:

- ENGL 3100 Modern Drama (3 hours)
- ENGL 3130 Contemporary Drama (3 hours)
- ENGL 3140 Women and Literature (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3300 20th Century American Poetry (3 hours)
- ENGL 3450 History of the Novel (3 hours)
- ENGL 3500 Contexts (1-3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)
- ENGL 4130 Seminar in a Single Author (3 hours)
- ENGL 4150 Shakespeare (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

3 hours of ENGL Electives

- Any ENGL course at the 2000 level or above, excluding ENGL 4620 Practicum.

*May be repeated once for credit with instructor permission.

**ENGL 4400 requires instructor permission and may be repeated for credit with instructor permission.

Admission

Students who are interested in applying to this degree program should see the Admission section of this catalog for general requirements. For more information, contact the English Department directly.

Criminology and Criminal Justice (BA)

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available online via asynchronous modality and at the St. Louis main campus.

Program Description

The mission of the major in criminology and criminal justice is to provide students with a multidisciplinary approach to crime and deviance, with particular emphasis on providing critical thinking skills and familiarizing students with the dominant ways professionals use to explain, predict and prevent crime and victimization.

Learning Outcomes

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

- Identify the strengths and weaknesses of major criminological theories.
- Analyze the policy implications of criminological theories.
- Describe the elements and development of the criminal justice system and its role in maintaining social order.
- Evaluate how the institutions and elements of the criminal justice system vary across jurisdictions and interact with one another.
- Apply principles of crime prevention to the policy that attempts to effectively reduce crime and victimization.
- Compare the theoretical foundations of crime analysis and their abilities to predict and analyze patterns of crime.
- Articulate several major types of crime, their causes and proposed solutions to reduce them.
- Compare the techniques, sources and means of analysis of criminological data research methods.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 43 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

Special Requirements

- Within the required 43 hours for the major, 18 hours must be at the 3000-level and above, with at least 6 hours at the 4000-level.
- No more than 6 credit hours obtained in senior thesis, practica, independent learning experiences, reading courses and assessment of prior learning may be applied toward the 43 credit hours required for a major.
- Transfer students can apply up to 15 credit hours of approved criminology coursework from other colleges/universities toward the major.
- Students must complete the 43 credit hours for the major as specified below with a grade of C- or better.
- In the final semester of study, each student must register for CRIM 4900 Senior Capstone in Criminology (3 hours) and submit an overview paper.

International Language Requirement

- A minimum of 3 credit hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 43 credit hours required for the criminology and criminal justice major include the following courses:

Core Courses

- CRIM 1050 Introduction to Criminology (3 hours)
  or CRIM 1100 Introduction to Criminal Justice (3 hours)
- CRIM 1800 Careers in Criminology and Crime Prevention (1 hour)
- CRIM 3300 Theories of Crime and Justice (3 hours)
- ANSO 2850 Introduction to Research Methods (3 hours)
  or PSYC 2825 Introduction to Research Methods (3 hours)

- LEGL 3500 Criminal Litigation (3 hours)
  or CRIM 3500 Criminal Procedure and the Constitution (3 hours)
- CRIM 4900 Senior Capstone in Criminology (3 hours)

27 credit hours from the following:

- Any course with the CRIM prefix
- ANSO 1050 Global Social Problems (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 2760 Urban Studies (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- HRTS 3600 Topics in Mass Violence (3 hours)
- LEGL 2080 Topics in Law (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 3125 Abnormal Psychology (3 hours)
- PSYC 4550 Drugs and Chemical Dependency (3 hours)

Dance (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

Program Description

Webster University's Department of Dance in The Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

- Performance: Perform, with professional integrity, a variety of techniques and styles with a broad spectrum of expressivity and quality technical expertise.
- Choreography: Create 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 Dance Program as a degree-seeking BFA student is by audition and consists of the following:

- An interview to discuss career goals and past history.
- Submission of résumé.
- Performance of approximately two to three minutes of choreography.
- Participation in a ballet and modern technique classes.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 95 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the dance BFA
- Electives

Global Citizenship Program for Dance BFA

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the DANC prefix can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’ (DANC 1040 may satisfy both a requirement of the major and a GCP requirement)
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- DANC 2000-level or 3000-level applied dance, Ballet or Modern (6 hours)
- DANC 3000-level applied dance, Ballet (6 hours)
- DANC 3000-level applied dance, Modern (6 hours)
- DANC 4000-level applied dance, Ballet (6 hours)
- 6 hours from the following:
  DANC 2000-level applied dance, Tap
  or DANC 3000-level applied dance, Jazz
  or DANC 3500 Intermediate/Advanced Hip Hop
  or MUTH 2410, MUTH 3410 Musical Theatre Dance Styles I or II
- DANC 1040 International Dance (3 hours)
- DANC 1220 Improvisation I (3 hours)
- DANC 1310 Principles of Dance Making (3 hours)
- DANC 1410 Introduction to Professional Dance I (2 hours)
- DANC 1420 Introduction to Professional Dance II (1 hour)
- DANC 1550 Dance Costume Construction (1 hour)
- DANC 2050 Classical Ballet Variations and Repertoire (1 hour)
- DANC 2210 Dance History: Lineage Based to 20th Century (3 hours)
- DANC 2250 Cross Training (2 hours)
- DANC 2310 Choreographic Process Across Forms (3 hours)
- DANC 2320 Interdisciplinary Dance Making (4 hours)
- DANC 2520 Living Anatomy and Movement (3 hours)
- DANC 3050 Contemporary Partnering (1 hour)
- DANC 3070 Partnering in Ballet (1 hour)
- DANC 3150 Performance Techniques I (3 hours)
- DANC 3160 Performance Techniques II (3 hours)
- DANC 3210 Dance History: 20th Century to Present (3 hours)
- DANC 3220 Improvisation II (1 hour)
- DANC 3250 Somatics (3 hours)
- DANC 3550 Dance Costume Design (1 hour)
- DANC 4310 Advanced Choreographic Practice (3 hours)
- DANC 4320 BFA Capstone (3 hours)
- DANC 4400 Dance Pedagogy (3 hours)
- DANC 4410 Webster University Dance Ensemble (0 hours)
  seven semesters

- DANC 4420 Dance Technique Practicum (1 hour)
- 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 Notational Literacy

Emphasis in Ballet

The emphasis in ballet allows students to deepen their study of classical and contemporary ballet techniques and repertory while exploring ballet history, choreography, and pedagogy, and developing stylistic versatility and musicality.

Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in ballet will be able to:

- Demonstrate proficiency in classical and contemporary ballet techniques, while exhibiting stylistic versatility and musicality in performance and practice.

Emphasis Required Courses

Required Courses for the Emphasis in Ballet
In addition to the 87 credit hours of core coursework in dance, the following courses are required for the emphasis in ballet:

- DANC 4000-level applied dance, Ballet (6 hours)
- DANC 2050 Classical Ballet Variations and Repertoire (1 hour)
- DANC 3070 Partnering in Ballet (1 hour)

Emphasis in Modern

The emphasis in modern dance allows students to deepen their study of contemporary and modern dance techniques and repertory while exploring dance history, choreographic processes, and pedagogy, and developing stylistic versatility, musicality, and expressive range.

Learning Outcomes

In addition to the general learning outcomes, students who complete the emphasis in modern will be able to:

- Demonstrate proficiency in contemporary and modern dance techniques, while exhibiting stylistic versatility, musicality, and expressive range in performance and practice.

Emphasis Required Courses

Required Courses for the Emphasis in Modern
In addition to the 87 credit hours of core coursework in dance, the following courses are required for the emphasis in modern:

- DANC 4000-level applied dance, Modern (6 hours)
- DANC 3220 Improvisation II (1 hour)
- DANC 3050 Contemporary Partnering (1 hour)

Data Analytics (BS)

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available online and at the St. Louis main campus.

STEM program

Program Description

Data analytics is widely embraced by companies to help executives in decision making. It allows companies to more accurately know what the business is doing and aims at enabling rich insights and better decision making. Data analytics encompasses a wide range of technologies to support analyzing business data, transforming information and generating intelligence. Technologies play important roles in the data analytics process and form the foundation of its architecture. More and more companies need knowledgeable people to perform analysis and gain the company's success through analytically focused strategies. There is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The program is created to meet this demand by helping students understand underlying concepts and methodologies that are used in the data analytics process. Students in the program will learn various technologies that support effective business decision making in today's increasingly competitive environment.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help business users perform better decision making. The skill set learned from the program will enable students to take challenges in the process of transforming data to meaningful information and identifying new opportunities for the organization. This will better position them toward professional accomplishment in their lifelong learning process.

Learning Outcomes

- Students will be able to demonstrate critical thinking skills in the field of data analytics.
- Students will be able to demonstrate the ability to solve problems related to the program content.
- Students will be able to demonstrate an understanding of the concepts and principles of software systems.
- Students will be able to analyze, design and document a system component using appropriate data analytical techniques and models.
- Students will be able to demonstrate the ability to incorporate various data analytics elements.
- Students will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

A minimum of 120 credit hours consisting of the following:

- 42 required credit hours
- Applicable University Global Citizenship Program hours
- Elective credit hours

At least 21 of the required 42 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)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 1700 Data Exploration (3 hours)
- CSIS 2300 Electronic Commerce (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 2800 Data Visualization Fundamentals (3 hours)
- CSIS 3300 R Programming for Data Analytics (3 hours)
- CSIS 3410 Information Analysis (3 hours)

- CSIS 3700 Data Analytics Methods (3 hours)
- CSIS 4300 Database Systems (3 hours)
- CSIS 4310 Decision Support Systems (3 hours)
- CSIS 4320 Data Warehousing (3 hours)
- CSIS 4330 Machine Learning for Data Analytics (3 hours)

All core courses are available online.

Design and Technical Theatre (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

Program Description

Webster University's Sargent Conservatory of Theatre Arts trains our future colleagues to become visionaries, creators and leaders in the next generation of theatre professionals.

Learning Outcomes

At the end of their training, students in the Sargent Conservatory will be able to:

- Describe the cultural and historical context for theatrical practice.
- Hone strong analytical, research, organizational and technical skills for the creation and/or performance of theatre.
- Apply skills (second outcome) to the production and performance of theatre encompassing a variety of styles with creativity and competence.
- Model positive and effective leadership, clear communication and collaboration to work well with others.
- Assess power relationships and biases within the arts and society, past and present, and work to promote equity and justice through theatre via classwork and production.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 95-102 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Required Core (84 hours)

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- DESN 1210 Design Concepts (3 hours)
- 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

Required Electives (11-18 hours from the following)

- AUDI 1110 Audio Technology Lecture (3 hours)
- AUDI 2845 Critical Listening (3 hours)
  or AVIT 1100 Fundamentals of Pro AV (3 hours)
- AUDI 1131 Digital Audio Workstation (3 hours)
- AUDI 1121 Signals and Systems (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- ART 1120 Principles of Drawing (3 hours)
- ART 1130 Figure Drawing for Theatre Majors (2-6 hours)
- DESN 1220 Design: 3-D (3 hours)
- MUSC 1000 Fundamentals of Notational Literacy (2-4 hours)
  or MUSC 1080 Class Piano I (2-4 hours)
  or MUSC 1010 Music Theory and Aural Skills (2-4 hours)
- SCIN 1410 Light, Sound and Electricity (3 hours)

Electives (3-10 hours)

Directing (BA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

Program Description

Webster University's Sargent Conservatory of Theatre Arts trains our future colleagues to become visionaries, creators and leaders in the next generation of theatre professionals.

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, Lighting Design, 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 in the Sargent Conservatory will be able to:

- Describe the cultural and historical context for theatrical practice.
- Hone strong analytical, research, organizational and technical skills for the creation and/or performance of theatre.

- Apply skills (second outcome) to the production and performance of theatre encompassing a variety of styles with creativity and competence.
- Model positive and effective leadership, clear communication and collaboration to work well with others.
- Assess power relationships and biases within the arts and society, past and present, and work to promote equity and justice through theatre via classwork and production.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4020 *(Conservatory or approved equivalent)* (46 hours)
- THEA 3710, THEA 3720, THEA 4710, THEA 4720 Directing I-IV (8 hours)
- ENGL 4150 Shakespeare (3 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- THEA 4630 Independent Study (3 hours)

Economics (BA)

This program is offered by theGeorge Herbert Walker School of Business and Technology/Business Department. It is available at select international campuses, but it is not available at the St. Louis main campus. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The bachelor of arts (BA) in economics provides a strong foundation for a career in business, government or for further study in economics, finance, law or other related disciplines. In addition to a solid foundation in economic theory, Webster's bachelor of arts in economics provides breadth by including required coursework in both mathematics and finance.

Learning Outcomes

- The student will demonstrate familiarity with the primary measures of economic performance (GDP, Price Level, Unemployment).
- The student will demonstrate proficiency in the use of the primary economic models (ISLM, Mundell-Fleming, Solow, Consumer Choice Theory, Price Optimization, Cournot Reaction Functions, Edgeworth Box and Game Theory).
- The student will demonstrate familiarity with basic financial concepts.
- The student will demonstrate proficiency with the application of the Time Value of Money.
- The student will demonstrate proficiency in the use of basic differential calculus to solve production or consumer optimization problems.
- The student will demonstrate proficiency in the interpretation of statistical information related to economic or financial data.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses

ECON Core: 18 hours

- ECON 2000 Survey of Economics (3 hours)
- ECON 3000 Basic Economic Modelling (3 hours)
- ECON 3050 Pre-assessment Exam (0 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- ECON 4000 Assessment Exam (0 hours)

Major Requirements: 23 hours

- 3000-level or 4000-level ECON elective (3 hours)
- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2750 Introduction to Statistics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MATH 1480 Precalculus (3 hours)
  or One additional ECON or FINC elective at the 3000-level or 4000-level (3 hours)
- MATH 1610 Calculus I (5 hours)

Walker School Professional Development Classes: 3 hours

- WSBT 2000 Career Exploration (1 hour)
- WSBT 2300 Personal Branding (1 hour)
- WSBT 2700 Career Management Strategies (1 hour)

Admissions

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

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

Education (BA) with an Emphasis in Art K-12

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

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.
This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.
The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

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

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3800 Intermediate Practicum (2 hours)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4800 Apprentice Teaching (13 hours)

Additional Education and Content Courses for Certification

- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- ART 2410 Painting I (3 hours)
- ART 2315 Sculpture I (3 hours)
- ART 2530 Ceramics: Space (3 hours)
- ART 3630 Papermaking (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4180 Elementary Arts and Humanities Methods (3 hours)
  OR EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- 3 additional credits in ART **or**ARHS
- **ONE** of the following:
  - ART 2715 Fine Art Photography (3 hours)
  - ART 2610 Printmaking Concepts and Techniques (3 hours)
- **ONE** of the following:
  - ARHS 2210 Intercultural History of Art (3 hours)
  - ARHS 2320 Introduction to Asian Art (3 hours)
  - ARHS 2400 Indigenous Arts of the World (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.

- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessment

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State-required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

Education (BA) with an Emphasis in Elementary Education

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

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.
This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.
The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 33 required credit hours
- Applicable University Global Citizenship Program hours*

- Additional required certification coursework and electives

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

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3800 Intermediate Practicum (2 hours)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4800 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 4180 Elementary Arts and Humanities Methods (3 hours)
- EDUC 4190 Elementary STEM Methods (3 hours)
- EDUC 4220 Differentiated Mathematics Instruction (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- EDUC 4270 Methods of Teaching Elementary Reading (3 hours)
- EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- EDUC 4730 Language Development (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessment

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State-required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

Education (BA) with an Emphasis in Secondary English

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

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.
This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.
The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

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

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3800 Intermediate Practicum (2 hours)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4800 Apprentice Teaching (13 hours)

Additional Education and Content Courses for Certification

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers (3 hours)
- EDUC 3190 Young Adult Literature (3 hours)
- EDUC 4130 Writing Instruction (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2086 U.S. Literature of Diversity (3 hours)
- ENGL 4190 The Story of English (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- A second written composition course (3 hours)
- **ONE** of the following:
  - ENGL 2150 Creative Writing: Poetry (3 hours)
  - ENGL 2160 Creative Writing: Fiction (3 hours)
  - ENGL 2170 Creative Writing: Playwriting (3 hours)
  - ENGL 2180 Creative Writing: Nonfiction (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessment

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State-required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

Education (BA) with an Emphasis in Secondary General Science

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

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.
This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.
The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

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

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3800 Intermediate Practicum (2 hours)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4800 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 4360 STEM Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- PHIL 2330 Technology, Ethics and Value (3 hours)
  or PHIL 3310 Philosophy, Science and the Public Good (3 hours)

Science Content

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- CHM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
  or
  PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
  or
  PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
  or
  PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)
- SCIN 1470 Earth and Universe (3 hours)
  and SCIN 1471 Earth and Universe: Lab (1 hour)
- SCIN 1510 Global Climate Change (3 hours)
- SCIN 2530 Global Ecologies and Sustainable Living (3 hours)

*Required certification coursework and electives to total minimum degree requirements aligned with the DESE matrix. Students may puruse a dual degree with a BS in science and must fulfill those requirements as well.

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessment

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State-required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

Education (BA) with an Emphasis in Secondary Mathematics

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

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.
This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.
The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding, applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

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

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3800 Intermediate Practicum (1 hour)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4800 Apprentice Teaching (13 hours)

Additional Education and Content Courses for Certification

- COSC 1550 Computer Programming I (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4360 STEM Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)

- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- MATH 1430 College Algebra (3 hours)
- MATH 1440 Trigonometry (3 hours)
- MATH 1480 Precalculus (3 hours)
- MATH 1610 Calculus I (5 hours)
- MATH 1620 Calculus II (5 hours)
- MATH 2200 Statistics (3 hours)
- MATH 2450 Introduction to Abstract Math (3 hours)
- MATH 3500 Introductions to Algebraic Structures (3 hours)
- MATH 3420 Modern Geometry (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessment

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State-required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

Education (BA) with an Emphasis in Secondary Social Science

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

Program Description

The bachelor of education program provides candidates with a strong knowledge base of content, child and adolescent development and current research that supports best practices in education. This program is centered around contemporary design-based research principles with a focus on how students learn within inquiry-based environments.
This undergraduate degree program is designed to provide the foundation for teacher preparation leading to initial Missouri teacher certification and is approved by the Missouri Department of Elementary and Secondary Education.
The bachelor of education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

- Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner and knowledge of pedagogy based on inquiry and scholarship. This includes knowing content that supports conceptual understanding,

applying tools of inquiry to construct meaningful learning experiences, identifying developmental factors in student learning and understanding theoretical principles of effective instruction to plan learning experiences.
- Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. This involves designing curriculum based on students' prior knowledge, learning styles, strengths and needs, understanding and uses a range of instructional strategies, using a variety of communication modes, media and technology to support student learning and employing a variety of formal and informal assessments to monitor learning and modify instruction.
- Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities. This is demonstrated through valuing and integrating reflection to grow as a professional, promoting communication and collaboration with colleagues, families and community leaders, seeking relationships with families and students to support student learning and initiating change that benefits students and their families.
- Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. This includes understanding and responding appropriately to issues of diversity, acknowledging social and cultural context to create effective teaching and learning environments, adapting instruction to the learner's knowledge, ability and background experience, and identifying resources for specialized services when needed.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

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

Required Major Courses

- EDUC 2000 Beginning Practicum in Education *(B or better required)* (1 hour)
- EDUC 2800 Foundations in Education *(B or better required)* (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (3 hours)
- EDUC 3800 Intermediate Practicum (2 hours)
- EDUC 3099 Practicum Seminar (1 hour)
- EDUC 4000 Apprentice Teaching Seminar (1 hour)
- EDUC 4800 Apprentice Teaching (13 hours)

Additional Education and Content Courses for Certification

- ANSO 1095 Introduction to Geography: World and Regional (3 hours)
- Macro/Micro Economics (3 hours)
  or ECON 2000 Survey of Economics (3 hours)
- EDUC 2110 Communication in Education (3 hours)
- EDUC 2140 Writing for Teachers *(B- or better required)* (3 hours)
- A second course with GCP coding for Written Communication (3 hours)
- EDUC 4350 Arts and Humanities Methods (3 hours)
- EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- EDUC 4390 Differentiated Reading Assessment and Intervention (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
- HIST 1100 World Civilization before 1500 (3 hours)
  or HIST 2200 History of Medieval Society (3 hours)
  or HIST 2210 Renaissance and Reformation (3 hours)
- HIST 1300 Colonial and Revolutionary America (3 hours)
- HIST 1310 Nineteenth-Century America (3 hours)
- HIST 1320 Twentieth-Century United States (3 hours)
- INTL 1500 World Systems since 1500 (3 hours)
- POLT 1060 Introduction to American Politics (3 hours)
- American History Elective
- Political Science Elective
- Psychology **or** Anthropology **or** Sociology Electives (6 hours)
- **ONE** of the following:
  - HIST 2030 Topics in Asian History (3 hours)
  - HIST 2040 Topics in Latin American History (3 hours)
  - HIST 2050 Topics in African History (3 hours)
  - HIST 2070 Topics in Non-Western History (3 hours)
  - HIST 2230 The Age of Total War: Europe 1890-1945 (3 hours)
  - HIST 2240 Contemporary Europe: 1945-Present (3 hours)
- Additional required certification coursework and electives to total minimum degree requirements

Admission to the Major

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

- A grade of B or better in EDUC 2800 Foundations in Education.
- A grade of B or better in EDUC 2000 Beginning Practicum in Education.
- A departmental GPA of 3.0, based on all EDUC courses taken.

Admission to Teacher Certification

Students declaring Education as a degree major will pursue initial teacher certification as part of their degree. A Program of Study (POS) is designed to meet the Global Citizenship Program requirements, degree requirements, and certification requirements of both the Missouri Department of Elementary and Secondary Education (DESE) and Webster University.

Candidates must meet the following requirements for formal acceptance in the initial teacher certification program.

- Written Program of Study (POS) outlining the degree and program requirements.
- Completion of a college Composition course with a grade of B- or better.
- Completion of a college Mathematics course with a grade of B- or better.
- Completion of EDUC 2800 Foundations in Education with a grade of B or better.
- Completion of EDUC 2000 Beginning Practicum in Education with a grade of B or better.
- Successful completion of Passport Tasks 1-5.
- Minimum professional GPA of 3.0, and Content GPA (if applicable) of 2.5. This must be maintained throughout the program.

Note: Grades of C- or above are eligible for Certification requirements.

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

Transfer students will be assessed for admission to teacher certification when they first meet with an academic advisor in the department.

Background Checks

Students are required to obtain various annual background checks prior to field experiences and application for licensure.

State Assessment

To obtain teaching licensure in Missouri, students are required to complete a number of state assessments. State-required assessments are administered by designated agencies, and students are required to pay all associated fees. Students must pass the state-required content assessment examinations prior to eligibility for apprentice teaching.

Practicum

Students must complete a 3000-level practicum in a classroom setting appropriate to their intended content area and accompanying practicum seminar with a grade of B or better. Practicums require 45-135 hours involving observation, lesson planning and teaching during daytime school hours. To enroll in a practicum, students must submit an application by September 15 for a spring placement and by February 15 for a fall placement. No late applications will be accepted. Candidates must meet with the Coordinator of Field Placement prior to applying for practicum.

Apprentice Teaching

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

Prior to apprentice teaching students must have:

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

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

Education Studies (BEd)

This program is offered by the School of Education/Education Department and is available online via asynchronous modality, at the St. Louis main campus, and at the Tashkent campus.

Program Description

The Bachelor of Education Studies (BEd) degree focuses on instruction across a broad range of learning contexts. The influence of philosophy, sociology, and psychology are examined to understand their impact on instructional design, learning theory, culture, and inclusivity on the learner. This degree highlights the importance of global engagement, science, and technology as well as the local community in the design as well as the implementation of curriculum, learning, and instructional interventions. The degree is designed for the student who is interested in learning and instruction in diverse learning environments. The Bachelor of Education Studies (BEd) does not lead to initial teacher certification in the state of Missouri.

Learning Outcomes

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

- Demonstrate knowledge of major philosophical and sociological perspectives concerning schooling and education.
- Understand and apply principles of developmental psychology to support learners in formal and informal educational settings.
- Demonstrate familiarity with the role of culture and diversity in designing and implementing learning solutions in global and local education.
- Understand and apply communication skills, message design application and information and communications technology tools in order to sustain relationships and effective stakeholder communication.
- Apply professional learning and collaboration to achieve personal and professional development in the areas of instruction, curriculum design, and learning facilitation.
- Design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- Collaborate with stakeholders to improve practice, discover and share resources and ideas, and solve instructional problems.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 27 required credit hours
- Required emphasis curriculum
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- EDUC 2110 Communication in Education (3 hours)
- EDUC 2900 Education of Students with Exceptionalities (3 hours)
- EDUC 3100 Learning, Teaching, and Assessment (3 hours)
- EDUC 3125 Technology in the Classroom (3 hours)
- EDUC 3375 Behavior Management (3 hours)
- EDUC 3650 Instructional Design (3 hours)
- EDUC 4620 Educational Internship (3 hours)
- EDUC 4650 Educational Research Senior Overview (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)

Emphasis in Global Education

The Emphasis in Global Education provides students with the awareness and skills to work in diverse learning environments as well as informal non-school environments like museums and learning centers. The program prioritizes global engagement, instructional design and participatory learning.

Emphasis-Specific Learning Outcomes

The student will:

1. Understand the role of Global Citizenship Education in crafting solutions for social and educational problems.

2. Demonstrate knowledge, skills and habits of mind of an adult educator, instructional designer and learning facilitator.
3. Demonstrate an ability to plan design and implement instruction for a variety of learners.
4. Recognize and discuss key themes of global education and informal education.
5. Apply instructional and learning design skills to support adult learners in professional development and lifelong learning.
6. Apply career learning and leadership approaches to personal learning.
7. Understand and use research to evaluate educational practices.
8. Explore options for applying their educational knowledge and skills in professional/occupational pursuits.

Required Emphasis Curriculum (15 hours):

- EDUC 2050 Introduction to Global Education (3 hours)
- EDUC 2800 Foundations of Education (3 hours)
- EDUC 3300 Topics in Education (3 hours)
- EDUC 4250 Economics and Geography for Global Sustainability (3 hours)
- EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)

Special Requirements

Courses completed with a grade below C- do not count toward fulfilling the specific course requirements of the major. The pass/fail option is not available for courses that students wish to apply toward their major or toward their Global Citizenship Program requirements. A GPA of 3.0 is required for courses in the major and an overall GPA of 2.5 is required.

English (BA)

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department. It is available at the St. Louis main campus and at the Athens campus.

Program Description

In this major, students engage not only with the aesthetic dimensions of literature, but also with the values, views, and dynamics of a given culture 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 annual publication of excellent student essays and honors theses, *The Mercury.*

See also the English Department website (external to catalog).

Learning Outcomes

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

- Apply knowledge of historical, cultural, and genre 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 analysis that apply the conventions of literary study, including close reading and MLA style.
- Identify and evaluate appropriate research sources, incorporate those sources into well-documented writing, and formulate their own arguments based at least in part on those sources.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

English courses completed with a grade lower than C- do not count toward fulfilling the specific course requirements of the major.

Each student must complete at least 12 credit hours of courses for the major at the 3000-level or 4000-level, excluding ENGL 4620 Practicum.

At least 21 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

Curriculum

The 36 credit hours required for the English major include the following:

Core Courses (12 hours)

- ENGL 1900 Introductory Seminar in Literary Analysis (3 hours)
- ENGL 2020 British Literature I (3 hours)
- ENGL 2030 British Literature II (3 hours)
- ENGL 2050 U.S. Literature (3 hours)
- ENGL 4600 Portfolio Review *(in the final semester of study)* (0 hours)

Required Courses by Category* (24 hours)

Genre (3 hours)

- ENGL 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 3650 History of the Novel (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3210 Tragic Themes (3 hours)
- ENGL 3300 20th Century American Poetry (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)

Author (3 hours)

- ENGL 4130 Seminar in a Single Author (3 hours)
- ENGL 4150 Shakespeare (3 hours)

Social Issues (3 hours)

- ENGL 2086 U.S. Literature of Diversity (3 hours)
- ENGL 2120 Literature of Oppression and Resistance (3 hours)
- ENGL 3140 Women and Literature (3 hours)

Global (3 hours)

- ENGL 2300 Worlds of Romance (3 hours)
- ENGL 2500 Global Dramatic Literature (3 hours)
- ENGL 2600 Introduction to Linguistics (3 hours)
- ENGL 3190 Comedy and Satire (3 hours)
- ENGL 3900 Myth and Classical Literature (3 hours)
- ENGL 4000 Myth and Modern Literature (3 hours)
- ENGL 4030 Literature of Latin America (3 hours)

History and Criticism (3 hours)

- ENGL 4190 The Story of English (3 hours)
- ENGL 4500 Literary Criticism (3 hours)

Advanced Writing (3 hours)

- Any course with the WRIT prefix at the 2000-level or above, except WRIT 2000.

ENGL Electives (6 hours)

- Any courses with the ENGL prefix, excluding ENGL 4620.

*ENGL 2110, ENGL 2210 and ENGL 3500 may be used for any category with an appropriate topic.

Admission

Students who are interested in applying to this degree program should see the Admission section of this catalog for general requirements. For more information, contact the English Department directly.

Exercise Science (BS)

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is only available at the St. Louis main campus.

STEM program

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:

- Identify and integrate basic principles of Biology, Chemistry and Physics as they apply to human movement and kinesiology.
- Apply basic principles of human movement and kinesiology to clinical settings.
- Incorporate the best available evidence, their clinical skills, and the needs of the patient to maximize outcomes.
- Evaluate the differential impact of exercise science on diverse populations.
- Analyze findings from current scientific research from the disciples of exercise science.
- Discuss the importance of responsible global citizenship, professional attitude, and ethical behavior as it applies to their chosen profession.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 70 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 70 credit hours required for the exercise science major include the following:

- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 2350 Nutrition (3 hours)
- BIOL 1610 Anatomy & Physiology I (3 hours)
  and BIOL 1611 Anatomy & Physiology I: Lab (1 hour)
- BIOL 1620 Anatomy & Physiology II (3 hours)
  and BIOL 1621 Anatomy & Physiology II: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 2356 Principles of Rehabilitation Sciences (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Kinesiology (3 hours)
  and EXSC 3251 Exercise Kinesiology: Lab (1 hour)
- EXSC 4680 Exercise Prescription and Testing (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- PSYC 2300 Lifespan Development (3 hours)
- STAT 3100 Inferential Statistics (3 hours)
  or MATH 2200 Statistics (3 hours)
  or PSYC 2750 Introduction to Measurement and Statistics (3 hours)

Electives (minimum 3 credits)

Students choose from ONE of the following courses:

- BIOL 4430 Senior Thesis for BS in Biological Science (4 hours)
- BIOL 1800 Medical Terminology (3 hours)
- PSYC 3075 Stress Management (3 hours)
- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)

Dual Major Option: Psychological Science/ Exercise Science

Students who wish to pursue a dual major in exercise science and psychological science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 120 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- MATH 1430 College Algebra (3 hours)
- BIOL 1040 Human Genetics (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hour)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- PSYC 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (3 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 2350 Nutrition (3 hours)
- BIOL 1610 Anatomy & Physiology I (3 hours)
  and BIOL 1611 Anatomy & Physiology I: Lab (1 hour)
- BIOL 1620 Anatomy & Physiology II (3 hours)
  and BIOL 1621 Anatomy & Physiology II: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 2356 Principles of Rehabilitation Sciences (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Kinesiology (3 hours)
  and EXSC 3251 Exercise Kinesiology: Lab (1 hour)
- EXSC 4680 Exercise Prescription and Testing (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)

Elective (minimum 3 credits)

Students choose from ONE of the following courses (not already completed for program requirements):

- BIOL 4430 Senior Thesis for BS in Biological Science (4 hours)
- BIOL 1800 Medical Terminology (3 hours)
- PSYC 3075 Stress Management (3 hours)
- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)

Film, Television and Video Production (BA)

This program is offered by the School of Communications/Media Arts Department and is only available at the St. Louis main campus.

Program Description

Creators of film, television and video productions build the lens through which the world observes and understands itself. The film, television and video production degree at Webster University prepares students to be visual storytellers, idea shapers, entertainers, artists and communicators. Film/video is an art, a craft, a business, a passion and a way of life; it is inherently technical, theoretical and aesthetic.

Our program prepares students in each of these areas, ensuring that they are ready to enter any facet of the industry upon graduation. Whether students want to be a director, cinematographer, editor, visual effects or motion graphics artist, producer, gaffer, grip or any of the many other jobs available, this degree provides the theoretical and practical knowledge needed to succeed by placing students in real-world production environments at every level, starting from the moment they arrive, using industry-standard equipment and software. Students will learn fiction, nonfiction and experimental approaches; they will then be given the opportunity to specialize as their own path dictates.

Learning Outcomes

Successful graduates of this program will be able to:

- Plan, organize and execute a film and/or video production at fundamental levels.
- Demonstrate proficiency with several basic cinematography tasks.
- Demonstrate proficiency with several basic postproduction tasks.
- Personalize the mediums of film and video theoretically, aesthetically and technically.
- Demonstrate proficiency at industry-standard levels of at least one area of concentration.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses

Required: 42 hours

- FTVP 0501 Program Meeting (0 hours)
  or FTVP 0502 Program Meeting (0 hours)
  or FTVP 0503 Program Meeting (0 hours)
- FTVP 1000 Introduction to Film, Television and Video Production (3 hours)
- SCPT 2900 Scriptwriting (3 hours)
- AUDI 1000 Audio Production for Non-Majors (3 hours)
- FLST 1000 Film and Television Appreciation (3 hours)
- FLST 2050 History of Film (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2100 Produce and Direct (3 hours)
  prerequisite: FTVP 1000, SCPT 2900
- FTVP 2200 Camera and Light (3 hours)
  prerequisite: FTVP 1000
- FTVP 2300 Edit and Color (3 hours)
  prerequisite: FTVP 1000
- MDST 2500 Professional Development for Media Careers (3 hours)
- FTVP 3000 StoryLab (3 hours)
- FTVP 3500 Production House (3 hours)
  or FTVP 3510 Pre-production Capstone (3 hours)
- EPMD 4500 Media Business and Entrepreneurship (3 hours)
- FTVP 4200 Senior Capstone A* (3 hours)
  prerequisite FTVP 3500
  or FTVP 4210 Senior Capstone B*
  prerequisite: FTVP 3510

*Capstone course

Skills:

A minimum of 9 credit hours are to be chosen from the following:

- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)
- FTVP 2500 Event and Studio Production (3 hours)
- FTVP 2550 Production Management (3 hours)
- FTVP 3100 Experimental Film and Video (3 hours)
- FTVP 3110 Documentary Production (3 hours)
- FTVP 3120 Advanced Directing (3 hours)
- FTVP 3150 Topics in Film, Television or Video Production (3 hours)
- FTVP 3210 Advanced Cinematography (3 hours)
- FTVP 3300 The Socially Responsibility Filmmaker (3 hours)
- FTVP 3310 Advanced Editing (3 hours)
- FTVP 3400 Working with Actors (3 hours)
- FTVP 3500 Production House (3 hours)
- FTVP 3510 Pre-production Capstone (3 hours)
- MDST 4950 Internship
- SCPT 3300 Writing the Short Script (3 hours)

Theory:

A minimum of 6 credit hours are to be chosen from the following:

- FLST 2060 Modern World Cinema (3 hours)
- FLST 2070 History of Animation (3 hours)
- FLST 3160 Topics in Film Studies (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- FLST 4160 Survey of Film Theory and Criticism (3 hours)
- MDST 2100 Media Literacy (3 hours)

Areas of Study

Although any combination of these courses can be taken to fulfill the degree requirements, courses can be grouped by areas for students who want to focus on a particular aspect within film, television and video production.

Producing and Directing Narrative Films

- FTVP 3120 Advanced Directing (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)
- FLST 2060 Modern World Cinema (3 hours)
- SCPT 3300 Writing the Short Script (3 hours)
- FTVP 3510 Pre-production Senior Capstone B (3 hours)
- FTVP 4210 Senior Capstone B (3 hours)

Documentary Film and Video

- FTVP 3110 Documentary Production (3 hours)
- FLST 3170 Topics in Documentary Film Studies (3 hours)
- FTVP 3300 The Socially Responsible Filmmaker (3 hours)
- FTVP 3310 Advanced Editing (3 hours)
- FTVP 3510 Pre-production Senior Capstone B (3 hours)
- FTVP 4210 Senior Capstone B

Cinematography

- FTVP 3210 Advanced Cinematography (3 hours)
- FTVP 3500 Production House (3 hours)
- FTVP 4200 Senior Capstone A (3 hours)
- PHOT 1000 Fundamentals of Photography (3 hours)
- PHOT 2200 Lighting Techniques (3 hours)

Postproduction

- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2450 Visual Effects (3 hours)
- FTVP 3310 Advanced Editing (3 hours)
- FTVP 3500 Production House (3 hours)
- FTVP 4200 Senior Capstone A (3 hours)

Finance (BS)

This program is offered by theGeorge Herbert Walker School of Business and Technology/Business Department. It is available at the St. Louis main campus and at the Geneva campus.

Program Description

The field of finance blends economics, accounting and other business disciplines with the goal of making financially sound business decisions. Financial tools and methodologies are of crucial importance for both small and large businesses. Important areas of finance include raising capital, making investments and understanding financial markets.

In addition to completing the core business curriculum requirements, students taking a major in finance will study the areas of finance and accounting: managerial accounting, financial statement analysis, corporate finance, investments and financial markets and institutions. After completion of the finance core, students have choices to tailor their program according to their interests and career outlook. Students desiring to take advanced certification, such as the CFA (Chartered Financial Analyst) or CFP (Certified Financial Planner), are encouraged to get advice on choosing course options to support their plans. All finance majors will complete the business school's common core capstone course.

The BS in finance is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

- Students can apply time value of money techniques to security valuation.
- Students can evaluate the financial strength of a corporation and analyze capital budgeting decisions.
- Students can understand the risk-return relationship and can estimate appropriate rates of return.
- Students can describe the intermediation services provided by financial institutions.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 45 hours BS in business administration core curriculum
- 24 finance major required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the finance BS
- Electives

Global Citizenship Program for Finance BS

Requirements are modified to allow MATH 1430 to satisfy both a requirement of the major and also the GCP 'Quantitative Literacy' requirement.

Required Finance Courses

45 hours BS in Business Administration core curriculum

24 finance major required credit hours

- ACCT 2025 Managerial Accounting (3 hours)
- FINC 3600 Financial Management (3 hours)
- FINC 3710 Investments (3 hours)
- FINC 3800 Financial Institutions (3 hours)
- FINC 4220 Financial Statement Analysis (3 hours)
- Any FINC 4000-level course (3 hours)
- Any two (2) 3000- or 4000-level courses with the prefix ECON, ACCT, FINC and/or BUSN 4950 Internship (6 hours)

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.

Fitness Programming and Management (BA)

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is only available at the St. Louis main campus.

Program Description

The Bachelor of Arts in Fitness Programming and Management prepares students for applied careers in fitness leadership, wellness entrepreneurship, strength and conditioning, corporate wellness, and medical/pharmaceutical sales. The program blends the core exercise science curriculum with coursework in business, marketing, and leadership. Students complete applied internships and may personalize their career path with electives selected from the departments of Dance, Education, or Business.

Learning Outcomes

Successful graduates of this program will be able to:

- Apply foundational knowledge of anatomy, physiology, and kinesiology in fitness and wellness settings.
- Demonstrate business, sales, and marketing skills relevant to fitness and medical industries.
- Design, implement, and assess individualized and group fitness programs.
- Exhibit leadership and management skills in gyms, wellness programs, or entrepreneurial ventures.
- Communicate effectively across professional contexts (clients, teams, healthcare providers).
- Integrate ethical decision-making and global citizenship into fitness/wellness leadership.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 64-65 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Curriculum

Core Exercise Science Courses (26 hours)

- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health & Human Performance (2 hours)
- EXSC 2356 Principles of Rehabilitation Sciences (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Exercise Kinesiology (3 hours)
- EXSC 3251 Exercise Kinesiology Lab (1 hour)
- EXSC 4680 Exercise Prescription and Testing (3 hours)
- EXSC 4681 Exercise Testing and Prescription Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)

Psychology Courses (6 hours)

- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)

Biology/Physics/Chemistry/Science Courses (17-18 hours)

- Choose one of the following courses:
  SCIN 1400 Physics for Poets (3 hours) **and** SCIN 1401 Physics for Poets Lab (1 hour)
  or CHEM 1050 Concepts of Chemistry (3 hours)
- BIOL 1610 Anatomy and Physiology I (3 hours)
- BIOL 1611 Anatomy and Physiology I Lab (1 hour)
- BIOL 1620 Anatomy and Physiology II (3 hours)
- BIOL 1621 Anatomy and Physiology II Lab (1 hour)
- BIOL 2350 Nutrition (3 hours)
- BIOL 4400 Research Methods (3 hours)

Business/Other Courses (15 hours)

- WSBT 2000 Career Exploration (1 hour)
- WSBT 2300 Personal Branding (1 hour)
- WSBT 2700 Career Management Strategies (1 hour)
- BUSN 3710 Entrepreneurial Finance Management (3 hours)
- MNGT 2000 Foundations for Business Success (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)

Degree Total Hours: 64-65 hours

Admission

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

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

Games Design and Development (BA)

This program is offered by the School of Communications/Media Arts Department and is only available at the St. Louis main campus.

Program Description

The BA in Games Design and Design immerses students in the practices of team-focused game development. Students develop a deep understanding of the principles of game design as well as the tools and techniques critical to creating games. Students also gain insight into the social responsibilities of game designers. This program is focused on guiding students to develop strong portfolios of creative works aimed at impressing prospective employers.

Learning Outcomes

Graduates of this program will be able to:

- Demonstrate a deep understanding of the principles of game design.
- Demonstrate technical proficiency by creating games with engaging challenging gameplay.
- Appreciate the ethical and cultural ramifications of games and the professionalism required of game developers.
- Demonstrate the ability to work efficiently within the team environment so crucial to game development.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses (45 credit hours)

- AUDI 1000 Audio Production for Non-Majors (3 hours)
- EPMD 1040 Visual Storytelling (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- GAME 1000 Analog Game Design (3 hours)
- GAME 1500 Introduction to Video Game Design (3 hours)
- GAME 2100 Games and Society (3 hours)
- GAME 2200 Narrative Design (3 hours)
- GAME 2600 Game Art (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 3500 History of Video Games (3 hours)
- GAME 3650 World 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 MDST 4950 Internship*
- MDST 2500 Professional Development for Media Careers (3 hours)

*Capstone course

Elective Courses (Select 9 credit hours from the following)

- ANIM 2200 3D Animation Structure and Form (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 3150 Special Topics in Animation (3 hours)
- ANIM 4030 Storyboarding (3 hours)
- ART 1110 Introduction to Drawing (3 hours)
- COSC 1550 Computer Programming I (3 hours)
- COSC 2070 Introduction to Mobile Technology (3 hours)
- GAME 2300 Analog RPG Design (3 hours)
- GAME 2400 Digital RPG Design (3 hours)
- GAME 2700 Introduction to Video Game Programming (3 hours)
- GAME 3150 Special Topics in Game Design (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 2200 Visual Design for Interactive Digital Media (3 hours)
- INTM 3150 Special Topics (3 hours)
- INTM 4200 User Experience Design (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)

Graphic Design (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis main campus.

Program Description

The BFA in graphic design degree integrates art and design based on studio practice and a comprehensive examination of the history and theories of visual studies. Through this transmedia approach, students learn to connect content with design in order to convey a significant message, individually and through collaboration with others. Students acquire technical knowledge, practical professional experience and achieve an awareness of relevant ethical issues. Throughout the program, students learn how graphic designers can make a positive, sustainable impact on society by engaging in many different forms of cultural production, thereby promoting leadership through the development of innovative work in an ever-changing global community.

Students in the BFA graphic design program fulfill the same core requirements as for the BA in studio art. In addition, they must complete 6 further credit hours in art history and criticism; 30 further credit hours in design courses; 3 credits of a practicum experience; and 3 credit hours with the BFA thesis.

Learning Outcomes

Successful graduates of the art with an emphasis in graphic design program will be able to:

- Express an individual, creative voice through an artistic practice that engages with contemporary global art and design discourse.
- Implement the formal vocabularies of art and design as a foundation for artistic dialogue.

- Draw upon the history of art and design as a wellspring for ideas, solutions and meanings within one's own artistic practice.
- Analyze and discuss art and design through discipline-and emphasis-specific vocabularies and methods.
- Implement technical knowledge, skills, theory and methods applicable to the field of graphic design in concept development, research, production, craft and presentation.
- Employ design-specific ethics and values while engaging with contemporary issues in the field of graphic design.
- Practice innovation as a professional graphic designer.

Special Requirements

All Graphic Design majors must register for ART 1900: FIrst-Year Exhibition in the spring of their first year. The First-Year Exhibition is an opportunity for students to display their work with their first-year cohort in a group exhibition with a public reception, offering an opportunity to consider their progress and direction, and celebrating their accomplishments. DADAH faculty review the work and offer feedback.

All Graphic Design majors must register for ART 2900 DADAH Critique in the first semester after completing 18 studio credits. For traditional freshmen this will occur in the fall or spring of their sophomore year. For transfer students this will occur in their first semester at Webster, or when they have a combined total of 18 studio credits. The DADAH Critique is a review of student progress by DADAH full and part-time faculty held on one day during the fall and spring semesters. Following the review, students will meet with their advisor to discuss faculty concerns and recommendations as written on the evaluation form by the advisor during the review. In some cases a student may be advised to undergo a second review in the following semester. The department notifies students of portfolio review dates.

Students must apply for BFA candidacy by completing the BFA candidacy form and presenting an acceptable selection of specialized work. This must take place one year prior to graduation. Successful completion of a written application and submission of a selection of work that demonstrates a studio specialization, technical facility and conceptual sophistication are required for completion of the degree. Students receive either written notification of acceptance or a recommendation to resubmit after review of the portfolio and application are reviewed by the faculty of the Department of Art, Design and Art History.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 70 required credit hours
- Global Citizenship Program hours, with accommodations for art and design BFAs
- Electives

Global Citizenship Program for Art and Design BFAs

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (ARHS 2200 or ARHS 2210 will fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. One course from above must be coded for the 'Ethical Reasoning' skill; other GCP skills requirements are fulfilled by DADAH core distribution courses. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Courses (18 hours)

- ART 1010 Creative Strategies (3 hours)
- ART 1150 Observational Drawing (3 hours)
- ART 1310 Materials and Making (3 hours)
- DESN 1500 Digital Visualizations (3 hours)
- ARHS 2200 Current Art (3 hours)
- ARHS 2210 Intercultural History of Art (3 hours)

Additional ART Courses (12 hours)

- Elective ART credits in any studio art media (12 hours)

Additional History and Theory Courses (6 hours)

- Elective ARHS credits at the 3000-level or above (6 hours)

Graphic Design Courses (34 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)
- Select 3 courses from the list below (9 hours)
  - DESN 3050 Topics in Design (3 hours)
  - DESN 3100 History of Graphic Design (3 hours)
  - DESN 3500 Design for UX/UI (3 hours)
- DESN 3800 Professional Practice in Graphic Design (3 hours)
- DESN 4200 Design for Good (3 hours)
- ART 4030 Senior Critique (3 hours)
- ART 4800 Practicum (3 hours)
- ART 4910 DADAH BA/BFA Exhibition (1 hour)

Review Process (0 hours)

- ART 1900 First-Year Exhibition (0 hours)
- ART 2900 DADAH Critique (0 hours)
- ART 3900 BFA Review (0 hours)

Recommended electives outside of Art, Design and Art History

- ADVT 3600 Social Media Content and Development (3 hours)
- ADVT 4910 Advertising Campaign Production (3 hours)
- ANIM 1000 Fundamentals of Animation (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- INTM 3200 Interface Design (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2400 Motion Graphics (3 hours)

History and Political Science (BA)

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department and is only available at the St. Louis main campus.

Program Description

The BA in history and political science combines the study of the past with the examination of contemporary political institutions,

issues, and movements. Students in this flexible, interdisciplinary program will draw connections between historical developments and contemporary political issues. Along the way, they will choose an emphasis in either history or political science. Both emphases prepare students for a wide variety of careers by training them to think critically about a variety of theoretical perspectives, analyze evidence, and construct convincing historical arguments and political analysis.

Learning Outcomes

Successful graduates of this program will be able to:

- Discuss the outlines of the history of the modern world (since 1500).
- describe different types of political systems and international institutions.
- History emphasis:
  - Discuss one geographic area or historical epoch in depth.
  - Make historical arguments using concrete illustrations and examples.
- Political Science emphasis:
  - Discuss the political institutions and processes of the United States.
  - Evaluate the international and transnational dimensions of particular problems and policies.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours within the History, Politics and International Relations Department
  - For the emphasis in history, 27 credit hours must be in history courses and 6 credit hours must be in political science and/or international relations courses.
  - For the emphasis in political science, 27 credit hours must be in political science and/or international relations courses and 6 credit hours must be in history courses.
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours
- Electives

All courses fulfilling the history major requirements must be completed with a grade of C- or better.

At least 18 credit hours within the major must be completed at Webster University.

International Language Requirement

- A minimum of 3 credit hours in a foreign language is required. Courses used toward the international language requirement may also be used to fulfill global citizenship requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credit hours at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

History Emphasis

Program Description

Students in the history emphasis explore American, European, and non-western history, with the opportunity to tailor their studies to their interests. They learn to read perceptively, craft historical arguments, use evidence effectively, and communicate their findings persuasively. The history emphasis prepares students for a variety of careers, including in teaching, law school and graduate studies, and public service.

Learning Outcomes

- Discuss one geographic area or historical epoch in depth.
- Make historical arguments using concrete illustrations and examples.

Curriculum

Historical Analysis (12 hours)

- U.S. history (3 hours)
- European history (3 hours)
- History of Asia, Africa or Latin America (3 hours)
- HIST elective (3 hours)

World History and Politics (9 hours)

- HIST 1000 World Systems since 1500 (3 hours)
- POLT 1050 Introduction to International Relations (3 hours) OR POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT/INTL elective (3 hours)

Skills Development (7 hours)

- HIST 1200 Careers in History, Politics and International Relations (1 hour)
- HIST 2600 The Craft of History (3 hours)
- HIST 2900 Encounters with History (3 hours)

Advanced Course Work and Skills Demonstration (9 hours)

- Upper-level HIST electives (6 hours)
- HIST 4000 Research Requirement (0 hours) writing of a substantial research paper in accordance with program guidelines and taken in conjunction with a designated upper-level course
- Upper-level elective in HIST, POLT or INTL (3 hours)

36 credit hours

Political Science Emphasis

Program Description

Students in the political science emphasis study political institutions and how they influence society, culture, and economics. Students study both American and international politics, placing political structures and issues in historical context in order to build persuasive political arguments. In doing so, they develop analytical and problem solving abilities and improve their communication skills. The emphasis in political science prepares students for many career tracks, including in public service, law and graduate school, teaching, and the private sector.

Learning Outcomes

- Discuss the political institutions and processes of the United States.
- Evaluate the international and transnational dimensions of particular problems and policies.

Curriculum

Introductory Coursework (6 hours)

- INTL 1500 The World System since 1500 (3 hours)
- POLT 1060 Introduction to American Politics (3 hours)

U.S. Politics (3 hours chosen from)

- POLT 1250 Contemporary American Politics (3 hours)
- POLT 2060 Politics and Gender (3 hours)
- POLT 2070 Politics of Race and Ethnicity (3 hours)
- POLT 3310 Conduct of Foreign Policy (3 hours)
- POLT 3320 American National Institutions (3 hours)
- POLT 4300 Advanced Studies in American Politics (3-4 hours)

Comparative Politics (3 hours chosen from)

- POLT 1080 Comparative Politics (3 hours)
- POLT 2250 Politics of the Industrialized World (3 hours)
- POLT 2550 Politics of the Developing World (3 hours)
- POLT 3400 Comparative Politics (3 hours)
- POLT 4400 Advanced Studies in Comparative Politics (3 hours)

International Relations (3 hours chosen from)

- POLT 1050 Introduction to International Relations (3 hours)
- POLT 4100 Advanced Studies in International Relations (3 hours)
- INTL 2030 International Law (3 hours)
- INTL 3700 International Political Economy (3 hours)
- INTL 3800 International Security (3 hours)

Skills Development (6 hours)

- POLT 1200 Careers in History, Politics and International Relations (XXXX)
- POLT 1550 Political Argumentation and Debate (3 hours)
- POLT 2600 Methods of Political Inquiry (3 hours)

Electives (6 hours)

- POLT/INTL elective (3 hours)
- HIST elective (3 hours)

Advanced Coursework and Skills Development (9 hours)

- Upper-level POLT/INTL electives (6 hours)
- POLT 4000 Research Requirement (0 hours)
  writing of a substantial research paper in accordance with program guidelines and taken in conjunction with a designated upper-level course
- Upper-level elective in HIST, POLT, or INTL (3 hours)

36 credit hours

Admission

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

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

Interactive Digital Media (BA)

This program is offered by the School of Communications/Media Arts Department and is only available at the St. Louis main campus.

STEM program

Program Description

The BA in Interactive Digital Media is a versatile and career-focused production-based degree program that gives students the creative problem-solving skills to build a variety of interactive experiences and push web-based enterprises to the next level. Students apply user-centered design principles, professional media production techniques and web-based programming languages to develop websites, apps, interactive exhibits and casual games.

Learning Outcomes

Successful graduates of this program will be able to:

- Conduct user and market research to inform proposed solutions.
- Produce clear and compelling visual representations of the design and structure of interactive applications using flowcharts, wireframes and prototypes.
- Program interactivity using core web languages.
- Assess the effectiveness of interactive applications using data analytics, A/B testing, prototyping, and critiquing, and propose thoughtful solutions.
- Demonstrate facility with multiple forms of media (graphics, audio, video, animation, photo) and their associated software.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses

- DESN 1210 Design Concepts (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- EPMD 1001 Introduction to Adobe Photoshop (1 hour)
- EPMD 1002 Introduction to Adobe Illustrator (1 hour)
- EPMD 1101 Introduction to WordPress (1 hour)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- INTM 3100 Introduction to Web Development (3 hours)
- DESN 3500 UI/UX (3 hours)
- INTM 3050 Information Visualization (3 hours)
- INTM 4200 User Experience Design in Theory and Practice (3 hours)
- MDST 3100 Social Media Strategies & Tactics (3 hours)
  or ADVT 3600 Social Media Content and Development (3 hours)
- ADVT 3700 Introduction to Digital Marketing Analytics (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- ADVT 4040 Advertising Production (3 hours)
  or ADVT 4910 Advertising Campaign Production (3 hours)
  or FTVP 3500 Production House (3 hours)
  or MDST 4950 Internship* (3 hours)

*Capstone Course

Skill Electives

A minimum of 9 credit hours should be taken from the following:

- INTM 3150 Special Topics (3 hours)
- INTM 3850 Interactive Marketing Communications (3 hours)
- INTM 4100 Programming for Web Communications 2 (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- ART 3060 Text and Image (3 hours)
- COSC 2070 Introduction to Mobile Technology (3 hours)
- GAME 1500 Introduction to Video Game Design (3 hours)
- GAME 1000 Analog Game Design (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2300 Electronic Commerce (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)
- ANIM 2200 3D Animation Structure and Form (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)

Although any combination of these courses can be taken to fulfill the skills elective degree requirements, courses can be grouped by the following areas for students who want to focus on a particular aspect of interactive digital media:

User Experience Design

- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- ART 3060 Text and Image (3 hours)

Game Design

- GAME 1500 Introduction to Video Game Design (3 hours)
- GAME 1000 Analog Game Design (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- GAME 4000 Video Game Level Design (3 hours)
- GAME 4500 Video Game Design II (3 hours)

Online Business/Entrepreneurship

- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 2300 Electronic Commerce (3 hours)
- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- MNGT 3740 Global Entrepreneurship (3 hours)

Virtual and Augmented Reality

- ANIM 2200 3D Modeling (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- ANIM 4400 Photorealistic 3D Animation (3 hours)

Interdisciplinary Studies (BA)

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department. It is available online and at the St. Louis main campus.

Program Description

The bachelor of arts in Interdisciplinary Studies is 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 transferable skills, giving them the academic and intellectual foundation and skills to advance their careers and pursue graduate education.

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 knowledge of an emphasis area in a capstone project.
- Synthesize knowledge from multiple disciplines within the chosen emphasis area to address a complex problem.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 36 required credit hours
  - 12 hours must be at the 3000-level and above
- 3 international language requirement credit hours
- Applicable University Global Citizenship Program hours, including keystone course
- Electives

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

International Language Requirements

- A minimum of three hours in a non-native language is required. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.
- For students whose native language is not English, demonstrated English language proficiency can fulfill the requirement (see English language proficiency in the catalog).

Curriculum

The 36 credit hours required for the Interdisciplinary Studies major include three core courses (9 credit hours) and one emphasis area (27 hours).

Core Courses

- INDS 2101 Interdisciplinary Studies (3 hours)
- INDS 3101 Methods of Inquiry (3 hours)
- INDS 4701 Senior Capstone (3 hours)

Complete 27 credit hours in one emphasis area.

Emphasis Areas

An emphasis area within the Interdisciplinary Studies degree allows students to focus on a particular combination of disciplines tailored to their interests and career goals.

Gender, Race and Sexuality (27 hours)

This emphasis addresses multiple forms of injustice and inequity through an interdisciplinary and intersectional approach. Students develop analytical, critical thinking, and advocacy skills that enable them to develop careers in solving vital social issues.

Complete 9 GRAS courses, selected from a range of disciplines, in collaboration with your advisor. The capstone project must engage with an intersectional approach to gender, race and/or sexuality.

Self-Designed (27 credit hours)

This flexible emphasis allows students to create a niche skill set tailored to their unique interests and career aspirations, which sets them apart in the job market.

Complete INDS 1101 Online Learning* (3 hours) and 12 credit hours in two disciplines (total 24 credit hours). Working with your advisor, identify a theme that draws upon your diverse coursework. The capstone project will explore and elaborate on this theme.
*With permission from your advisor, you may substitute one more disciplinary course in place of INDS 1101.

Sustainability (27 credit hours)

This emphasis gives students the foundational knowledge and practical skills necessary to address environmental challenges and promote sustainable practices across various industries.

Complete 18 credit hours in Sustainability Studies courses (SUST or other courses listed as part of the Sustainability Studies minor) plus 9 credit hours, selected in collaboration with your advisor. The capstone project must focus on sustainability.

International Law (LLB)

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available in person at Vienna and Webster University Tashkent campuses.

Program Description

The Bachelor of Laws in International Law is designed to help graduates enter the legal profession outside of the United States. 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 knowledge and an understanding of the ethical framework in which legal professionals function.

Note: This degree is not approved by the American Bar Association.

Learning Outcomes

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

- Acquire knowledge, understanding and application of fundamental legal concepts and principles;
- Evaluate the foundations of the international legal environment;
- Demonstrate knowledge of primary legal holdings within the field of international law;
- Differentiate legalities between national law systems and structures;
- Describe and critically evaluate key substantive and procedural concepts in public and private law;
- Apply relevant law to real cases and offer reasoned opinions supported by the legal ecosystem; and
- Demonstrate transferable skills in legal research, writing, problem-solving and communication.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Curriculum

- INTL 2030 International Law (3 hours)
- LEGL 2400 Introduction to Law (3 hours)
- LEGL 3000 Legal Ethics (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- LEGL 3490 Civil Procedure Law (3 hours)
- LEGL 4340 International and Comparative Employment Law (3 hours)
- LEGL 4460 Methods of Legal Research and Writing I (3 hours)
- LEGL 4604 International Jurisprudence and Law (3 hours)
- LEGL 4810 Tort Law Practice (3 hours)
- LEGL 4820 Contract Law Practice (3 hours)
- LEGL 4830 Property Law Practice (3 hours)
- LEGL 4920 Global Business Law and Regulation (3 hours)

And three (3) of the following:

- LEGL 2080 Topics in Law (3 hours)
- LEGL 4330 Corporate Governance (3 hours)
- LEGL 4310 Commercial Arbitration (3 hours)
- LEGL 4320 Comparative Banking and Finance Law (3 hours)
- LEGL 4800 Advanced Topics in Law (3 hours)

Special Requirements

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

Transfer Policy: Transfer students may apply up to 15 credit hours of approved international law coursework from other colleges/universities. A student may obtain advanced standing for legal specialty courses through the transfer of credits from other academic institutions if that program is in substantial compliance, regionally accredited,approved by an appropriate legal authority, and otherwise meets the standards established by Webster University. In the case of transfer credit, the program director reviews student transcripts and a course description from the institution which awarded the credits and makes a determination as to 1) whether the institution which awarded the credits is accredited at a level substantially equivalent to Webster University; 2) whether the credits were awarded as part of a program substantially the equivalent to the Webster University's International Law Program; 3) whether the specific course appears to cover substantially the same material, including practical assignments; and 4) whether the specific course involves the same number of semester hours as the equivalent course at Webster University. In the event the program director is satisfied, an acceptance/transfer of credits is appropriate under these criteria, the program director generates a course substitution form indicating the source of the credits and the legal specialty course for which it should be accepted as credit and the reason for that

recommendation. The award of legal specialty credits through examination or portfolio is not accepted.

Admissions

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

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

Admission Requirements

- Completed secondary education: graduate a lyceum, school or college (specialized high school in Uzbekistan) with a grade point average (GPA) of 2.5 (on a 4.0 scale).
- Demonstrate English proficiency at a level equal to or higher than IELTS 5.5 (ESL-contingent).

International Relations (BA)

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main 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 International Relations program equips students with the knowledge and skills to navigate today's complex and interconnected global landscape. Combining rigorous study of diplomacy, security, international law, political theory, and global governance with experiential learning opportunities such as research projects, simulations, and applied policy analysis, the program prepares students to critically examine and address pressing international challenges. Students build expertise through research methods, political argumentation, and specialized pathways such as the Human Rights Emphasis, while developing practical skills that translate into careers in the private sector, non-governmental organizations, international institutions, and public service, or serve as a strong foundation for graduate and professional study. Graduates of the program emerge with a strong foundation in both the theory and practice of international affairs, supported by faculty who are active scholars and practitioners in fields such as global security, diplomacy, human rights, and political economy.

Learning Outcomes

Graduates of the program will be able to:

- Demonstrate knowledge of the major theories, methods, and subfields of international relations.
- Identify and evaluate the roles of key global actors and institutions in shaping international policy and decision-making.
- Analyze complex global challenges from diverse cultural, ethical, and theoretical perspectives to develop informed, policy-relevant solutions.
- Demonstrate global engagement and practical readiness through familiarity with global policy issues, foreign cultures, languages, and international experiences.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 37 required credit hours with the Department of History, Politics and International Relations
- A study abroad experience outside the student's country of origin or 6 international language credits (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 37 credit hours within the department, including methods and a research requirement (fulfilled through a research paper).

Students must complete a Careers in History, Politics and International Relations course. *Note: In Leiden, Geneva, Athens,Tbilisi, and Uzbekistan, the research requirement and careers course are satisfied by the seminar course (INTL 4600).*

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 senior overview.

To satisfy the study abroad residency or international language requirement, students may either 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 origin have met the study abroad requirement.

Students opting for a significant international language experience instead of study abroad must complete 6 credit hours of the same language at the elementary and intermediate levels. Students must earn a grade of C- or better at both levels. Students may also pass an advanced level proficiency examination. Students whose native language is not English and who are studying in English already meet this requirement.

Curriculum

Introductory and Skills Courses (All 18 hours required)
If Human Rights Emphasis, students must take the HRTS 1100 course and all other courses in this category.

- INTL 1050 Introduction to International Relations (3 hours)
  or POLT 1050 Introduction to International Relations (3 hours
- POLT 1070 Introduction to Political Theory (3 hours)
- INTL 2700 Methods of Political Inquiry (3 hours)
- POLT 1550 Political Argumentation and Debate (3 hours)
- POLT 3310 Conduct of Foreign Policy (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
  or POLT 1060 Introduction to American Politics (3 hours)
  or POLT 2250 Politics in the Industrialized World (3 hours)
  or POLT 2550 The Politics of the Developing World (3 hours)
  or HRTS 1100 Introduction to Human Rights (3 hours)

Global Affairs Analysis (choose 18 hours)
If Human Rights emphasis, student must take all of the HRTS courses and 6 additional hours)

- INTL 1500 The World System since 1500 (3 hours)
- INTL 2030 International Law (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 4600 International Relations Seminar (3 hours)
- HRTS 3086 Advanced Topics in Human Rights
  or HRTS 3200 Human Rights Area Studies (3 hours)
- A 2000-level or above HIST course with an international focus (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- INTL/POLT/HIST elective which must have an international focus (6 hours)
  or 6 hours of HRTS credits

Critical Assessment and Career Development

- INTL 4000 Research Requirement (0 hour)
  (to be taken in conjunction with a designated 3000-level or 4000-level course)
- INTL 1200 Careers in History, Politics and International Relations (1 hour)

Language Requirements
3 College of Humanities and Social Sciences Language Credits, plus 3 language credits in same language. Language requirements can be fulfilled with a study abroad experience. To satisfy the study abroad residency or international language requirement, student may either study at one of Webster University's international campuses or at an approved alternative location. International students who have lived outside the country of origin have me the study abroad requirement.

Special Requirements

Students studying at the Vienna campus have the following additional requirements. They complete these courses in addition to the core requirements listed above:

- POLT 1070 Introduction to Political Theory (3 hours)
  and INTL 2680 International Relations Theory (3 hours) (3 additional hours; 6 hours total)
- ANSO 2720 Introduction to Measurement and Statistics (3 hours)
- ECON 2030 Principles of Macroeconomics (3 hours)
  or ECON 2000 Survey of Economics (3 hours)
- Complete two additional courses from the sub-field course list in the core requirements. Only one security course (INTL 3500 Environmental and Energy Security **or** INTL 3800 International Security) can be used. (6 hours)
- Two additional department electives (6 hours)
- INTL 4700 Senior Thesis (4 hours)

Special Study Opportunities

With permission of the student's advisor, the following courses offered by other areas of study at Webster University may be applied toward the elective credit hours required in international relations:

- HRTS 1100 Introduction to Human Rights (3 hours)
- ECON 3700 Economics of Development (3 hours)
- JOUR 3080 Global Journalism (3 hours)
- MNGT 3320 Business Law: International (3 hours)
- BUSN 4650 International Business (3 hours)

Courses in the emphases (international economics; migration and refugee studies) are also considered pre-approved electives for the international relations major. Qualified students may take selected graduate-level courses in international business and international relations and security studies, as part of an international relations major with permission of the department and the instructor of the course.

Emphasis in International Economics (42 hours)

This emphasis is available only 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 Geneva may elect an emphasis in international economics by fulfilling the above core requirements for international relations and by structuring five of their courses (15 hours) around the following list:

- ECON 2030 Principles of Macroeconomics (3 hours)
  or ECON 2000 Survey of Economics* (3 hours)
- ECON 2020 Principles of Microeconomics (3 hours)
  or ECON 2000 Survey of Economics* (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- ECON 3700 Economics of Development (3 hours)
- ECON 3720 International Trade and Finance (3 hours)
- ECON 4600 Comparative Economic Systems (3 hours)
- INTL 4280 International Economics (3 hours)
- INTL 3290 Politics of International Economic Relations (3 hours)
- INTL 3330 International Economic Integration (3 hours)
- HIST 3000 Ideas in History: History of Economic Thought (3 hours)
  or ECON 4900 History of Economic Thought (3 hours)

*Students using credit for ECON 2000 cannot count ECON 2020 or ECON 2030 toward the emphasis.

Emphasis in Human Rights

Offered only in St. Louis

The Human Rights Emphasis allows students to explore the principles, laws, and practices that shape the global human rights system while developing the skills to advocate for and protect fundamental freedoms worldwide. Through coursework on human rights theory, ethics, and law, paired with opportunities for applied research and field experience, students examine contemporary issues such as humanitarian crises, migration, corporate responsibility, and social justice movements. This emphasis prepares graduates to critically analyze human rights challenges and pursue impactful careers in advocacy, policy development, international organizations, and other sectors where protecting and advancing human dignity is central.

Emphasis Learning Outcomes

- Analyze and evaluate the origins, evolution, and implementation of international human rights norms, treaties, and institutions, and their impact on global and local governance.
- Apply human rights frameworks to assess and address contemporary challenges such as humanitarian crises, migration, discrimination, and corporate social responsibility in global contexts.
- Integrate ethical reasoning and field-based experience to design informed, practical approaches to advancing human rights advocacy, policy development, and organizational decision-making.

Emphasis Required Courses

Human Rights Emphasis Selection (15 Credit-Hours);
Incorporated into the 37-credits of BA International Relations.
All students in the emphasis begin with HRTS 1100 Introduction to Human Rights and then select additional courses.

- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 2086 Topics in Human Rights (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- HRTS 3086 Advanced Topics in Human Rights (3 hours)
- HRTS 3200 Human Rights Area Studies (1-3 hours)
- HRTS 3340 Global Ethics (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- HRTS 4500 Human Rights Field Experience (3 hours)

Journalism (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis main campus.

Program Description

Journalism jobs exist today that didn't exist even five years ago. And opportunities in the news industry will emerge in the next decade that can't be imagined today. The Journalism major equips students with the essential skills, knowledge, and ethical framework necessary for success in the rapidly evolving field of journalism.

Through a combination of theoretical courses and hands-on experience, students will learn the principles of news reporting, writing, and multimedia storytelling, while also exploring the broader context of media in society.

In addition to learning traditional reporting methods and the newest multimedia storytelling techniques, journalism majors will gain the skills essential for success in a constantly evolving field.

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.
- Gather and evaluate the validity and reliability of information as well as to determine the veracity of the information sources.
- Evaluate and comprehend the ethical and legal implications journalistic publication decisions.
- Apply relationship-building skills in order to compete effectively for professional employment opportunities.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses

- MDST 2500 Professional Development for Media Careers (3 hours)
- MDST 2800 Media Diversity and Society (3 hours)
- MDST 3100 Social Media Strategies and Tactics (3 hours)
- MDST 3300 Law Ethics and Policy (3 hours)
- JOUR 1030 Multimedia News Reporting I (3 hours)
- JOUR 2140 Multimedia News Reporting II (3 hours)
  Prerequisite: JOUR 1030
- JOUR 2170 Multimedia News Editing (3 hours)
  Prerequisite: JOUR 1030 and JOUR 2140 or permission of the instructor
- JOUR 3600 Multimedia News Production (3 hours)
- JOUR 3030 Entrepreneurial Journalism (3 hours)
- JOUR 3130 Feature Writing (3 hours)
- INTM 1600 Introduction to Interactive Digital Media (3 hours)
- FTVP 1010 Fundamentals of Video Production (3 hours)
- PHOT 3100 Documentary Photo and Photojournalism (3 hours)
- MDST 4950 Internship* (3 hours)
  or MDST 4620 Media Practicum Thesis* (3 hours)

*Capstone Course

Additionally, students pursuing a journalism degree will need to complete a three-course specialty area approved by portfolio review panel. (9 credits)

Suggested Electives

- MDST 1160 Communication for Media Professionals
- SPTC 2000 Sports Announcing and Reporting
- AUDI 1063 Introduction to Podcasting
- ADVT 3700 Introduction to Digital Marketing Analytics
- ADVT 3600 Social Media Content and Development

Portfolio Review for Journalists

Students majoring in journalism must successfully complete a portfolio review presentation after passing these classes:

- JOUR 1030 Multimedia News I
- JOUR 2410 Multimedia News II
- JOUR 3600 Multimedia News Production
- MDST 2500 Professional Development for Media Careers

Application

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

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

Legal Studies (BA)

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available in person at the St. Louis main campus, via Live Virtual (synchronous) and via hybrid online (asynchronous and synchronous via Live Virtual).

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.

BA degree-seeking students with a declared major in legal studies may seek, concurrently with the degree, a certificate in paralegal studies. All of the coursework is applied toward both the degree and the certificate. To gain the certificate, students must pay a second graduation fee.

Learning Outcomes

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

- Demonstrate the fundamentals of legal reasoning and analysis.
- Comprehend the Code of Professional Responsibility to be able to address ethical dilemmas faced by lawyers and legal assistants.
- Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Explain the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
- Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
- Distinguish the significant role that legal assistants/paralegals have in the legal world and the practical skills necessary to function in it.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- Students must take at least nine (9) semester hours of required Legal Specialty courses through synchronous instruction.
- Applicable University Global Citizenship Program hours
- Electives

Curriculum

The 42 credit hours required for the legal studies major include the following:

- LEGL 2080 Topics in Law (3 hours)
- LEGL 2400 Introduction to Law (3 hours)
  or POLT 2400 Introduction to Law (3 hours)
- LEGL 3000 Legal Ethics (3 hours)
- LEGL 3490 Civil Procedure Law (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 4810 Tort Law Practice (3 hours)
- LEGL 4820 Contract Law Practice (3 hours)
- LEGL 4850 Computers and the Law (3 hours)
- LEGL 4910 Senior Overview (3 hours)

Students choose 9 hours from one of the following Tracks

Business Law Track (9 hours from the following)

- LEGL 4800 Advanced Topics in Law: Employment Law (3 hours)
- LEGL 4840 Corporations and Business Organizations (3 hours)
- MNGT 4400 Personnel Law (3 hours)
- MNGT 3280 Introduction to Business Law (3 hours)
- LEGL 4900 Paralegal Clinical Studies (3-6 hours)

Criminal Law Track (9 hours from the following)

- LEGL 4800 Advanced Topics of Law: Criminal Evidence (3 hours)
- LEGL 4800 Advanced Topics in Law: Criminal Procedures (3 hours)
- LEGL 2080 Topics of Law: International Criminal Law (3 hours)
- LEGL 4800 Advanced Topics of Law: Juvenile Law (3 hours)
- LEGL 2080 Topics in Law: Serial Killer (3 hours)
  or LEGL 4800 Advanced Topics in Law: Serial Killers (3 hours)
- CRIM 3400 Gender, Crime and Law (3 hours)
- LEGL 4900 Paralegal Clinical Studies (3-6 hours)

Civil Rights Law Track (9 hours from the following)

- LEGL 2080 Topics in Law: Laws of Inequalities: Race, Gender & Class (3 hours)
- LEGL 4800 Advanced Topics of Law: Legal History (3 hours)
- LEGL 2080 Topics in Law: International Human Rights Law (3 hours)
- CRIM 3450 Law and Society (3 hours)
- LEGL 2080 Topics in Law: Rights of the Accused (3 hours)
- LEGL 2080 Topics in Law: Poverty Law (3 hours)
  or LEGL Advanced Topics in Law: Poverty Law (3 hours)
- POLT 3010 American Constitutional Law (3 hours)
- POLT 3020 Civil Liberties and the Law (3 hours)
- LEGL 4900 Paralegal Clinical Studies (3-6)

International Law Track (9 hours from the following)

- INTL 2030 International Law (3 hours)
- LEGL 4800 Advanced Topics in Law: International Human Rights Law (3 hours)
- LEGL 4800 Advanced Topics in Law: International Criminal Law (3 hours)
- LEGL 4800 Advanced Topics in Law: Immigration Law (3 hours)
- LEGL 4900 Paralegal Studies (3-6 hours)

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

Special Requirements

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

Transfer Policy: A minimum of 18 of the 42 required credit hours must be taken at Webster University. A student may obtain advanced standing for legal specialty courses through the transfer of credits from other academic institutions if that program is approved by the American Bar Association (ABA) or in substantial compliance, regionally accredited and otherwise meets the standards established by Webster University. If a student has earned credit from an institution that is not ABA approved, the program director reviews student transcripts and a course description from the institution which awarded the credits and makes a determination as to 1) whether the institution which awarded the credits is accredited at a level substantially equivalent to Webster University; 2) whether the credits were awarded as part of a legal studies or paralegal program substantially the equivalent to the Webster University's

Legal Studies or Paralegal Studies Programs; 3) whether the specific course appears to cover substantially the same material, including practical assignments; and 4) whether the specific course involves the same number of semester hours as the equivalent course at Webster University. In the event the program director is satisfied, an acceptance/transfer of credits is appropriate under these criteria, the program director generates a course substitution form indicating the source of the credits and the legal speciality course for which it should be accepted as credit and the reason for that recommendation. The award of legal specialty credits through examination or portfolio is **not** accepted.

Management Information Systems (BS)

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available online, at the St. Louis main campus, Geneva campus and Tashkent campus.

STEM program

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.

The BS in Management Information Systems is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Learning Outcomes

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

- Demonstrate mastery of information systems management in the following core areas:
  - Application of information technology solutions.
  - Project management.
  - Data and information management.
  - Core business concepts.
- Write and orally communicate technical material effectively and professionally.
- Apply problem-solving skills and the knowledge of information systems management to formulate solutions.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

All upper-level (3000 and above) courses must be taken at Webster University.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 3410 Computer and Information Security (3 hours)
- COSC 3500 IT Project Management (3 hours)
- COSC 4110 Database Concepts (3 hours)
- COSC 4120 Database Applications (3 hours)
- ACCT 2010 Financial Accounting I (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- BUSN 2100 Business Communications (3 hours)
- BUSN 4120 Integrated Business Processes and ERP (3 hours)
- BUSN 4140 Configuration of ERP Systems (3 hours)
- ECON 2000 Survey of Economics (3 hours)
- FINC 3210 Principles of Finance (3 hours)
- MNGT 2100 Management Theory and Practices (3 hours)
- MNGT 2500 Marketing (3 hours)
- STAT 1100 Descriptive Statistics (3 hours)

Media Production (BA)

This program is offered by the School of Communications/Media Arts Department and is available at the St. Louis main campus and online via asynchronous modality.

Program Description

Students in the Bachelor of Arts in Media Production will develop multimedia production skills through project-based instruction and produce engaging content for commercial, personal, and/or artistic applications. This degree is designed to teach students how to thrive and adapt in a changing, multimodal media environment and to give them a variety of production skills necessary to communicate with impact.

Learning Outcomes

Graduates of this program will be able to:

- Demonstrate a basic proficiency with different forms of digital media.
- Demonstrate special proficiency in at least one special area in media production.
- Build a successful online presence with a unique aesthetic.
- Demonstrate an understanding of the modern media production environment.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Required Courses (33 credit hours)

- AUDI 1000 Audio Production for Non-Majors (3 hours)
- FTVP 1010 Fundamentals of Video Production (3 hours)
- EPMD 1040 Visual Storytelling (3 hours)
- GAME 1500 Introduction to Video Game Design (3 hours)
- INTM 1600 Introduction to Interactive Media (3 hours)
- MDST 1010 Media Foundations (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)
- MDST 2500 Professional Development (3 hours)
- MDST 3100 Social Media Strategies and Tactics (3 hours) **or** ADVT 3600 Social Media Content and Development (3 hours)
- PHOT 1000 Fundamentals of Photography (3 hours)
- INTM 4620 Senior Overview* (3-6 hours)
  *Capstone Course

Skill Electives:

A minimum of 12 credit hours must be chosen from the following, including at least 3 credit hours at or above the 3000 level:

- AUDI 1063 Introduction to Podcasting (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- ANIM 1000 Fundamentals of Animation (3 hours)
- ANIM 2200 3D Animation Structure and Form (3 hours)
- ANIM 3100 2D Animation and Rigging (3 hours)
- ANIM 3200 3D Animation and Rigging (3 hours)
- COAP 2000 Introduction to Web Programming (3 hours)
- FTVP 1400 Graphics and Effects (3 hours)
- FTVP 2400 Motion Graphics (3 hours)
- FTVP 2500 Event and Studio Production (3 hours)
- GAME 3000 Video Game Design I (3 hours)
- INTM 3050 Information Visualization (3 hours)
- INTM 3100 Introduction to Web Development (3 hours)
- INTM 4200 User Experience Design in Theory and Practice (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 4110 Digital Media and Culture (3 hours)
- MDST 4200 Media Research (3 hours)
- PHOT 1500 Digital Imaging and Printing (3 hours)
- PHOT 2200 Lighting Techniques (3 hours)
- PHOT 3100 Documentary Photography and Photojournalism (3 hours)
- SCPT 2900 Scriptwriting (3 hours)

Media Studies (BA)

This program is offered by the School of Communications/ Communications and Journalism Department. It is available online, at the St. Louis main campus, Athens campus and Tashkent campus. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

Program Description

The media studies major is a broad communication experience within the School of Communications. In this program, students explore the design, delivery and effects of media messages in a range of communication fields and across multiple communication platforms. Media studies majors approach media from academic and practical standpoints, develop diverse professional portfolios and hone skills integral to a variety of media careers. The media studies degree affords an excellent foundation for pursuing a variety of careers within any organization that uses and values communication.

Learning Outcomes

Successful graduates of this program will be able to:

- Develop media content for different fields, platforms and audiences.
- Demonstrate an understanding of the need to think ethically when creating messages.
- Evaluate media in historical and global context.
- Conceive and implement effective communication strategies.
- Analyze media content and effects.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 39-44 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 1160 Communication for Media Professionals (3 hours)
- MDST 2100 Media Literacy (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MDST 2500 Professional Development for Media Careers (3 hours)
- MDST 3100 Social Media Strategies & Tactics (3 hours)
- MDST 3260 Global Media Practice (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- MDST 4110 Digital Media & Culture (3 hours)
- MDST 4200 Media Research (3 hours)
- MDST 4620 Media Practicum/Thesis* (3-4 hours**)
  or MDST 4950 Internship* (3-8 hours)

*Capstone Course - student must earn a grade of no less than B.

**Students wishing to complete their degree at Webster Vienna Private University must select the thesis option and register for 4 credit hours.

Students in the media studies program are encouraged to explore minors, certificates or even other majors to expand their experience.

Students may petition to complete a professional media practicum (internship) or senior overview with a focus in their area of concentration.

Music (BA)

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

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

Learning Objectives

Students with a bachelor of arts in music will

- Perform and improvise music from a variety of cultures on a primary and secondary instrument at a level appropriate to the student's needs and interests.
- Articulate through writing, speaking, and other media an understanding of the theoretical, historical, and aesthetic frameworks of a variety of musics and musical cultures.
- Apply and integrate aural skills, analysis, and sociohistorical knowledge to the study and interpretation of various musics.
- Demonstrate technological competency necessary to support a career in music.
- Recognize power relations and biases within the arts and society and work actively to promote equity and justice through music.

Admission and Audition Requirements

To be admitted as an undergraduate music major, applicants must complete an 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 talent scholarships is given to students who complete all admission requirements before March 1 of the application year.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 58-61 required credit hours
- Applicable University Global Citizenship Program hours
- Electives

Required Courses

Core Music Courses

- MUSC 1010 Music Theory and Aural Skills I (4 hours)
- MUSC 1020 Music Theory II (3 hours)
- MUSC 1820 Aural Skills II (2 hours)
- A minimum of 6 credit hours chosen from the following:
  - MUSC 1370 Jazz Keyboard Theory I (3 hours)
  - MUSC 2050 Songwriting Theory (3 hours)
  - MUSC 3060 Topics in Music Analysis (2-3 hours)
  - MUSC 3065 Topics in Music Analysis (2-3 hours)
  - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 2060 Social and Cultural Approaches to Music (3 hours)
- MUSC 2070 Music in Western Culture (3 hours)
- A minimum of 4 credit hours chosen from the following:
  - MUSC 3160 Topics in Musicology (1-3 hours)
  - MUSC 3165 Topics in Musicology (1-3 hours)
  - MUSC 3170 Jazz History (3 hours)
  - MUSC 3520 History of Popular Styles (3 hours)
  - MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4370 Advanced Topics in Entrepreneurship (3 hours)
- MUSC 0200 Candidacy Examination (0 hours)
- MUSC 0500 Senior Overview (0 hours)

Performance Courses

- MUSC 0890 Recital Attendance (0 hours)
  six semesters required
- MUSC 0990 Music Semester (0 hours)
  taken every semester
- MUSC 2601, MUSC 2602, MUSC 2603, MUSC 2604, MUSC 2605, MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005, MUSC 3002, MUSC 3004, MUSC 3005 Applied Music (12 hours)
  six semesters required
- MUSC 1080, MUSC 1085, MUSC 2001, MUSC 2501 Class or Applied Piano (2-4 hours)
  minimum two semesters required

Major Ensemble
6 hours over 8 semesters, as approved by advisor, to be selected from:

- MUSC 4900 Webster University Chorale (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4955 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Combos (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 4611 Senior Thesis (2 hours)
- MUSC 4612 Writing About Music (1 hour)
- MUSC 4613 Speaking About Music (1 hour)
- MUSC 4614 Music Research (1 hour)

A minimum of 6 credit hours selected from:

- MUSC 2200 Introduction to Music Education (2 hours)
- MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005 Applied Music (2 hours)
- MUSC 3010 Fundamentals of Composition (3 hours)
- MUSC 3020 Techniques of the Contemporary Composer (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3170 Jazz History (3 hours) (*unless used for musicology requirement above*)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3510 Arranging for Popular Styles (3 hours)
- MUSC 3520 History of Popular Styles (3 hours) (*unless used for musicology requirement above*)
- MUSC 3530 Lyric Writing (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours) (*unless used for music theory requirement above*)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4170 Piano Literature I (2 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4250 Voice Pedagogy I (2 hours)
- MUSC 4255 Voice Pedagogy II (2 hours)
- MUSC 4260 Piano Pedagogy I (2 hours)
- MUSC 4270 Piano Pedagogy II (2 hours)
- MUSC 4370 Advanced Topics in Music Entrepreneurship (3 hours)
- MUSC 3000 Music Entrepreneurship (3 hours)
- MUSC 4370 Advanced Topics in Music Entrepreneurship (3 hours)
- MUSC 4705 The Vienna Musical Experience (3 hours)
- MUSC 4750 Vienna: Language of Lieder (3 hours)

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 main campus.

Program Description

The composition program at Webster focuses on contemporary concert music or songwriting. Students are also encouraged to explore many other musical styles and technologies such as jazz, electronic, computer and MIDI applications. Faculty composers work directly with composition majors. Numerous opportunities exist for the performance of students' works, including the Student Songwriter Showcase, and the Wet Ink project.

Students in this major complete the required music core, performance, composition and supportive courses, and complete one of the two concentrations.

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

Learning Outcomes

Students with the bachelor music in composition will:

- Conceptualize, develop and complete original compositions for different media (acoustic instruments, electronic, voice, etc.) utilizing melodic, harmonic, rhythmic and textural techniques/resources gained from study and experimentation.
- Notate compositions clearly and accurately, utilizing music publishing software to produce professional quality scores and parts suitable for performance.
- Analyze and understand a musical composition in terms of structure and historical/cultural context.
- Demonstrate the acquisition of skills that enhance the compositional process, including conducting, instrumental or vocal performance, technological skills, and musicianship.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 90-93 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for the Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses (28 hours)

- MUSC 1010 Music Theory and Aural Skills I (4 hours)
- MUSC 1020 Music Theory II (3 hours)
- MUSC 1820 Aural Skills II (2 hours)
- A minimum of 6 credit hours chosen from the following:
  - MUSC 1370 Jazz Keyboard Theory I (3 hours)
  - MUSC 2050 Songwriting Theory (3 hours)
  - MUSC 3060 Topics in Music Analysis (2-3 hours)
  - MUSC 3065 Topics in Music Analysis (2-3 hours)
  - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 2060 Social and Cultural Approaches to Music (3 hours)
- MUSC 2070 Music in Western Culture (3 hours)
- A minimum of 4 credit hours chosen from the following:
  - MUSC 3160 Topics in Musicology (1-3 hours)
  - MUSC 3165 Topics in Musicology (1-3 hours)
  - MUSC 3170 Jazz History (3 hours)
  - MUSC 3520 History of Popular Styles (3 hours)
  - MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 4370 Advanced Topics in Entrepreneurship (3 hours)
- MUSC 0200 Candidacy Examination (0 hours)
- MUSC 0500 Senior Overview (0 hours)

Composition and Performance Courses (23 hours)

- MUSC 0890 Recital Attendance (0 hours)
  six semesters required
- MUSC 0990 Music Seminar (0 hours)
  taken ever semester
- MUSC 2601, MUSC 2602, MUSC 2603, MUSC 2604, MUSC 2605 Applied Music (8 hours)
  four semesters
- MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005 Applied Music (4 hours)
  two semesters
- MUSC 3010 Fundamentals of Composition (3 hours)
- MUSC 4010 Studio Composition (8 hours)
  four 16-week terms, 2 credits per term
- MUSC 0420 Capstone Project (0 hours)

Note: Composition majors are required to complete a capstone project, which includes public performance and/or presentation. Further instructions can be found in the Department of Music Handbook.

Major Ensemble (6 hours)

6 hours over 8 semesters, as approved by advisor, to be selected from:

- MUSC 4900 Webster University Chorale (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4950 Webster University Chamber Music Ensemble (1 hour per semester)
- MUSC 4955 Webster University Jazz Singers (1 hour per semester)
- MUSC 4960 Webster University Jazz Combos (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

*A maximum of 2 hours of MUSC 4950 Webster University Chamber Music Ensembles may count toward the Major Ensemble requirement.

Supportive Courses (22-25 hours)

- MUSC 1080 1085 Class Piano I, II (4 hours) (*may be waived on the basis of placement exam results*)
- MUSC 1500 Music Software Applications: Notation (1 hour) (may be waived on the basis of portfolio assessment results)
- MUSC 2001, MUSC 2002, MUSC 2003, MUSC 2004, MUSC 2005, MUSC 2501, MUSC 2502, MUSC 2503, MUSC 2504, MUSC 2505 Applied Music: Secondary Instrument (two semesters required; secondary instrument as approved by advisor) (2 hours)
- MUSC 2050 Songwriting Theory (3 hours)
  or MUSC 4030 Eighteenth-Century Counterpoint (3 hours) (cannot be used for core music course requirement).
- AUDI 1110 Audio Technology Lecture (3 hours)
- AUDI 1131 Digital Audio Workstation (3 hours)
- 6-9 hours of additional AUDI coursework

Students choose a concentration in concert music or songwriting:

Concentration in Concert Music (11 hours)

- MUSC 3020 Techniques of the Contemporary Composer (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 2001, MUSC 2002, MUSC 2003, MUSC 2004, MUSC 2005, MUSC 2501, MUSC 2502, MUSC 2503, MUSC 2504, MUSC 2505 Applied Music: Secondary Instrument (two semesters required; secondary instrument as approved by advisor) (2 hours)

Concentration in Songwriting (11 hours)

- MUSC 3510 Arranging for Popular Styles (3 hours)
- MUSC 3520 History of Popular Styles (3 hours)
  cannot be used for core music course requirement
- MUSC 3530 Lyric Writing (3 hours)
- MUSC 4010 Studio Composition (2 hours)

Audition Requirements

To be admitted as an undergraduate music major, applicants must complete an 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 talent scholarships is given to students who complete all admission requirements before March 1 of the application year.

Music (BM) in Performance

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

Program Description

The bachelor of music in performance is a pre-professional degree designed to prepare students who wish to pursue a future in the professional music world as a performing artist, studio teacher, or building an independent multi-faceted career.

Extensive applied instruction and classes on technique, pedagogy, coaching and repertoire in various languages and performance styles, as well as ensemble experience, constitute the core of the curriculum.

Students in this major complete the required music core, performance, and supportive courses, and complete one of five concentrations according to their primary instrument and area of interest.

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

Learning Outcomes

Students with the bachelor music in performance will:

- Demonstrate the effective expression of music through technical proficiency, knowledge of style and communication of musical character.
- Demonstrate in performance different musical styles and make appropriate stylistic choices.
- Exhibit appropriate undergraduate level mastery through a culminating recital or project
- Incorporate career business principles for the working musician.

Admission and Audition Requirements

To be admitted as an undergraduate music major, applicants must complete an 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 talent scholarships is given to students who complete all admission requirements before March 1 of the application year.

Performance Requirements

Much of the music that we make is collaborative in nature, with a mix of keyboard, wind, brass, string and percussion instruments and voices. So that performance majors develop an ability to work with others beyond an accompanist, all performance majors presenting junior and senior recitals will include on each recital or in a Thursday student recital at least one 3-minute work that includes collaboration with a performer other than or in addition to piano. Works longer than 3 minutes are encouraged.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 83-99 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music
- Electives

Global Citizenship Program for Bachelor of Music

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated 'Roots of Cultures' (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated 'Social Systems & Human Behavior'
- 3 credit hours from courses designated 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy'
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

Core Music Courses

- MUSC 1010 Music Theory and Aural Skills I (4 hours)
- MUSC 1020 Music Theory II (3 hours)
- MUSC 1820 Aural Skills II (2 hours)
- A minimum of 6 credit hours chosen from the following:
  - MUSC 2050 Songwriting Theory (3 hours)
  - MUSC 3060 Topics in Music Analysis (2-3 hours)
  - MUSC 3065 Topics in Music Analysis (2-3 hours)
  - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 2060 Social and Cultural Approaches to Music (3 hours)
- MUSC 2070 Music in Western Culture (3 hours)
- A minimum of 4 credit hours chosen from the following:
  - MUSC 3160 Topics of Musicology (1-3 hours)
  - MUSC 3165 Topics in Musicology (1-3 hours)
  - MUSC 3170 Jazz History (3 hours)
  - MUSC 3520 History of Popular Styles (3 hours)
  - MUSC 4040 Music in the Twentieth Century (3 hours)
- MUSC 4370 Advanced Topics in Entrepreneurship (3 hours)
- MUSC 0200 Candidacy Examination (0 hours)
- MUSC 0500 Senior Overview (0 hours)

Performance Courses

- MUSC 0890 Recital Attendance (0 hours)
  six semesters required
- MUSC 0990 Music Seminar (0 hours)
  taken every semester
- MUSC 2601, MUSC 2602, MUSC 2603, MUSC 2604, MUSC 2605 Applied Music (major instrument) (8 hours)
  four semesters required
- MUSC 3001, MUSC 3002, MUSC 3003, MUSC 3004, MUSC 3005 Applied Music (major instrument) (4 hours)
  two semesters
- MUSC 4001, MUSC 4002, MUSC 4003, MUSC 4004, MUSC 4005 Applied Music (major instrument) (4 hours)
  two semesters

Major Ensemble
8 hours over 8 semesters, as approved by advisor, to be selected from:

- MUSC 4900 Webster University Chorale (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)
- MUSC 4940 Webster University Orchestra (1 hour per semester)
- MUSC 4955 Webster University Jazz Singer (1 hour per semester)
- MUSC 4960 Webster University Jazz Combos (1 hour per semester)
- MUSC 4970 Webster University Jazz Collective (1 hour per semester)
- MUSC 4980 Webster University Wind Ensemble (1 hour per semester)

Supportive Courses

- MUSC 1080, MUSC 1085 Class Piano I and II (4 hours) (may be waived on the basis of placement exam results)
- MUSC 2001, MUSC 2002, MUSC 2003, MUSC 2004, MUSC 2005, MUSC 2501, MUSC 2502, MUSC 2503, MUSC 2504, MUSC 2505 Applied Music: Secondary Instrument *(four semesters required; secondary instrument as approved by advisor)* (2 hours)
- MUSC 3410 Conducting I (3 hours)

Students choose one performance concentration:

Concentration in Jazz

- MUSC 0300 Junior Recital (0 hours)
- MUSC 0400 Senior Recital (0 hours)
- MUSC 1370, MUSC 1380 Jazz Keyboard Theory I, II (6 hours) (cannot be used for core music course requirement)
- MUSC 3170 Jazz History (3 hours) (cannot be used for core music course requirement)
- MUSC 4320 Jazz Education Methods (2 hours)
- MUSC 4340, MUSC 4350 Jazz Scoring and Arranging I, II (5 hours)
- MUSC 2300, MUSC 2300 Jazz Improvisation I, II (6 hours)
- MUSC 3300 Advanced Jazz Improvisation (9 hours)

Concentration in Instrumental Studies

- MUSC 0300 Junior Recital (0 hours)
- MUSC 0400 Senior Recital (0 hours)
- MUSC 2004 Applied Music (minor lesson for literature and pedagogy study) (eight semesters required) (8 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 3420 Advanced Instrumental Conducting (3 hours)
- MUSC 4190 Orchestral Literature (3 hours)
- MUSC 4950 Webster University Chamber Music Ensemble (4 hours)

Concentration in Music Direction for Musical Theatre

- Choose two of the following courses, as approved by advisor:
  - MUSC 1500 Music Software Applications: Notation (1 hour)
  - MUSC 1501 Music Software Applications: Digital Audio Workstations (1 hour)
  - MUSC 1502 Music Software Applications: Presentation Tools (1 hour)
- MUSC 2001, MUSC 2501 Applied Piano or MUSC 2002, MUSC 2502 Applied Voice (four additional semesters required) (4 hours)
- MUSC 2085 Keyboard Skills for Music Educators (2 hours)
- MUSC 3010 Fundamentals of Composition (3 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 4006 Applied Conducting (four semesters required) (4 hours)
- MUSC 4710 Music Directing Practicum (assisting Conservatory or other shows, four semesters required) (4 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
- MUSC 4610 Readings in Music Directing (two semesters required, one hour each) (2 hours)
- MUTH 1030 History of American Musical Theatre (3 hours)
- MUSC 4995 Opera Workshop and Acting for Singers (two semesters required) (2 hours)
- AUDI 1000 Audio Production for Non-Majors (3 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.

Concentration in Piano

- MUSC 0300 Junior Recital (0 hours)
- MUSC 0400 Senior Recital (0 hours)
- MUSC 2085 Keyboard Skills for Music Educators (2 hours)
- MUSC 3070 Orchestration I (3 hours)
- MUSC 4030 Eighteenth-Century Counterpoint (3 hours) [cannot be used for core music course requirement]
- MUSC 4170, MUSC 4175 Piano Literature I, II (4 hours)
- MUSC 4260, MUSC 4270 Piano Pedagogy I, II (4 hours)
- MUSC 4950 Webster University Chamber Music Ensembles (4 hours)

Concentration in Voice

- MUSC 0300 Junior Recital (0 hours)
- MUSC 0400 Senior Recital (0 hours)
- MUSC 1028 Introduction to Lyric Diction (International Phonetic Alphabet/English) (1 hour)
- MUSC 2085 Keyboard Skills for Music Educators (2 hours)
- MUSC 2128 Lyric Diction I (Italian/German) (2 hours)
- MUSC 2129 Lyric Diction II (French/Spanish) (2 hours)
- MUSC 4150 The Art Song (3 hours)
- MUSC 4160 Operatic Literature (3 hours)
- MUSC 4250, MUSC 4255 Voice Pedagogy I, II (4 hours)
- MUSC 4990 Webster University Opera Studio (4 semesters required) (4 hours)
- MUSC 4995 Opera Workshop and Acting for Singers (4 semesters required) (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 main campus.

Program Description

Webster offers two emphases in music education to meet or exceed the requirements of the State of Missouri for teacher certification, K-12. These programs are designed for students who wish to teach music in elementary or secondary school music programs.

The bachelor of music education is accredited by the National Association of Schools of Music (NASM). The bachelor in music education is also accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Learning Outcomes

A music education student will:

- Articulate a personal philosophy of music education and explain how that philosophy informs pedagogical practice.
- Analyze, devise and/or select instructional activities and materials (including repertoire) for being developmentally appropriate, relevant, culturally responsive/sustaining, and aligned with state and national music standards.
- Plan and execute instruction in a variety of formats and learning modes, accounting for a variety of student backgrounds, abilities, needs and interests.
- Demonstrate understanding of assessment, measurement and evaluation through the deploying of valid and reliable assessment tools.
- Demonstrate a broad and versatile set of musical skills in service of making music instruction relevant for all students.
- Use technology effectively to enhance instruction.
- Develop professional dispositions and skills (e.g., communication) appropriate to the practice of music education.

Admission and Audition Requirements

To be admitted as an undergraduate music major or music minor, applicants must complete an audition/interview with the music faculty and complete various diagnostic examinations. Auditions are arranged through the Office of Undergraduate Admissions. Specific information on the audition requirements for each music degree program is available from the department's website. Priority consideration for performance scholarships is given to students who complete all admission requirements before February 28 of the application year.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 111-113 Required courses
- Applicable University Global Citizenship Program hours, with accommodations for the bachelor of music education
- Electives

Global Citizenship Program for Bachelor of Music Education

- GLBC 1200 Global Cornerstone Seminar
- 6 credit hours from courses designated ‘Roots of Cultures’ (One course with the MUSC prefix can fulfill GCP and major requirements simultaneously.)
- 3 credit hours from courses designated ‘Social Systems & Human Behavior’
- 3 credit hours from courses designated ‘Global Understanding’
- 3 credit hours from courses designated ‘Physical & Natural World’ or ‘Quantitative Literacy’
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements may be fulfilled with the courses above, courses in the major, or electives. 'Arts Appreciation' is satisfied in meeting the requirements for the major

Required Courses

Core Music Courses (25 hours)

- MUSC 1010 Music Theory and Aural Skills I (4 hours)
- MUSC 1020 Music Theory II (3 hours)
- MUSC 1820 Aural Skills II (2 hours)
- A minimum of 6 credit hours chosen from the following:
  - MUSC 1370 Jazz Keyboard Theory I (3 hours)
  - MUSC 2050 Songwriting Theory (3 hours)
  - MUSC 3060 Topics in Music Analysis (2-3 hours)
  - MUSC 3065 Topics in Music Analysis (2-3 hours)
  - MUSC 4030 Eighteenth-Century Counterpoint (3 hours)
- MUSC 2060 Social and Cultural Approaches to Music (3 hours)
- MUSC 2070 Music in Western Culture (3 hours)
- A minimum of 4 credit hours chosen from the following:
  - MUSC 3160 Topics in Musicology (1-3 hours)
  - MUSC 3165 Topics in Musicology (1-3 hours)
  - MUSC 3170 Jazz History (3 hours)
  - MUSC 3520 History of Popular Styles (3 hours)
  - MUSC 4040 Music of the Twentieth Century (3 hours)
- MUSC 0200 Candidacy Examination (0 hours)
- MUSC 0500 Senior Overview (0 hours)

Performance Courses (16 hours)

- MUSC 2601, MUSC 2602, MUSC 3001, MUSC 3002, MUSC 4001, MUSC 4002 Applied Music: Piano/Voice *(six semesters required)* (12 hours)
- MUSC 2001, MUSC 2002, 2003, 2004, 2005, MUSC 2501, 2502, 2503, 2504, 2505 Applied Music: Secondary Instrument (*four semesters required; secondary instrument as approved by advisor*) (4 hours)
- MUSC 0890 Recital Attendance *(six semesters required)* (0 hours)
- MUSC 0990 Music Seminar *(six semesters required)* (0 hours)
- MUSC 0410 Music Education Recital (0 hours)

NOTE: Music education majors are required to give a short senior recital, with parameters that differ slightly from performance degree recitals. Further instructions can be found in the Department of Music Handbook

Major Ensemble (7 hours)

7 hours over eight semesters, as approved by advisor, to be selected from:

- MUSC 4900 Webster University Chorale (1 hour per semester)
- MUSC 4910 Webster University Chamber Singers (1 hour per semester)
- MUSC 4920 Webster University Aurelia (1 hour per semester)

Supportive Courses (32-34 hours)

- MUSC 1080, 1085 Class Piano I, II (4 hours)
  may be waived on the basis of placement exam results
- MUSC 2085 Keyboard Skills for Music Educators (2 hours)
- MUSC 2200 Intro to Music Education (2 hours)
- Choose two of the following courses, as approved by advisor:
  - MUSC 1500 Music Software Applications: Notation (1 hour)
  - MUSC 1501 Music Software Applications: Digital Audio Workstations (1 hour)
  - MUSC 1502 Music Software Applications: Presentation Tools (1 hour)
- MUSC 3210 Elementary School Music Methods (3 hours)
- MUSC 3220 Classroom Management in Music Settings (1 hour)
  or EDUC 3375 Behavioral Management (3 hours)
- MUSC 3230 Secondary General Music Methods (2 hours)
- MUSC 3240 Teaching Reading in the Music Classroom (3 hours)
  or MUSC EDUC 4380 Teaching Reading and Writing in the Content Areas (3 hours)
- MUSC 3410 Conducting I (3 hours)
- MUSC 3430 Advanced Choral Conducting and Literature (3 hours)
- MUSC 4070 Choral Arranging (2 hours)
- MUSC 4080 Secondary Choral Methods and Literature (3 hours)
- MUSC 4250 Vocal Pedagogy I (2 hours)

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 2800 Foundations in Education *(Grade of B or better)* (3 hours)
   - EDUC 2900 Education of Students with Exceptionalities (3 hours)
   - EDUC 3100 Learning, Teaching, and Assessment (3 hours)
   - EDUC 3800 Intermediate Practicum (1 hour)
   - EDUC 4000 Apprentice Teaching Seminar (1 hour)
   - EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3 hours)
   - EDUC 4800 Apprentice Teaching (13 hours)

Musical Theatre (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

Program Description

Webster University's Sargent Conservatory of Theatre Arts trains our future colleagues to become visionaries, creators and leaders in the next generation of theatre professionals.

Webster University 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 in the Sargent Conservatory will be able to:

- Describe the cultural and historical context for theatrical practice.
- Hone strong analytical, research, organizational and technical skills for the creation and/or performance of theatre.
- Apply skills (second outcome) to the production and performance of theatre encompassing a variety of styles with creativity and competence.
- Model positive and effective leadership, clear communication and collaboration to work well with others.
- Assess power relationships and biases within the arts and society, past and present, and work to promote equity and justice through theatre via classwork and production.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- Minimum 91 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)

KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020 *(the Conservatory sequence or its equivalent)* (minimum 24 hours)
- MUTH 3010, MUTH 3020, MUTH 4010, MUTH 4020 *(the Musical Theatre sequence or its equivalent)* (20 hours)
- MUSC 1000 Fundamentals of Notational Literacy (2 hours)
- MUSC 1015 Music Theory for Musical Theatre (3 hours)
- MUSC 1080, MUSC 1085 Applied Music: Class or Applied Piano (4 hours) (*may be waived on the basis of placement exam results*)
- MUSC 1800 Basic Musicianship for Musical Theatre (2 hours)
- MUSC 2910 Applied Musicianship for Musical Theatre III (3 hours)
- MUSC 2502 Applied Voice (16 hours)
- MUTH 1030 History of American Musical Theatre (3 hours)
- DANC 1010 Ballet I **or** DANC 2010 Ballet II (minimum 1 hour)
- DANC 1020 Ballet I **or** DANC 2020 Ballet II (minimum 1 hour)
- DANC 1090 Jazz I **or** DANC 2090 Jazz II (minimum 1 hour)
- DANC 1100 Jazz I **or** DANC 2100 Jazz II (minimum 1 hour)
- DANC 1230 Tap Dance I **or** DANC 2230 Tap Dance II (minimum 1 hour)
- DANC 1240 Tap Dance I **or** DANC 2240 Tap Dance II (minimum 1 hour)
- MUTH 2410 Musical Theatre Dance Styles I (minimum 1 hour)
- MUTH 2420 Musical Theatre Dance Styles I (minimum 1 hour)

4 additional dance focused (DANC and/or MUTH) courses (minimum 4 hours)

2 hours from the following:

- MUSC 4900 Webster University Chorale (1 hour)
- MUSC 4910 Chamber Singers (1 hour)
- MUSC 4920 Aurelia (1 hour)
- MUSC 4955 Jazz Singers (1 hour)

Nursing (BSN)

This program offered by the College of Science and Health/ Nursing Department. The online Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program is offered at the St. Louis campus and is for RNs who hold a current unencumbered U.S. nursing license. The traditional undergraduate Bachelor of Science in Nursing program is offered in person and only in Uzbekistan. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

RN to BSN Program

This program is offered only online and is for students who have successfully completed an associate degree or diploma in Nursing.

Program Description

The Bachelor of Science completion program in nursing (RN to BSN) is designed for the registered nurse who wishes to advance his or her knowledge in nursing, the sciences and the liberal arts, and to achieve a bachelor's degree. The program helps the registered nurse develop analytic and communication skills for professional excellence.

The RN to 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 healthcare consumer. The program prepares the registered nurse for generalist nursing practice. A variety of faculty members, student experiences and learning environments are used to meet program and individual student goals.

This online program is tailored to working adults, offering part-time enrollment and eight-week terms. Typically, students complete the core nursing curriculum in 1 (taking two courses per 8-week term) to 2–2.5 (taking one course per 8-week term) years if courses are taken 5 terms per year. Frequently, students must take additional Global Citizenship Program and/or elective courses to fulfill degree requirements. Nursing faculty advisors discuss additional requirements during the admission interview.

The baccalaureate nursing program at Webster University located in Saint Louis, Missouri is accredited by the Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
404-975-5000
www.acenursing.org

View the public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs.

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 and populations.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 27 credit hours in nursing coursework for RN students seeking a BSN (students must have completed a diploma or associate degree in nursing program)
- 27 credit hours in designated University Global Citizenship Program hours, with accommodations for the nursing RN-BSN, and prerequisite courses including the requirement for an additional 5 hours of science courses.
  - Global Citizenship Program for Nursing RN-BSN GLBC 1200 Global Cornerstone Seminar (satisfied by an Associate Degree in Nursing, an Associate in Applied Science Degree, or a Diploma in Nursing)
  - English, Literature, or other English, Composition or Writing course (3 hours)
  - General Psychology or other Social System & Human Behavior (SSHB) course (3 hours)
  - General Sociology or other SSHB course (3 hours)
  - Physical and Natural World Sciences (PNW) (3 hours)
  - Statistics or other Quantitative Literacy (QL) course (3 hours)
  - Humanities or other Roots of Culture (ROC) course (3 hours)
  - International language study or arts appreciation (3 hours)
  - KEYS 4XXX-Global Keystone Seminar (3 hours)
- Elective hours

RN-BSN students are required to take **at least 30 credit hours** at Webster University. For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

Note: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are satisfied in meeting the requirements for the major.

Curriculum

Required Nursing Core Courses

- NURS 3010 Concepts of Professional Nursing (3 hours)
- NURS 3020 Lifespan Health Assessment for RNs (3 hours)
- NURS 3270 Evidence-Based Practice for Nurses (3 hours)
- NURS 3410 Health Promotion and Education (3 hours)
- NURS 4110 Interprofessional Collaboration (3 hours)
- NURS 4240 Organizational and Systems Leadership (3 hours)
- NURS 4250 Population Health: Clinical Prevention with Families and Communities (3 hours)
- NURS 4460 Disaster Management: A Global Perspective (2 hours)
- NURS 4410 Health Care Policy, Finance, and Regulatory Environments (3 hours)
- NURS 4800 Capstone Portfolio (1 hour)

Special Requirements

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

Admission

Students who are interested in applying to this degree program should see the Admission Section of this catalog for general requirements and review the Special Admission Requirements listed below specific for RN-BSN program.

Special Admission Requirements

RN-BSN applicants must also:

- Provide proof of current unencumbered U.S. registered nurse license or be eligible for licensure as an RN and have a scheduled NCLEX exam within three months of beginning the program. Progression through the program is contingent on maintenance of an unencumbered nursing licensure.
- Provide transcripts from nursing schools and all colleges from which academic credit has been granted.
- Demonstrate a cumulative GPA of 2.5 on 4.0 scale in previous scholastic work.
- Complete the Webster University undergraduate application and submit the application fee.
- Submit a résumé.
- Complete an advising consultation with a faculty member.

Dual admission ADN to BSN applicants, who wish to take BSN curriculum courses while completing an ADN, must complete all GCP, prerequisite and elective credit hours prior to taking nursing courses. Given the prelicensure status of dual admission students, ADN students may only enroll in NURS 3010 and NURS 3020. Enrollment in additional nursing curriculum courses is contingent on successful completion of the ADN, submission of proof of current unencumbered U.S. registered nurse licensure, and other compliance documents.

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

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

Send all supplemental application materials to:

Office of Admission
470 E. Lockwood Ave.
St. Louis, MO 63119-3194

or submit electronically to: admit@webster.edu

Transfer Credit for the RN to BSN Program

Webster University may accept up to 90 credit hours, including credit hours earned beyond the first associate degree and for credit by examination, for registered nurse (RN) students seeking a Bachelor of Science in nursing. This may include credit hours advanced by the community college for licensed practical nurse (LPN) advanced placement. Please refer to the nursing department for more information.

Bachelor of Science in Nursing (BSN)

This program is offered only in Uzbekistan and is a traditional 4-year nursing program.

Program Description

The Bachelor of Science in Nursing curriculum focuses on holistic health promotion for the individual student, the profession, the

individual client, groups and the population. 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 global healthcare consumers. 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 curriculum consists of science and nursing courses as well as the core curriculum courses required by the Webster University Nursing Department and College of Science and Health, providing students with a well rounded liberal arts education background. This degree is focused on the National Council Licensure Examination (NCLEX - U.S.) licensure exam criteria and prepares the student for nursing practice in Uzbekistan and globally.

Note: Attaining the Bachelor of Science in Nursing at Webster University in Uzbekistan prepares the student for nursing practice in Uzbekistan but does not constitute a US nursing license. If a nurse in Uzbekistan desires to live and practice in another country or US state, they must meet the requirements of that country or US state's board of nursing to practice in that country or US state.

Learning Outcomes

BSN End of Program Student Learning Outcomes (EPSLOs) are as follows:
Upon completion of the program, the graduate will be able to:

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

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 69 Required hours
- 21 Applicable University Global Citizenship Program hours
- 30 hours non-nursing supporting Core requirements (electives)

Curriculum

Non-Nursing Supporting Core Requirements (30 credit hours)

- BIOL 1610 Anatomy & Physiology I (3 hours)
  and BIOL 1611 Anatomy & Physiology I Lab (1 hour)
- BIOL 1620 Anatomy & Physiology II (3 hours)
  and BIOL 1621 Anatomy & Physiology II Lab (1 hour)
- BIOL 2120 Microbiology (3 hours)
  and BIOL 2121 Microbiology Lab (1 hour)
- BIOL 2350 Nutrition (3 hours)
- CHEM 1050 Concepts in Chemistry* (3 hours)
- PSYC 1100 Introduction to Psychology * (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics* (3 hours)
  or other 3 credit hour course that meets QL requirement
- WRIT 1010 The Craft of College Writing* (3 hours)
  or other 3 credit hour course that addresses writing in APA 7th edition and meets GCP writing skill

*Also counts as GCP requirements

Nursing Core Requirements (69 credit hours)

- NURS 2000 Introduction to Healthcare (3 hours)
- NURS 2100 Fundamentals of Nursing Care (3 hours)
- NURS 2200 Pharmacology Concepts (3 hours)
- NURS 2300 Pathophysiology (3 hours)
- NURS 2400 Interprofessional Collaboration (3 hours)
- NURS 3100 Clinical Judgment in Nursing 1 (4 hours)
- NURS 3300 Fluid, Electrolytes, & Therapeutic Nutrition (3 hours)
- NURS 3360 Healthcare Policy, Finance & Regulation (3 hours)
- NURS 3460 Evidence Based Practice for Nursing (3 hours)
- NURS 3560 Clinical Judgment in Nursing 2: Lifespan 1 (3 hours)
- NURS 3570 Clinical Judgment in Nursing 2: Lifespan 2 (3 hours)
- NURS 3700 Clinical Judgment in Nursing 3 (4 hours)
- NURS 3800 Data Analysis and Informatics in Nursing (3 hours)
- NURS 3900 Clinical Judgment in Nursing 4 (4 hours)
- NURS 4070 Clinical Judgment in Nursing 5: Specialty Care 1 (3 hours)
- NURS 4080 Clinical Judgment in Nursing 5: Specialty Care 2 (3 hours)
- NURS 4100 Quality & Safety in Nursing (3 hours)
- NURS 4200 Organization & Systems Leadership (3 hours)
- NURS 4260 Genetics, Genomics, & Health (3 hours)
- NURS 4860 Role Transition (3 hours)
- NURS 4900 Apprenticeship (6 hours)

Global Citizenship Program (GCP) Requirements for the Bachelor of Science in Nursing (BSN)

For students completing the Bachelor of Science in Nursing (BSN), CHEM 1050 will satisfy the GCP 'Physical and Natural World' and 'Critical Thinking' requirements. PSYC 1100 will satisfy the GCP 'Social Systems & Human Behavior' requirement. PSYC 2750 or other 3 credit hour course addressing the QL requirement will satisfy the GCP 'Quantitative Literacy' requirement. WRIT 1010 or other writing courses will satisfy the GCP 'Written Communication' skill requirement.

Remaining GCP Requirements:

- Cornerstone (3 hours)
- Keystone (3 hours)

Knowledge Areas:

- Roots of Culture (6 hours)
- Social Systems & Human Behavior (3 hours)
- Global Understanding (3 hours)
- Arts Appreciation (3 hours)

Skills Areas (can be completed with a knowledge area)

- Ethical Reasoning (3 hours)
- Intercultural Competence (3 hours)
- Oral Communication (3 hours)

Suggested BSN Courses to fulfill GCP requirements:

- ANSO 2060 Culture and Communication (3 hours) GCP Coding (ROC) (INTC)
- PHIL 2110 Introduction to Ethics (3 hours) GCP Coding (ROC) (ETH)
- PHIL 2350 Introduction to the Philosophy of Leadership and Management (3 hours) GCP Coding (SSHB) (OCOM)

Admission

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

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

Additional Admission Requirements

- High school GPA equivalent to 2.75 on 4.0 scale
- Immunization record (contingent on Ministry of Health requirements - will recommend CDC guidelines)
- English proficiency
- Physical strength, hearing and visual acuity adequate for performance of patient care activities
- 300-500 word essay on personal and professional goals
- IELTS score of at least 6.0

Photography and Visual Communications (BA)

This program is offered by the School of Communications/Media Arts Department. It is available at the St. Louis main campus.

Program Description

The BA in Photography and Visual Communications at Webster University, students learn to be technically proficient, versatile, and imaginative storytellers. Majors graduate with a solid grounding in the aesthetic and the communicative aspects of the medium. Through coursework that combines theory, application and aesthetic considerations, students are exposed to a variety of formats, approaches and multidisciplinary environments.

Learning Outcomes

Successful graduates of this program will be able to demonstrate:

- Technical and aesthetic proficiency in the principles of photography.
- Technical proficiency with professional camera types and their applications.
- Technical proficiency with software as currently used in the profession.
- Familiarity with a variety of photographic and visual storytelling approaches and careers.
- The ability to produce work in a multidisciplinary environment.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Transfer students must take a minimum of 15 credit hours of courses coded PHOT at Webster University.

Required Courses

- MDST 1010 Media Foundations (3 hours)
- EPMD 1000 Introduction to Media Production (3 hours)
- EPMD 1040 Visual Storytelling (3 hours)
- PHOT 1000 Fundamentals of Photography (3 hours)
- PHOT 1500 Digital Imaging and Printing (3 hours)
- PHOT 2040 History of Photography (3 hours)
- PHOT 2200 Lighting Techniques (3 hours)
- PHOT 3100 Documentary Photography and Photojournalism (3 hours)
- MDST 2500 Professional Development in Media Careers (3 hours)
- EPMD 4500 Media Business and Entrepreneurship (3 hours)
- FTVP 1000 Fundamentals of Video Production (3 hours)

Electives - nine hours from the following, one to be declared as a Capstone Experience

- JOUR 1030 Multimedia News Reporting (3 hours)
- PHOT 3500 StoryLab (3 hours)
- FTVP 3500 Production House (3 hours)
- JOUR 4030 News Collaboratory Project (3 hours)
- ART 2715: Fine Art Photography (3 hours)
- MDST 4950 Internship (3 hours)
- PHOT 3150: Topics in Photography (3 hours)
- PHOT 2870 International Photojournalism (online) (3 hours)

Admission

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

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

Psychological Science (BS)

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

STEM program

Program Description

The Bachelor of Science (BS) in Psychological Science is designed to provide the biological, cognitive, personality and social context for understanding the behavior of individuals throughout their lifespan. Students who successfully complete the BS in psychological science will have the foundation, research skills and data analysis expertise to succeed in a MA/ PhD psychology graduate program (e.g. clinical psychology, experimental psychology, etc.).

Students graduating with a Bachelor of Science (BS) in Psychological Science will need to pursue a graduate degree before they are able to obtain professional licensure. Students are

encouraged to check entrance requirements for any post-graduate programs prior to finishing their BS at Webster in the event they need to take additional coursework.

Learning Outcomes

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

- Demonstrate a comprehensive understanding of the major concepts, theoretical perspectives, historical trends and empirical or evidence-based findings in psychology. Apply these psychological science principles to critically evaluate behavior, mental processes and problems of everyday life.
- Apply scientific reasoning to investigate psychological phenomena, to design and evaluate research and to use statistical methods to interpret quantitative findings. Identify, incorporate and evaluate sociocultural factors in psychological research.
- Apply ethical standards and socially responsible values across psychological science endeavors including research, practice and academics. Through the application of psychological principles, demonstrate interpersonal and intercultural responsiveness to improve quality of life from the local to global levels.
- Demonstrate effective interpersonal and communication skills in processing and expressing information through constructive interactions with others, written and presentation skills for diverse purposes, evidence of psychological literacy and use of appropriate technological tools to enhance communication. Demonstrate knowledge of equity, diversity and inclusion to improve communication effectiveness.
- Demonstrate personal and professional growth through self-regulation, effective project management, sound judgment in professional interactions and collaborative and technological skills in the workplace, leading to a clear plan for life after graduation.
- Detail the biological and genetic underpinnings of human behavior.
- Develop a research hypothesis based on the current psychological science, and then collect, analyze, interpret and present the data to address the question.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 58 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the psychological science BS
- Electives

Global Citizenship Program for Psychological Science BS

For students completing the Psychological Science BS, MATH 1430 will satisfy both the requirements of the major and the GCP 'Quantitative Literacy' requirement. 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 6 credit hours of psychology electives, at least 3 credit hours must be at the 4000-level.
- No more than 6 credit hours obtained in independent learning experiences, reading courses, and assessment of prior learning may be applied toward the 58 credit hours required for the major. However, students may use any number of independent learning experiences, etc. toward their overall bachelor's degree requirements.
- Transfer students can apply up to 18 credit hours of approved PSYC course work from other colleges/universities toward the Psychological Science major.
- Students may substitute a higher-level math or biology course for the non-psychology supporting core curriculum requirement. Students must confirm this substitution with the psychology department. Students may also transfer in these requirements.

Curriculum

The 58 credit hours required for the bachelor of science in psychological science include the following:

Non-Psychology Supporting Core Requirements:

- MATH 1430 College Algebra (3 hours)
- BIOL 1010 Human Biology (4 hours)
- BIOL 1040 Human Genetics (3 hours)

Psychology Core Requirements:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- PSYC 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)

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

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

Recommended Courses

- PSYC 4425 Community Practicum (3 hours)

Dual Degree Option: BS in Psychological Science/BA in Biology

Students who wish to pursue a dual degree of the Bachelor of Arts in Biology and the Bachelor of Science in Psychological Science may do so. Two separate diplomas are issued at the same time. The two degrees cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 107 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- MATH 1430 College Algebra (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- Psych 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (3 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy and Physiology I (3 hours)
  and BIOL 3011 Human Anatomy and Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy and Physiology II (3 hours)
  and BIOL 3021 Human Anatomy and Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3200 Ecology (3 hours)
  and BIOL 3201 Ecology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4420 BA Senior Thesis (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- BIOL, CHEM**or**PHYS electives *(2000-level or above)* (3 hours)

Dual Major Option: Psychological Science/ Biological Sciences

Students who wish to pursue a dual major in Biological Sciences and Psychological Science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 117 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- PSYC 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (3 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 1560 Essentials of Biology II (4 hours)
  and BIOL 1561 Essentials of Biology II: Lab (1 hour)
- BIOL 2010 Evolution (3 hours)
- BIOL 3010 Human Anatomy and Physiology I (3 hours)
  and BIOL 3011 Human Anatomy and Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy and Physiology II (3 hours)
  and BIOL 3021 Human Anatomy and Physiology II: Lab (1 hour)
- BIOL 3050 Genetics (3 hours)
  and BIOL 3051 Genetics: Lab (1 hour)
- BIOL 3080 Cell Biology (3 hours)
  and BIOL 3081 Cell Biology: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- BIOL 4430 Senior Thesis for BS in Biological Sciences (4 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- CHEM 2100 Organic Chemistry I (3 hours)
  and CHEM 2101 Organic Chemistry I: Lab (1 hour)

- CHEM 2110 Organic Chemistry II (3 hours)
  and CHEM 2111 Organic Chemistry II: Lab (1 hour)
- CHEM 3100 Biochemistry I (3 hours)
  and CHEM 3101 Biochemistry I: Lab (1 hour)
- MATH 1610 Calculus I (5 hours)
- PHYS 2030 University Physics I (3 hours)
  and PHYS 2031 University Physics I: Lab (1 hour)
- PHYS 2040 University Physics II (3 hours)
  and PHYS 2041 University Physics II: Lab (1 hour)
- BIOL, CHEM**or**PHYS upper-level electives (3 hours)

Dual Major Option: Psychological Science/ Exercise Science

Students who wish to pursue a dual major in Exercise Science and Psychological Science may do so. The two majors cannot be awarded separately or sequentially under this arrangement.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog. For information on the general requirements for dual degrees, see Dual Majors and Dual Degrees under the Academic Policies and Information section of this catalog.

- 116 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations*

*All students pursuing a dual degree will complete the Global Citizenship Program requirements of one of the programs. Students should review the GCP accommodations for each degree before making their selection of which GCP program to pursue.

Curriculum

- MATH 1430 College Algebra (3 hours)
- BIOL 1040 Human Genetics (3 hours)
- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- PSYC 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (3 hours)
- Psychology content areas (15 hours)
- BIOL 1550 Essentials of Biology I (4 hours)
  and BIOL 1551 Essentials of Biology I: Lab (1 hour)
- BIOL 2350 Nutrition (3 hours)
- BIOL 3010 Human Anatomy and Physiology I (3 hours)
  and BIOL 3011 Human Anatomy and Physiology I: Lab (1 hour)
- BIOL 3020 Human Anatomy and Physiology II (3 hours)
  and BIOL 3021 Human Anatomy and Physiology II: Lab (1 hour)
- BIOL 4400 Research Methods (3 hours)
- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 2356 Principles of Rehabilitation Sciences (3 hours)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 3250 Kinesiology (3 hours)
  and EXSC 3251 Exercise Kinesiology: Lab (1 hour)
- EXSC 4680 Exercise Prescription and Testing (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)
- EXSC 4875 Exercise Science Internship (3 hours)
- CHEM 1100 General Chemistry I (3 hours)
  and CHEM 1101 General Chemistry I: Lab (1 hour)
- CHEM 1110 General Chemistry II (3 hours)
  and CHEM 1111 General Chemistry II: Lab (1 hour)
- PHYS 1710 College Physics I (3 hours)
  and PHYS 1711 College Physics I: Lab (1 hour)
- PHYS 1720 College Physics II (3 hours)
  and PHYS 1721 College Physics II: Lab (1 hour)
- Elective (minimum 3 credits)

Elective: Students choose from **ONE** of the following courses (not already completed for program requirements)

- BIOL 4430 Senior Thesis for BS in Biological Science (4 hours)
- BIOL 1800 Medical Terminology (3 hours)
- PSYC 3075 Stress Management (3 hours)
- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3150 Positive Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)

Psychology (BA)

This program is offered by the College of Science and Health/ Psychology Department. It is available online, at the St. Louis main 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.

STEM program

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:

- Demonstrate a comprehensive understanding of the major concepts, theoretical perspectives, historical trends and empirical or evidence-based findings in psychology. Apply these psychological science principles to critically evaluate behavior, mental processes and problems of everyday life.
- Apply scientific reasoning to investigate psychological phenomena, to design and evaluate research and to use statistical methods to interpret quantitative findings.

Identify, incorporate and evaluate sociocultural factors in psychological research.
- Apply ethical standards and socially responsible values across psychological science endeavors including research, practice and academics. Through the application of psychological principles, demonstrate interpersonal and intercultural responsiveness to improve quality of life from the local to global levels.
- Demonstrate effective interpersonal and communication skills in processing and expressing information through constructive interactions with others, written and presentation skills for diverse purposes, evidence of psychological literacy and use of appropriate technological tools to enhance communication. Demonstrate knowledge of equity, diversity and inclusion to improve communication effectiveness.
- Demonstrate personal and professional growth through self-regulation, effective project management, sound judgment in professional interactions and collaborative and technological skills in the workplace, leading to a clear plan for life after graduation.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the 6 credit hours of psychology electives, at least 3 credit hours must be at the 4000-level.
- No more than 6 credit hours obtained in independent learning experiences, reading courses and assessment of prior learning may be applied toward the 42 credit hours required for the major. However, students may use any number of independent learning experiences, etc. toward their overall bachelor's degree requirements.
- Transfer students can apply up to 18 credit hours of approved PSYC course work from other colleges/universities toward the Psychology major.

Curriculum

The 42 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 (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- Psychology electives *(at least 3 hours at the 4000-level)* (6 hours)

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

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

At least ONE Capstone course

- PSYC 4425 Community Practicum (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3 hours)

Psychology (BA) with an Emphasis in Mental Health

This program is offered by the College of Science and Health/ Psychology Department. It is available online, at the St. Louis main campus, Geneva campus and Leiden campus.

STEM program

Program Description

The Bachelor of Arts (BA) in Psychology with an Emphasis in Mental Health is designed to provide an understanding of how cognitive, behavioral, personality and social factors are involved in mental health and illness. Students who have successfully completed the degree will be prepared to pursue a variety of graduate and career opportunities within mental health-oriented fields (e.g. counseling, nursing, psychology, social work).

Students graduating with a Bachelor of Arts (BA) in Psychology with an Emphasis in Mental Health will need to pursue a graduate degree before they are able to obtain professional licensure. Students are encouraged to check entrance requirements for any post-graduate programs prior to finishing their BA at Webster in the event they need to take additional coursework.

Students working toward the Bachelor of Arts (BA) in Psychology with an Emphasis in Mental Health should consider the pre-professional program with professional counseling. This pre-professional program can result in students achieving their BA/MA up to a semester sooner. More information can be found at https://www.webster.edu/catalog/current/undergraduate-catalog/preprofessional-programs.html#pre-counseling

Learning Outcomes

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

- Demonstrate a comprehensive understanding of the major concepts, theoretical perspectives, historical trends and empirical or evidence-based findings in psychology. Apply these psychological science principles to critically evaluate behavior, mental processes and problems of everyday life.
- Apply scientific reasoning to investigate psychological phenomena, to design and evaluate research and to use statistical methods to interpret quantitative findings. Identify, incorporate and evaluate sociocultural factors in psychological research.
- Apply ethical standards and socially responsible values across psychological science endeavors including research, practice and academics. Through the application of psychological principles, demonstrate interpersonal and intercultural responsiveness to improve quality of life from the local to global levels.
- Demonstrate effective interpersonal and communication skills in processing and expressing information through constructive interactions with others, written and presentation skills for diverse purposes, evidence of psychological literacy and use of appropriate technological tools to enhance communication. Demonstrate knowledge of equity, diversity and inclusion to improve communication effectiveness.
- Demonstrate personal and professional growth through self-regulation, effective project management, sound judgment in professional interactions and collaborative and technological skills in the workplace, leading to a clear plan for life after graduation.
- Discuss the psychological, biological, social and cultural factors that influence mental health and illness.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

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

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- No more than 6 credit hours obtained in independent learning experiences, reading courses and assessment of prior learning may be applied toward the 51 credit hours required for the major. However, students may use any number of independent learning experiences, etc. toward their overall bachelor's degree requirements.
- Transfer students can apply up to 18 credit hours of approved PSYC course work from other colleges/universities toward the Psychology major.

Curriculum

The 51 credit hours required for the Bachelor of Arts (BA) in Psychology with an Emphasis in Mental Health include the following:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
  or PSYC 2200 Child Psychology (3 hours)
  or PSYC 2250 Adolescent Psychology (3 hours)
  or PSYC 2950 Psychology of Adulthood and Aging (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
  or PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
  or PSYC 4225 Introduction to the Helping Professions (3 hours)
- PSYC 4425 Community Practicum (3 hours)
- PSYC 4650 Biopsychology (3 hours)
- Psychology electives *(at least 3 credit hours at the 4000-level)* (3 hours)

At least TWO courses from the following:

- PSYC 3150 Positive Psychology (3 hours)
- PSYC 3175 Community Psychology (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4400 Human Sexuality (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4700 Psychological Tests and Measurements (3 hours)

Recommended Courses

- PSYC 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours) (Co-requisite PSYC 4750 Advanced Statistics)

Psychology (BS)*

This program is offered by the College of Science and Health/ Psychology Department. It is available at select international campuses, but it is not available at the St. Louis main campus. The US equivalent is the BS in Psychological Science. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

STEM program

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.

*NOTE: The bachelor of science (BS) degree is abbreviated as BSc when completed in Vienna with Austrian accreditation.

Learning Outcomes

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

- Demonstrate a comprehensive understanding of the major concepts, theoretical perspectives, historical trends and empirical or evidence-based findings in psychology. Apply

these psychological science principles to critically evaluate behavior, mental processes and problems of everyday life.
- Apply scientific reasoning to investigate psychological phenomena, to design and evaluate research and to use statistical methods to interpret quantitative findings. Identify, incorporate and evaluate sociocultural factors in psychological research.
- Apply ethical standards and socially responsible values across psychological science endeavors including research, practice and academics. Through the application of psychological principles, demonstrate interpersonal and intercultural responsiveness to improve quality of life from the local to global levels.
- Demonstrate effective interpersonal and communication skills in processing and expressing information through constructive interactions with others, written and presentation skills for diverse purposes, evidence of psychological literacy and use of appropriate technological tools to enhance communication. Demonstrate knowledge of equity, diversity and inclusion to improve communication effectiveness.
- Demonstrate personal and professional growth through self-regulation, effective project management, sound judgment in professional interactions and collaborative and technological skills in the workplace, leading to a clear plan for life after graduation.
- Detail the biological and genetic underpinnings of human behavior.
- Develop a research hypothesis based on the current psychological science, and then collect, analyze, interpret and present the data to address the question.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 64 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for the Psychology BS
- Electives

Global Citizenship Program for Psychology BS

For students completing the psychology BS, MATH 1430 will satisfy both the requirements of the major and the GCP 'Quantitative Literacy' requirement. BIOL 1010 and BIOL 1040 cannot be used to complete GCP requirements.

Special Requirements

- Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.
- Within the required 64 credit hours, 30 credit hours must be at the 3000-level and above with at least 12 credit hours at the 4000-level.
- No more than 6 credit hours obtained in independent learning experiences, reading courses and assessment of prior learning may be applied toward the 64 credit hours required for the major. However, students may use any number of independent learning experiences, etc. toward their overall bachelor's degree requirements.
- Transfer students can apply up to 18 credit hours of approved PSYC course work from other universities toward the Psychology major.
- Students may substitute a higher-level composition, math or biology course for the non-psychology supporting core curriculum requirement. Students must confirm this substitution with the Psychology Department. Students may also transfer in these requirements.

Curriculum

The 64 credit hours required for the Bachelor of Science (BS) in Psychology include the following:

Non-Psychology Supporting Core Requirements:

- MATH 1430 College Algebra (3 hours)
- BIOL 1010 Human Biology (4 hours)
- BIOL 1040 Human Genetics (3 hours)

Psychology Core Requirements:

- PSYC 1100 Introduction to Psychology (3 hours)
- PSYC 1800 Careers in Psychology (3 hours)
- PSYC 2750 Introduction to Measurement and Statistics (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3025 Psychology and Ethics (3 hours)
- PSYC 3675 Professional Seminar in Psychology (3 hours)
- PSYC 3825 Psychological Research Design and Analysis (3 hours)
- PSYC 4750 Advanced Statistics (3 hours)
- PSYC 4825 Psychological Science Thesis (3 hours)
- Psychology electives (12 hours)

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

Biological Perspectives

- PSYC 3850 Sensation and Perception (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4550 Drug and Chemical Dependency (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Clinical and Counseling Perspectives

- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)

Lifespan Development Perspectives

- PSYC 2200 Child Psychology (3 hours)
- PSYC 2250 Adolescent Psychology (3 hours)
- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2950 Psychology of Adulthood and Aging (3 hours)

Learning and Cognitive Perspectives

- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3525 Memory (3 hours)
- PSYC 3725 Psychology of Judgment and Decision Making (3 hours)

Social and Cross-Cultural Perspectives

- PSYC 3475 International Psychology (3 hours)
- PSYC 3575 Industrial/Organizational Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3625 Motivation and Emotion (3 hours)

Public Engagement and Philosophy (BA)

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

Program Description

The Bachelor of Arts in Public Engagement and Philosophy prepares students to reason about complex problems, imagine varied futures, and take meaningful action. This major combines rigorous, interdisciplinary training with practical skills in communication, ethical reasoning, and creative problem-solving. It prepares students for careers in law, technology, helping professions, advocacy, analysis, communications, creative industries, and organizational leadership, as well as for graduate and professional study. Students learn to analyze arguments from multiple perspectives, reconcile competing values and priorities, communicate persuasively using diverse modes, and take responsibility for creating positive change in their communities and the world.

The program offers five thematic focus areas: Law and Policy, Art and Creativity, Advocacy for Social Change, Language and Technology, and Cooperative Communication and Persuasion. These focus areas ensure that students graduate with knowledge but also career-relevant competencies, ready to contribute as engaged citizens in a complex and changing world.

All students complete foundational coursework in philosophy, ethics, and communication; advanced integration courses that connect critical inquiry to contemporary challenges; proseminar experiences focused on career development and professional skill-building; and a thematic focus area that allows students to practice problem solving in areas aligned with their career goals. Students complete a capstone project that demonstrates their competencies through public presentation of their original work.

Learning Outcomes

Upon completion of the Public Engagement and Philosophy major, students will be able to:

- Critically analyze arguments, evidence, and assumptions across multiple contexts; reconcile tensions and dilemmas in complex situations.
- Create well-reasoned positions and effectively communicate ideas through multiple modes (written, oral, visual, digital) to authentic audiences, adapting communication strategies to context and purpose.
- Apply philosophical and ethical frameworks to evaluate decisions and actions; demonstrate attentiveness to power imbalances and systemic inequities; and take responsibility for creating positive change in communities.
- Explain concepts, arguments, and perspectives within their cultural and historical contexts; integrate insights from multiple disciplines; and collaborate with diverse teams.
- Take and coordinate multiple perspectives and conceive alternate futures to generate new insight and value; translate abstract ideas into practical applications.
- Articulate the connections between their academic studies and their career goals.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- 3 international language credit hours
- Applicable University Global Citizenship Program hours
- Electives

Philosophy courses completed with a grade of C- or lower do not count toward fulfilling the specific course requirements of the major.

International Language Requirement

- A minimum of three hours in a non-native language is required in addition to the requirements for the major. Courses used toward the international language requirement may also be used to fulfill general education requirements or a major/minor in a foreign language.
- Transfer students who have completed their 3 credits at an institution of higher education are considered to have fulfilled the requirement, as are students who have scored a "3" or higher on an Advanced Placement exam in a non-native language.

For students whose native language is not English, a passing grade on the TOEFL will count as their foreign language requirement. Students who are from bilingual families but have no evidence of academic study of the second language on a transcript will need to take one course.

The Proseminar (PHIL 3000) is offered every fall and spring semester. Students are strongly encouraged to enroll in the Proseminar each semester after declaring the major. Students must complete at least 3 credit hours and may repeat the course for up to 8 credits.

Internships may be substituted for one course in a thematic focus area with prior approval and an appropriate reflection component.

Curriculum

Foundations: Foundational Knowledge and Transformative Competencies (12 hours)

- One course (3 hours)
  - LEGL 2400 Introduction to Law (3 hours)
  - ANSO 1050 Global Social Problems (3 hours)
  - POLT 1080 Introduction to Comparative Politics (3 hours)
  - INTL 1050 Introduction to International Relations (3 hours)
  - HIST 1000 World System since 1500 (3 hours)
  - GRAS 1000-or 2000-level courses
  - ILC 1000 The Power of Languages (3 hours)
  - ECON 2000 Survey of Economics (3 hours)
  - SUST 1000 Introduction to Sustainability Studies (3 hours)
  - HRTS 1100 Introduction to Human Rights (3 hours)
- One lower-level ethics course (3 hours)
  - PHIL 2110 Introduction to Ethics (3 hours)
  - PHIL 2320 Contemporary Moral Problems (3 hours)
  - PHIL 2360 Environmental Ethics (3 hours)
- Two courses (6 hours)
  - POLT 1070 Introduction to Political Theory (3 hours) or PHIL 2300 Social and Political Philosophy (3 hours
  - PHIL 2510 How to Live: Global Wisdom from the First Philosophers (3 hours)
  - PHIL 2525 The Scientific Revolution and the Enlightenment (3 hours)
  - PHIL 2540 American Pragmatism and Transcendentalism (3 hours)

Foundations: Persuasive Communication (6 hours)

- Two courses from (6 hours)
  - SPCM 1040 Public Speaking (3 hours)
  - SPCM 2400 Persuasion (3 hours)
  - POLT 1550 Introduction to Political Argumentation and Debate (3 hours)
  - WRIT 2072 Writing for Social Change (3 hours)
  - WRIT 2090 Writing in the Workplace (3 hours)
  - FTVP 1010 Fundamentals of Video Production (3 hours)
  - INTM 2000 Strategic Writing for Interactive Media (3 hours)
  - AUDI 1063 Introduction to Podcasting (3 hour)

Integration (9 hours)

- One course (3 hours)
  - HRTS 3340 Global Ethics (3 hours)
    or PHIL 3340 Global Ethics (3 hours)
  - GRAS 3370 Intersectional Feminist Philosophy (3 hours)
    or PHIL 3370 Intersectional Feminist Philosophy (3 hours)
  - GRAS 4650 Transformative Thinker in Gender Race and Sexuality (3 hours)
- One course (3 hours)
  - PHIL 3300 Knowledge and Justice (3 hours)
  - PHIL 3310 Philosophy, Science, and the Public Good (3 hours)

Proseminar

- PHIL 3000 Public Engagement and Philosophy Proseminar (1 hour)
  minimum of 3 credit hours required and may be repeated up to 8 credit hours

Thematic Focus (12 hours)

Students select one of five thematic focus areas and complete 12 credit hours of coursework within that focus. Focus areas offer opportunities for students to integrate and apply their learning.

Law and Policy Focus
Students intending to pursue this focus are recommended to take LEGL 2400 Introduction to Law (3 hours) or INTL 1050 Introduction to International Relations (3 hours)

- POLT 3020 Civil Liberties and the Law (3 hours)
  or LEGL 4330 Corporate Governance (3 hours)
  or MNGT 2600 Innovation Through Social Impact Organizations (3 hours)
  or MNGT 2280 Introduction to Business Law (3 hours)
- POLT 3310 Judicial Politics (3 hours)
  or INTL 3800 International Security (3 hours)
  or INTL 3700 International Organizations: Structure and Political Conflict (3 hours)
- PHIL 2350 Introduction to the Philosophy of Leadership and Management (3 hours)
  or POLT 1070 Introduction to Political Theory (3 hours)
  or PHIL 2300 Social and Political Philosophy (3 hours)
- Additional course from those listed above
  or HIST 2340 History of American Business and Management (3 hours)
  or MNGT 2340 History of American Business and Management (3 hours)
  or POLT 3590 Theories of Human Rights (3 hours)
  or PHIL 3590 Theories of Human Rights (3 hours)
  or INTL 2610 Advocacy, NGO's and Civil Society (3 hours)
  or LEGL 4604 International Jurisprudence and Law (3 hours)
  or PHIL 4450 Internship (3 hours)

Art and Creativity Focus

- PHIL 3120 Philosophy of Art (3 hours)
- Nine credit hours from:
  - ENGL 1500 Introduction to Creative Writing,(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)
  - PHIL 3100 Literature and Philosophy (3 hours)
  - PHIL 3110 Philosophy and Film (3 hours)
  - THEA 1080 Studio Acting I (3 hours)
  - PHIL 4450 Internship (3 hours)
  - Any course with the prefixes ART, AUDI, DANC, FTVP, or MUSC

Advocacy for Social Change Focus

Twelve hours from:

- GRAS 1020 Introduction to Gender, Race, and Sexuality (3 hours)
- GRAS 1030 Women, Gender, and Sexuality Around the World (3 hours)
- HRTS 1100 Introduction to Human Rights (3 hours)
- GRAS 2000 Topics in Gender, Race and Sexuality (3 hours)
- GRAS 2010 Theorizing Feminisms (3 hours)
- GRAS 2040 Queer Theory (3 hours)
- GRAS 2060 Politics and Gender (3 hours)
- GRAS 2080 LGBTQ+ Literature (3 hours) hours
- GRAS 2082 Laws of Inequalities: Race, Gender, and Class (3 hours)
- GRAS 2085 Wrongful Convictions (3 hours)
- GRAS 2086 U.S. Literature of Diversity (3 hours)
- GRAS 2088 Martin, Malcolm, and America (3 hours)
- GRAS 2090 Slavery in the United States (3 hours)
- GRAS 2110 Ecofeminism and Environmental Justice (3 hours)
- GRAS 2120 Literature of Oppression and Resistance (3 hours)
- GRAS 2122 Latin American Magical Realism (3 hours)
- GRAS 2125 Psychology of Sexual Orientation and Gender Diversity (3 hours)
- GRAS 2240 Feminism and Families (3 hours)
- GRAS 2260 Men & Masculinities (3 hours)
- ANSO 2300 Social Movements (3 hours)
- PHIL 2330 Technology, Ethics, and Value (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- GRAS 2370 U.S. Women's History (3 hours)
- GRAS 2390 Philosophy of Sex and Love (3 hours)
- GRAS 2410 History of Disability (3 hours)
- ANSO 2460 Good Intentions: The Need to Help (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)
- GRAS 2550 Gender, Culture and Leadership (3 hours)
- PHIL 2550 Existentialism (3 hours)
- GRAS 2610 Women, Gender, and Sexuality in Social Justice Organizations (3 hours)
- GRAS 2620 Women and the Law (3 hours)
- GRAS 2700 Psychology and Women (3 hours)
- GRAS 2760 Urban Studies (3 hours)
- GRAS 2790 Asians in America (3 hours)
- Internship — optional substitute for one focus course with appropriate reflection component (3 hours)

Language and Technology Focus

- Three hours from FREN 1100 Basic Communication in French (1-4 hours)
  or SPAN 1100 Basic Communication in Spanish (1-4 hours)
  or JAPN 1100 Basic Communication in Japanese (1-4 hours)
  students with high school language experience may test into this level
- PHIL 2330 Technology, Ethics, and Value (3 hours)
  or PHIL 2331 Visions of Technology in Film and Philosophy (3 hours)

- Linguistics courses:
  - LNGS 2000 Human Language and Technology (3 hours)
  - LNGS 3000 Linguistic Foundations for Natural Language Processing (3 hours)
- Internship — optional substitution for one focus with appropriate reflection component

Cooperative Communication and Persuasion Focus

- SPCM 1280 Interpersonal Communication (3 hours)
- Nine hours from:
  - SPCM 1040 Public Speaking (3 hours)
  - POLT 1550 Political Argumentation and Debate (3 hours)
  - SPCM 1280 Interpersonal Communication (3 hours)
  - SPCM 2000 Forensics (1-3) hours)
  - SPCM 2200 Group Communication (3 hours)
  - SPCM 3100 Communication as Storytelling (3 hours)
  - SPCM 4500 Conflict Resolution (3 hours)
  - PHIL 1010 Introduction to Critical Thinking (3 hours)
  - Any course with the WRIT prefix (3 hours)
  - PHIL 4450 Internship (1-6 hours)

Culminating Experience (3 hours)

- INDS 4701 Senior Capstone (3 hours)
  The capstone must include one or more public demonstrations of competence, such as a presentation at Research Across the Disciplines (RAD), the Webster Undergraduate Philosophy Conference, or the Capstone Colloquium

Admission

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

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

Self-Designed Interdisciplinary Major (BA)

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

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

Students must meet all Webster University graduation requirements, including applicable University Global Citizenship Program courses. Any SIM, like all majors at Webster University, must meet the residency requirement of successful completion of at least 30 of the final 36 credit hours registered for and earned directly from Webster University. Any undergraduate degree-seeking student at Webster University with a cumulative grade point average of 2.8 is eligible to petition for a SIM.

Curriculum

Self-designed interdisciplinary majors include:

- 36 to 64 hours of coursework with a minimum of 12 credits completed at the 3000-level or 4000-level
- Courses drawn from at least two distinct academic departments or interdisciplinary programs and at least three different disciplines
- 15 hours of the major core taken *after* the SIM proposal is approved
- A senior overview project
- Applicable University Global Citizenship Program hours

Interested students must submit a SIM proposal by the beginning of their senior year. For forms and more information, contact simmajor@webster.edu.

Sports Communication (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis main campus.

Program Description

The many manifestations of sports constitute a large and growing industry with an expanding need for professional communicators stretching across contexts such as family and youth sports, personal fitness, the amateur, high school, college and professional leagues that fill stadiums, newspaper columns, talk radio and television channels, video games, fantasy sports, sports betting and social media platforms. Sports communication explores the various aspects of the sports industry, focusing on communication strategies and media. Webster University's program provides a unique balance of theory and practice that spans the breadth of sports cultures. The Sports Communication curriculum also frames core and elective coursework in a way that builds a solid foundation with flexibility for the pursuit of individual interests within sports fields. The combination of a broadly framed curriculum and a senior capstone internship or thesis project equips students for a variety of careers as professional sports communicators.

Learning Outcomes

Successful graduates of this program will be able to:

- Define and engage a personal connection within professional and academic sports communication fields.
- Critically analyze the socio-political connections with the culture and industry of sports.
- Effectively communicate sports messaging across a variety of platforms, including writing, speaking and mediated communication.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 42 required credit hours
- 30 Applicable University Global Citizenship Program hours
- 48 Elective hours

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1050 Media Writing (3 hours)
  or JOUR 1030 Multimedia News Reporting I (3 hours)
- MDST 1160 Communication for Media Professionals (3 hours)
- SPTC 1800 Sports Communication (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
  or PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- SPTC 2400 Culture of Sports and Society (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- SPTC 3737 Communicating Sports and Business (3 hours)
- SPTC 4600 Sports Media Strategies (3 hours)
- SPCM 4616 Communication Research and Analysis (3 hours)
- MDST 4950 Internship* (3 hours)
  or MDST 4620 Media Practicum/Thesis* (3 hours)
  or SPTC 4620 Senior Overview in Sports Communication* (3 hours)

** Capstone Course*

In addition, a minimum of 9 credit hours must be chosen from the following:

- ADVT 3200 Sports Marketing Communications (3 hours)
- AUDI 1063 Introduction to Podcasting (3 hours)
- BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
- BUSN 4747 Sports Operations and Logistics (3 hours)
- FTVP 1010 Fundamentals of Video Production (3 hours)
- JOUR 3050 Sports Reporting (3 hours)
- SPTC 2000 Sports Announcing and Reporting (3 hours)
- SPTC 2300 Youth Sports Culture (3 hours)
- SPTC 2500 Practicum in Sports Announcing (1-3 hours)
- SPTC 3150 Topics in Sports Communication (3 hours)
- SPTC 3200 Communicating Baseball (3 hours)
- SPTC 3600 Sports Analytics (3 hours)
- SPTC 4610 Readings in Sports Communication (3 hours)

Stage Management (BFA)

This program is offered by the Leigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

Program Description

Webster University's Sargent Conservatory of Theatre Arts trains our future colleagues to become visionaries, creators and leaders in the next generation of theatre professionals.

Learning Outcomes

At the end of their training, students in the Sargent Conservatory will be able to:

- Describe the cultural and historical context for theatrical practice.
- Hone strong analytical, research, organizational and technical skills for the creation and/or performance of theatre.
- Apply skills (second outcome) to the production and performance of theatre encompassing a variety of styles with creativity and competence.
- Model positive and effective leadership, clear communication and collaboration to work well with others.
- Assess power relationships and biases within the arts and society, past and present, and work to promote equity and justice through theatre via classwork and production.

Special Requirements

Only courses completed with a grade of C- or above will count toward fulfilling the specific requirements of the major.

Auditions/interviews are required for all students planning to major in theatre at Webster University. Auditions/interviews are held each year during the spring semester for entrance into the following fall session.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 83–85 required credit hours
- Applicable University Global Citizenship Program hours, with accommodations for theatre BFAs
- Electives

Global Citizenship Program for Theatre BFAs

- GLBC 1200 Global Cornerstone Seminar
- 3 credit hours from courses designated 'Roots of Cultures' (THEA 2030, THEA 2040, THEA 2050 or MUTH 1030 can fulfill GCP and major requirements simultaneously)
- 3 credit hours from courses designated 'Social Systems & Human Behavior' or 'Global Understanding'
- 3 credit hours from courses designated 'Physical & Natural World' or 'Quantitative Literacy' (SCIN 1410 can fulfill GCP and major requirements simultaneously)
- KEYS 4XXX Global Keystone Seminar

NOTE: Except where specified otherwise, the above courses must not also satisfy major requirements. GCP skills requirements are fulfilled through Conservatory instruction. 'Arts Appreciation' is satisfied in meeting the requirements for the major.

Required Courses

- CONS 1010, CONS 1020, CONS 2010, CONS 2020, CONS 3010, CONS 3020, CONS 4010, CONS 4020 *(the Conservatory sequence or its equivalent)* (72 hours)
- THEA 2030 History of Theatre: Greeks to Elizabethan (3 hours)
- THEA 2040 History of Theatre: Restoration to 1915 (3 hours)
- THEA 2050 History of Theatre: 1915 to Present (3 hours)
- MUSC 1000 Fundamentals of Notational Literacy or MUSC 1080 Class Piano I or MUSC 1010 Music Theory and Aural Skills I (2–4 hours)

Recommended Electives

Recommended electives are to be accomplished by the end of the third year. The purpose is to provide the necessary opportunities to explore the variety of disciplines of study that naturally complement the student's theatre training. These areas are:

- Art or music history (3 hours)

- Drama literature (3 hours)
- Social sciences, behavioral sciences, philosophy or religion (3 hours)

Strategic Communication (BA)

This program is offered by the School of Communications/ Communications and Journalism Department and it is only available at the Vienna campus.

Program Description

The major in Strategic Communication combines coursework and skills in public relations, advertising, media studies, speech communication and more for a robust field of study to prepare students for leadership positions in advertising, public relations, promotions, campaigns and corporate communication, etc. Students will learn and apply theoretical knowledge in written and oral demonstrations and will build a professional toolkit preparing them to understand the nuances of digital media literacies, both as a producer and as a consumer of media texts.

The major in Strategic Communication combines knowledge management, public relations, problem-solving, negotiation, leadership, persuasion, media literacy, communication theory, corporate and crisis communication, promotions and communication campaigns for graduates to apply that knowledge in workforce situations.

Learning Outcomes

Successful graduates of this program will be able to:

- Demonstrate knowledge of the fundamental theories and ethical best practices of strategic communication.
- Apply the acquired knowledge, skills and research methods to the completion of an original thesis in strategic communication.
- Gain exposure to global connectivity and interactivity through the exploration of corporate, social and political environments across borders.
- Apply current communication and media technologies to address clients' problems related to advocacy and/or reputation management.

Degree Requirements

For information on the general requirements for a degree, see Baccalaureate Degree Requirements under the Academic Policies and Information section of this catalog.

- 61 required credit hours*
- 12 hours in foreign language or equivalent proficiency
- Applicable University Global Citizenship Program hours
- Electives**

*Includes the completion of an undergraduate thesis.

**Recommended electives are listed below.

Required Courses

- PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3 hours)
- MDST 1010 Media Foundations (3 hours)
- MDST 1050 Media Writing (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- PBRL 2400 New Media Messaging (3 hours)
- MDST 2200 Ethics in the Media (3 hours)
- SPCM 2400 Persuasion (3 hours)
- PBRL 2920 Writing for Public Relations (3 hours)
- PBRL 3600 Public Relations Case Studies, U.S. and Global (3 hours)
- MDST 4200 Media Research (3 hours)
- MDST 3260 Global Media Practice (3 hours)
- MDST 4500 Political Communications (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- MDST 4110 Digital Media and Culture (3 hours)
- SPCM 4500 Conflict Resolution (3 hours)
- SPCM 4600 Communication Theory (3 hours)
- PBRL 4300 Crisis Communications and Issues Management (3 hours)
- PBRL 4960 Global Strategic Communication Campaigns (3 hours)
- PBRL 4250 Media Relations (3 hours)
- MDST 4620 Media Practicum/Thesis* (4 hours)

*Pursuant to the requirements for Austrian accreditation at Webster Vienna Private University, students wishing to complete the degree at that campus must select the thesis option.

Recommended Electives

Students are strongly encouraged to take 30 credit hours from the following to strengthen their core knowledge of the field but also to add thematic breadth to depth:

- POLT 1070 Introduction to Political Theory (3 hours)
- SPCM 1280 Interpersonal Communication (3 hours)
- ANSO 2060 Culture and Communication (3 hours)
- ADVT 2350 Introduction to Visual Communications for Advertising and Public Relations (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- PBRL 2800 Organizational Internal Communication (3 hours)
- PBRL 4500 Health Communication (3 hours)
- MNGT 2500 Marketing (3 hours)
- MNGT 3510 Management of Integrated Marketing Communications (3 hours)
- SPCM 3500 Presentations for Media Professionals (3 hours)
- SPCM 3600 Rhetoric (3 hours)

Minors Encouraged

Strategic communication students are strongly encouraged to pursue a minor. Academic programs of particular relevance to the BA in strategic communication are:

- Business
- International Relations
- Journalism
- Management
- Political Science
- Psychology

Animation

Minor
18 Credit Hours

This program is offered by the School of Communications/Media Arts Department and is only available at the St. Louis main campus.

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

The minor in Animation 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 requirement.

Learning Outcomes

The student will:

- Demonstrate animation principles and techniques.
- Develop and execute fundamental aspects of an animated production.

Required Courses

- ANIM 1000 Fundamentals of Animation (3 hours)
- Additional hours of ANIM courses (15 hours)

Anthropology and Sociology

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department. It is only available at the St. Louis main campus.

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

Program Description

The Anthropology and Sociology minor provides students an appreciation for the diversity and complexity of human cultures. It equips students with the skills that complement careers in government, education, public health, community engagement, marketing, technology, and international affairs.

Learning Outcomes

Successful graduates of this program will be able to:

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in the fields of anthropology and sociology.
- Examine and describe contemporary social problems/issues through anthropological and sociological approaches.
- Appreciate the diversity of human behaviors, beliefs, social structures and cultural belonging across diverse contexts.

Required Courses

- ANSO 1060 Introduction to Cultural Anthropology (3 hours) **or** ANSO 1000 Introduction to Sociology (3 hours)
- ANSO electives (15 hours)
  6 hours are at 3000-level or above

Applied Behavior Analysis (BCaBA)

Minor
18 Credit Hours

This program is offered by the School of Education/Education Department and is only available online (asynchronous)

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

Program Description

The Applied Behavior Analysis (ABA) minor provides undergraduate students with foundational knowledge and practical skills in the science of behavior. Designed to align with the Behavior Analyst Certification Board (BACB) coursework requirements for Board Certified Assistant Behavior Analyst (BCaBA) certification, this fully online 18-credit minor prepares students to apply evidence-based behavioral principles in a wide range of professional settings.

Students gain competency in behavior assessment, intervention, data-based decision making, ethics, and supervision practices central to the ABA profession. This minor supports growing national workforce needs in education, behavioral health, human services, organizational performance, and allied healthcare settings. Coursework in the minor also creates a seamless academic pathway into Webster University's graduate programs in Applied Behavior Analysis.

The ABA minor is well-suited for students pursuing careers in psychology, education, social work, health sciences, criminal justice, and related fields. All courses are delivered fully online, offering flexibility for working professionals, paraprofessionals, and students nationwide.

Learning Outcomes

Upon completion of the Applied Behavior Analysis minor, students will be able to:

- Demonstrate foundational understanding of behavior-analytic principles and terminology.
- Conduct basic behavior assessments and analyze data to guide decision making.
- Design, implement and monitor behavior intervention plans grounded in evidence-based practices.
- Apply BACB ethical and professional conduct standards to real-world scenarios.
- Use single-case research methods to evaluate behavioral interventions.
- Understand supervision, performance management and systems-level applications of ABA.

Recommended Courses

The following coursework is recommended for the Applied Behavior Analysis minor:

- APBA 2700 Introduction to Applied Behavior Analysis (3 hours)
- APBA 2710 Behavior Assessment (3 hours)
- APBA 2720 Ethics and Professionalism in Behavior Analysis (3 hours)
- APBA 2730 Behavior Interventions (3 hours)
- APBA 2740 Methods in Behavior Analysis (3 hours)
- APBA 2750 Supervision in Behavior Analysis (3 hours)

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 main campus.

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

A minor in art should include a minimum of 3 credit hours of art history and 18 credit hours of art studio.

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 main campus.

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

The Audio Production minor provides students with foundational skills in audio technology, critical listening, and introductory recording practices through hands-on coursework using modern production tools and techniques.

Learning Outcomes

At the successful completion of this minor, the student will be able to:

- Set up and operate mixing consoles of varying size and format, employing appropriate gain structure.
- Operate proficiently within a DAW environment, including effective session design and expedited software navigation.
- Apply literacy of audio aesthetics to multitrack mixes.
- Capture a multitrack recording in a studio setting at an introductory level.
- Compare and discuss various microphone techniques for different instruments.

Required Courses

- AUDI 1110 Audio Technology Lecture (3 hours)
- AUDI 1121 Signals and Systems (3 hours)
- AUDI 1131 Digital Audio Workstations (3 hours)
- 9 additional hours of AUDI courses

Biology

Minor
18 Credit Hours

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is only available at the St. Louis main campus.

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

Required Courses

- BIOL courses (18 hours)

Business

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Business Department. It is available at the St. Louis main campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

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

Program Description

This program will give students a foundation in how a business works, how business activities are reflected in financial statements and how to use internal firm data and external economic data to make decisions.

Learning Outcomes

- Students understand the big picture of a business: how the business is impacted by outside forces and how it is driven by its interconnected internal functions.
- Students can identify business problems and opportunities, analyze them and formulate potential strategies to address them.
- Students can utilize technology to analyze business problems, propose and examine potential solutions and present recommended courses of action.

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 2000 Foundations for Business Success (3 hours)

Computer Science

Minor

18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department. It is available at the St. Louis main campus and at the Geneva campus.

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

Learning Outcomes

- Students will demonstrate an introductory understanding of computer science concepts and principles.
- Students will demonstrate the ability to successfully design and write computer programs.
- Students will be able to critically analyze the role of technology in society.

Required Courses

- COSC 1550 Computer Programming I (3 hours)
- COSC 1560 Computer Programming II (3 hours)
- COSC 1570 Mathematics for Computer Science (3 hours)
- COSC 2710 Social Engineering and Society (3 hours)

Choose two of the following:

- COSC 2610 Operating Systems (3 hours)
- COSC 2670 Network Principles (3 hours)
- COSC 2810 Systems Analysis and Design (3 hours)
- COSC 2050 Java Programming (3 hours)
- COSC 2110 Computer Languages* (3 hours)

*Computer language content must vary

Creative Writing

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

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

Learning Outcomes

After successfully completing this minor, the student will be able to:

- Read as writer, understanding and analyzing a range of literary strategies, such as language, voice, form, etc.
- Produce accomplished creative work that demonstrates a command of literary strategies in a variety of genres.

Required Courses

Only the following classes may count toward a minor in creative writing.

12-15 hours from the following:

- ENGL 1500 Introduction to Creative Writing (1-3 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)
- ENGL 4400 Advanced Creative Writing** (1-3 hours)

*Note: May be repeated up to one time with instructor permission.

**Note: ENGL 4400 requires instructor permission, and may be repeated with instructor permission.

3-6 hours from the following:

- ENGL 3030 Topics in Poetry (3 hours)
- ENGL 3040 Topics in Fiction (3 hours)
- ENGL 3050 Topics in Drama (3 hours)

Criminology and Criminal Justice

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department It is only available online (asynchronous) and at the St. Louis main campus.

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

Program Description

The minor in criminology and criminal justice provides students with a multidisciplinary approach to crime and deviance, with particular emphasis on providing the critical thinking skills that enable students to explain, predict and prevent crime and victimization.

Learning Outcomes

By the end of the program, students will be able to:

- Identify the strengths and weaknesses of major criminological theories.
- Describe the development of the criminal justice system and its role in the political process.
- Analyze the policy implications of criminological theories.
- Apply principles of crime prevention to effectively reduce crime and victimization.
- Compare the theoretical foundations of crime analysis to predict and analyze patterns of crime

Required Courses

Core Courses

- CRIM 1050 Introduction to Criminology (3 hours)
  or CRIM 1100 Introduction to Criminal Justice (3 hours)

Elective Courses

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)

Recommended Course

- ANSO 2850 Introduction to Research Methods (3 hours)

Dance

Minor
21 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Sargent Conservatory of Theatre Arts and Dance Program and is only available at the St. Louis main campus.

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

Program Description

Webster University's Department of Dance in the Leigh Gerdine College of Fine Arts educates students to become skilled, creative and compassionate thinking artists for 21st century careers as performers, choreographers, educators and scholars.

Learning Outcomes

- Performance: Perform a variety of techniques and styles with a broad spectrum of expressivity and technical expertise.
- Integrate and successfully utilize knowledge from courses in the breadth of the discipline.

Required Courses

- DANC 1030 Dance as an Art Form (3 hours)
- DANC 1220 Improvisation I (3 hours)
- DANC 1310 Principles of Dance Making (3 hours)
- DANC 1000-level or higher applied dance genres, ballet, modern, jazz, tap, or hip hop with the following stipulations (9 hours):
  - Complete at least 4 hours DANC 1000-level or higher in one of the applied dance genres
  - Draws from at least two different genres: ballet, modern, jazz, tap or hip hop
  - Includes at least 2 hours of DANC 2000-level or higher in one of the applied dance genres
- Additional elective DANC courses (3 hours)

Data Analytics

Minor
21 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Computer and Information Sciences Department and is available at the St. Louis main campus.

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

Program Description

Data analytics encompasses a wide range of technologies to support analyzing business data, transforming information and generating intelligence. Technologies play important roles in data analytics systems and form the foundation of its architecture. Studies show that there is a constant demand for data analysis and information analysts who can understand database, query data, perform activities in analytical processing, statistical analysis, forecasting and data mining. The minor program is created to meet this demand, helping students understand underlying concepts and methodologies that are used in data analytics processes.

Students in the program will study concepts and principles in data analytics and the underlying building technologies. Students will experience a broad category of applications and techniques for gathering, storing, analyzing and providing access to data to help business users perform better decision making.

Courses used to fulfill a major may not be used to fulfill a requirement for a minor. Students may choose to receive the minor or certificate but not both.

Learning Outcomes

- Student will be able to demonstrate critical thinking skills in the field of data analytics.
- Student will be able to demonstrate the ability to solve problems related to the program content.
- Student will be able to analyze, design and document a system component using appropriate data analytics techniques and models.
- Student will be able to demonstrate an understanding of fundamental principles of data analytics systems and technologies.

Required Courses

- STAT 1100 Descriptive Statistics (3 hours)
- CSIS 1500 Introduction to Business Technologies (3 hours)
- CSIS 1700 Data Exploration (3 hours)
- CSIS 2500 Introduction to Data Science (3 hours)
- CSIS 3300 R Programming for Data Analytics (3 hours)
- CSIS 3410 Information Analysis (3 hours)
- CSIS 3700 Data Analytics Methods (3 hours)

Economics

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Business Department. It is available at select international campuses but not at the St. Louis home campus. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

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

Learning Outcomes

- The student will demonstrate familiarity with the primary measures of economic performance (GDP, Price Level, Unemployment).
- The student will demonstrate proficiency in the use of the primary economic models (ISLM, Mundell-Fleming, Solow, Consumer Choice Theory, Price Optimization, Cournot Reaction Functions, Edgeworth Box and Game Theory).

Required Courses

- ECON 2000 Survey of Economics (3 hours)
- ECON 3000 Basic Economic Modelling (3 hours)
- ECON 3050 Pre-assessment Exam (0 hours)
- ECON 3020 Intermediate Microeconomics (3 hours)
- ECON 3030 Intermediate Macroeconomics (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- 3000-level or 4000-level ECON elective (3 hours)
- ECON 4000 Assessment Exam (0 hours)

English

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

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

Only ENGL classes may count toward the minor in English.

Required Courses

- ENGL courses (18 hours), excluding ENGL 4620 Practicum.

Exercise Science

Minor
18 Credit Hours

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department and is only available at the St. Louis main campus.

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

Program Description

The exercise science minor is appropriate for students who are pursuing a career that has a significant connection to health, fitness, and exercise science and who wish to deepen their understanding of human health and functional anatomy by exploring physiological concepts, personal health practices, and fitness coaching strategies.

Learning Outcomes

Following successful completion of this program, students will be able to:

- Demonstrate basic knowledge of functional human anatomy and physiology.
- Demonstrate basic knowledge of human movement and exercise technique.
- Demonstrate knowledge of health and fitness assessment and exercise prescription based on these assessments.
- Demonstrate practical skills and knowledge for practicing and coaching personal health and human (athletic) performance.
- Demonstrate tolerance and understanding of diverse populations, responsible citizenship, inclusive fitness programming, professional etiquette and ethical behavior.

Special Requirements

In addition to the general University requirements for a minor:

- The exercise science minor cannot be earned by students currently majoring in exercise science (BS).

Required Courses

- BIOL 1610 Anatomy and Physiology I (3 hours)
  and BIOL 1611 Anatomy and Physiology I: Lab (1 hour)
- BIOL 1620 Anatomy and Physiology II (3 hours)
  and BIOL 1621 Anatomy and Physiology II: Lab (1 hour)
- EXSC 1400 Foundations of Exercise Science (3 hours)
- EXSC 2100 Coaching Health and Human Performance (2 hours)

A minimum of 5 credit hours from the following courses

- EXSC 2356 Principles of Athletic Training (3 hours)
- EXSC 3250 Exercise Kinesiology (3 hours)
  (can be taken without the lab, EXSC 3251)
- EXSC 3251 Exercise Kinesiology Lab (1 hour)
- EXSC 3050 Exercise Physiology (3 hours)
- EXSC 4680 Exercise Testing and Prescription (3 hours)
  and EXSC 4681 Exercise Testing and Prescription: Lab (1 hour)
- EXSC 4683 Exercise Prescription for Special Populations (3 hours)

Film, Television and Video Production

Minor
18 Credit Hours

This program is offered by the School of Communications/Media Arts Department. It is available at the St. Louis main campus and at Webster University Tashkent.

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

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Program Description

The Minor in Film, Television, and Video Production provides essential knowledge and skills for media production, encompassing both technical aspects and a deep exploration of the industry's cultural and historical dimensions. Students gain comprehensive insights into the intricacies of cinema, television, and video production.

Required Courses

- FLST 1000 Film and Television Appreciation (3 hours)
- FTVP 1000 Introduction to Film, Television, and Video Production (3 hours)
- 12 hours of additional FTVP courses

Finance

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Business Department and is available at the St. Louis main campus and Geneva.

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

Required Courses

- ACCT 2010 Financial Accounting (3 hours)
- ACCT 2025 Managerial Accounting (3 hours)
- FINC 3210 Principles of Finance (3 hours)
  (FINC 3210 prerequisites: ACCT 2010, and BUSN 2750; BUSN 2750 prerequisite: MATH 1430)
- FINC 3600 Financial Management (3 hours)
- FINC 3710 Investments (3 hours)
- FINC 3800 Financial Markets and Institutions (3 hours)

French

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department. It is available at the St. Louis main campus and at the Geneva campus.

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

Special Requirements

In addition to the general University requirements for a minor:

- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.
- All 18 credit hours must be earned at Webster University.
- 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.

Games Design and Development

Minor
18 Credit Hours

This program is offered by the School of Communications/Media Arts Department and is only available at the St. Louis main campus.

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

The minor in Games Design and Development offers students the opportunity to engage in a fundamental exploration of the aesthetic, theoretical, and technical practices of game design. Students will have the freedom to take a wide range of game design classes to supplement the core requirements.

Learning Outcomes

The student will:

- Demonstrate an understanding of the principles of game design.
- Develop fundamental gameplay experiences.
- Demonstrate a broad understanding of video game history.

Required Courses

- GAME 1000 Analog Game Design (3 hours)
- GAME 1500 Introduction to Video Game Design (3 hours)
- Additional hours of GAME courses (12 hours)

Gender, Race and Sexuality

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department and is only available at the St. Louis main campus.

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

Program Description

This minor explores multiple forms of injustice and inequity through an interdisciplinary and intersectional approach to gender, race, sexuality, and other categories. Students develop analytical, critical thinking, and advocacy skills that enable them to develop careers in solving vital social issues.

Learning Outcomes

Successful graduate of the Gender, Race and Sexuality minor will be able to:

- Identify the relevance of gender, race, and sexuality in various historical and geopolitical contexts.
- Explain how discourses of gender, race, and sexuality intersect with other categories such as ethnicity, class, religion, age, ability, body size, neurotype, nationality, and citizenship status.
- Analyze media, language, and texts through feminist, queer, critical race, and decolonial perspectives, among others.
- Apply intersectional frameworks to discrimination, exploitation, group-based violence, and violations of human rights.
- Develop strategies for individuals and groups to create solutions to oppression and inequity.

Required Courses

- 18 credits from any of the GRAS courses listed in the catalog

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 main campus.

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

Learning Outcomes

- Demonstrate an awareness of drawing as a means to develop ideas.
- Define, identify and illustrate design concepts and terminology.
- Critically analyze design in various forms.
- Utilize technical knowledge and skills applicable to the field of graphic design.

Required Courses

- ART 1110 Introduction to Drawing (3 hours)
- DESN 1210 Design Concepts (3 hours)
- DESN 1500 Digital Visualization (3 hours)

Elective Courses

- DESN 1220 Design: 3-D (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2300 Type Dialogues (3 hours)
- DESN 2500 Design for Digital Portfolios (3 hours)
- DESN 3050 Topics in Design (1-3 hours)
- DESN 3100 History of Graphic Design (3 hours)
- DESN 3200 Design Theory and Methods (3 hours)
- DESN 3500 Design for UX/UI (3 hours)
- ART 3060 Text and Image (3 hours)
- ART 3610 Screenprinting (3 hours)
- ART 3690 Book Arts and Letterpress (3 hours)
- ART 3730 Color Photographics (3 hours)

History

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main campus and at the Vienna campus.

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

Special Requirements

In addition to the general University requirements for a minor:

- Students majoring in history and 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.

International Human Rights

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main campus.

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

Required Courses

Core Courses

- HRTS 1100 Introduction to Human Rights (3 hours)
- HRTS 2500 Current Problems in Human Rights (3 hours)

Elective Courses

Students may choose 12 credit hours from the following, including at least 6 credit hours with an HRTS prefix:

- HRTS 2086 Topics in Human Rights (3 hours)
- HRTS 3051 Religion and Human Rights (3 hours)
- HRTS 3080 Advanced Topics in Human Rights (3 hours)
- HRTS 3160 Human Rights in Film: Documentaries (3 hours)
- HRTS 3170 Human Rights in Film: Narrative Films (3 hours)
- HRTS 3200 Human Rights Area Studies (1-3 hours)
- HRTS 3210 Prejudice and Discrimination (3 hours)
- HRTS 3340 Global Ethics (3 hours)
- HRTS 3400 Human Rights and the Environment (3 hours)
- HRTS 3500 International Human Rights Law (3 hours)
- HRTS 3590 Theories of Human Rights (3 hours)
- HRTS 3600 Topics in Mass Violence (3 hours)
- HRTS 3700 Human Rights and Business (3 hours)
- HRTS 4500 Human Rights Field Experience (3 hours)
- ANSO 1050 Global Social Problems (3 hours)
- ANSO 2300 Social Movements (3 hours)
- ANSO 3130 Race and Ethnicity (3 hours)
- ANSO 3340 From Aid to Advocacy: NGOs in a Global Context (3 hours)
- ANSO 4175 Globalization (3 hours)
- ANSO 4250 Class, Status and Power (3 hours)
- ENGL 1060 Protest Literature (3 hours)
- ETHC 1000 Issues and Problems in Ethics (3 hours)
- INTL 1500 The World System since 1500 (3 hours)
- INTL 2030 International Law (3 hours)
- ISTL 1000 Introduction to Global Studies (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- PHIL 2320 Contemporary Moral Problems (3 hours)
- PHIL 2340 Bioethics (3 hours)
- PHIL 2360 Environmental Ethics (3 hours)
- PHIL 2400 Human Rights and Animal Rights (3 hours)
- PHIL 3360 Global Information Ethics (3 hours)
- PHIL 3370 Intersectional Feminist Philosophy (3 hours)
- POLT 1080 Introduction to Comparative Politics (3 hours)
- POLT 2550 The Politics of Development (3 hours)
- PSYC 3225 Holocaust (3 hours)
- PSYC 3275 Genocide (3 hours)
- RELG 3051 Religion and Human Rights (3 hours)
- GRAS 2610 Women, Gender and Sexuality in Social Justice Organizations (3 hours)
- GRAS 2620 Women and the Law (3 hours)

International Relations

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

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

Special Requirements

In addition to the general University requirements for a minor:

- Students majoring in history and political science are not permitted to double-count courses toward their major and minor requirements.

Required Courses

- INTL courses (18 hours)

Japanese

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

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

Special Requirements

In addition to the general University requirements for a minor:

- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours for a minor.
- All 18 credit hours must be earned at Webster and must primarily be related to Japanese language and culture.
- Language recognition credit hours can count toward a minor.
- Up to six credit hours taught in English (for example ILC 2150), with a topic related to the target language, can be counted toward the minor.

Legal Studies

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main campus, online (asynchronous) and online (synchronous) via Live Virtual.

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

Program Description

The minor in legal studies is appropriate for students who are pursuing a career that has a significant connection to law and legal matters and who wish to deepen their understanding of the legal system. The legal studies minor will complement the skills gained in a student's major discipline by including the study of the origins and sources of law accompanied by practical assignments including legal research, legal reasoning and legal writing.

The legal studies minor is not intended to prepare students to work as paralegals or legal assistants. Students intending to work as paralegals or legal assistants should choose the paralegal certificate or BA in legal studies.

Please note only the paralegal certificate and the BA in legal studies are approved by the American Bar Association.

Required Courses

- LEGL courses (18 hours)

Management

Minor
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Management Department. It is available at the St. Louis main campus, the Geneva campus, and the Vienna campus.

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

Required Courses

- MNGT courses (18 hours)

Mathematics

Minor
18 Credit Hours

This program is offered by the College of Science and Health/ Natural Sciences and Mathematics Department. It is available at the St. Louis main campus.

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

- A minor in mathematics is defined as 18 credit hours of MATH courses numbered 1500 and above from the mathematics course listings. All 18 credit hours must be taken at Webster University.
- MTHT courses may not be used for the mathematics minor.

The minor in Mathematics enables deeper understanding in different areas of mathematics. Students considering a minor in Mathematics should contact the Department of Natural Sciences and Mathematics to determine course rotation schedules and assist with advising of coursework.

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)

Special Requirements

The minor in Mathematics enables deeper understanding in different areas of mathematics. Students considering a minor in Mathematics should contact the Department of Natural Sciences and Mathematics to determine course rotation schedules and assist with advising of coursework.

Students completing the BS Chemistry may earn the minor in Mathematics by completing a minimum of 8 credits of MATH courses above MATH 1620. These credits applied to the minor may not also be used to satisfy major or emphasis requirements.

Media Studies

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department. It is available online (asynchronous), at the St. Louis main campus, at the Geneva campus, and at the Tashkent campus.

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

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Program Description

In the Media Studies minor, students explore the design, delivery and effects of media messages in a range of communication fields and across multiple communication platforms. Students approach media from academic and practical standpoints and hone skills integral to a variety of media careers.

Learning Outcomes

Successful graduates of this program will be able to:

- Develop media content for different fields, platforms and audiences.
- Demonstrate an understanding of the need to think ethically when creating messages.
- Evaluate media in historical and global context.
- Conceive and implement effective communication strategies.
- Analyze media content and effects.

Required Courses

- EPMD 1000 Introduction to Media Production (3 hours)
- MDST 1050 Media Writing (3 hours)
- MDST 2100 Media Literacy (3 hours)

And 9 more credit hours from the following list:

- MDST 1010 Media Foundations (3 hours)
- MDST 1160 Communication for Media Professionals (3 hours)
- MDST 2800 Media, Diversity and Society (3 hours)
- MDST 3100 Social Media Strategies & Tactics (3 hours)
- MDST 3300 Media Law, Ethics & Policy (3 hours)
- MDST 3260 Global Media Practice (3 hours)
- MDST 4110 Digital Media & Culture (3 hours)
- MDST 4200 Media Research (3 hours)

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 main campus.

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

A music minor requires a minimum of 18 credit hours of formal coursework from the University curriculum completed at Webster University (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.

Learning Outcomes

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

- Perform music on a selected instrument at a level appropriate to the student's needs and interests
- Articulate through writing, speaking, and other media a fundamental understanding of foundational theoretical, historical, and aesthetic frameworks of a variety of musics and musical cultures.

Required Courses

The minor in music requires 18 credit hours to be successfully completed through music theory, music history, and music performance courses:

- MUSC 1010 Music Theory and Aural Skills I (4 hours)
- MUSC 1020 Music Theory II (3 hours)
- A minimum of 6 credit hours chosen from the following:
  - MUSC 2060 Social and Cultural Approaches to Music (3 hours)
  - MUSC 2070 Music in Western Culture (3 hours)
  - MUSC 3170 Jazz History (3 hours)
  - MUSC 3520 History of Popular Styles (3 hours)
- 2-3 hours chosen from the following:
  - MUSC 2001 Applied Piano (1 hour)
  - MUSC 2002 Applied Voice (1 hour)
  - MUSC 2003 Applied Jazz (1 hour)
  - MUSC 2004 Applied Instrument (1 hour)
  - MUSC 2501 Applied Piano (2 hours)
  - MUSC 2502 Applied Voice (2 hours)
  - MUSC 2503 Applied Jazz (2 hours)
  - MUSC 2504 Applied Instrument (2 hours)
- 2-3 hours chosen from the following:
  - MUSC 4900 Webster University Chorale (1 hour)
  - MUSC 4910 Webster University Chamber Singers (1 hour)
  - MUSC 4920 Webster University Aurelia (1 hour)
  - MUSC 4940 Webster University Orchestra (1 hour)
  - MUSC 4955 Webster University Jazz Singers (1 hour)
  - MUSC 4960 Webster University Jazz Combos (1 hour)
  - MUSC 4970 Webster University Jazz Collective (1 hour)
  - MUSC 4980 Webster University Wind Ensemble (1 hour)

Philosophy

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department. It is available at the St. Louis main campus and at the Vienna campus.

This program can be completed fully online.

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

Required Courses

- PHIL courses (18 hours)

Photography

Minor
18 Credit Hours

This program is offered by the School of Communications/Media Arts Department. It is only available at the St. Louis main campus.

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

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Program Description

The minor in Photography and Visual Storytelling is designed to give students from all academic disciplines within the university an opportunity to explore the basic principles, theory and practice of photography.

Learning Outcomes

Successful graduates of this program will be able to demonstrate:

- Fundamental understanding of the principles of photography.
- Fundamental application of visual storytelling concepts and techniques.

Required Courses

- PHOT 1000 Fundamentals of Photography (3 hours)
- EPMD 1040 Visual Storytelling (3 hours)
- Additional credit hours of PHOT or EPMD courses (12 hours)

Admission

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

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

Political Science

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main campus and at the Vienna campus.

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

Special Requirements

In addition to the general University requirements for a minor:

- Students majoring in history and 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.

Psychology

Minor
18 Credit Hours

This program is offered by the College of Science and Health/Psychology Department. It is available online (asynchronous), at the St. Louis main campus and at select international campuses. Please see the Locations Offering Undergraduate Programs section of this catalog for a list of campuses where this program is offered.

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

Program Description

The Psychology minor is appropriate for students who are pursuing a career that has a significant connection to psychology and who wish to deepen their understanding of human behavior by exploring relevant psychological theories and concepts.

Learning Outcomes

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

- Describe the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Implement the use of scientific reasoning to interpret psychological phenomena and demonstrate the ability to interpret, design and conduct basic psychological research using statistical analysis.
- Apply ethical standards to evaluate psychological science and practice and apply those standards to build and enhance interpersonal relationships locally and globally.
- Demonstrate effective writing, exhibit effective presentation skills and interact effectively with others.

Special Requirements

In addition to the general University requirements for a minor:

- The Psychology minor cannot be earned by students currently majoring in Psychology (BA, BA with an Emphasis in Mental Health, BS) or Psychological Science (BS).
- Students who transfer any required course for the minor (e.g., PSYC 1100, PSYC 2300) must take an additional 3 credit hour PSYC elective per substitution at Webster University. A maximum of two such substitutions are permitted.

Curriculum

- PSYC 1100 Introduction to Psychology (3 hours)

Three courses from the following:

- PSYC 2300 Lifespan Development (3 hours)
- PSYC 2825 Introduction to Research Methods (3 hours)
- PSYC 3125 Psychological Disorders (3 hours)
- PSYC 3325 Applied Learning Theory (3 hours)
- PSYC 3350 Cognitive Psychology (3 hours)
- PSYC 3600 Social Psychology (3 hours)
- PSYC 3775 Personality Theory (3 hours)
- PSYC 3900 Introduction to Counseling (3 hours)
- PSYC 4225 Introduction to the Helping Professions (3 hours)
- PSYC 4300 Health Psychology (3 hours)
- PSYC 4650 Biopsychology (3 hours)

Two courses with any PSYC prefix (6 hours)

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 main campus.

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

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Required Courses

- MDST 1050 Media Writing (3 hours)
- SCPT 2900 Scriptwriting (3 hours)

And 12 additional credit hours from the following:

- SCPT 3110 Script Analysis (3 hours)
- SCPT 3150 Topics (3 hours)
- SCPT 3400 Television Scriptwriting (3 hours)
- SCPT 3500 Writing Screenplays for Film (3 hours)
- SCPT 4090 Screenplay Development (3 hours)
- SCPT 4400 Advanced Television Scriptwriting: Genres (3 hours)
- SCPT 4500 Advanced Scriptwriting (3 hours)

Spanish

Minor
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is only available at the St. Louis main campus.

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

Special Requirements

In addition to the general University requirements for a minor:

- Only SPAN course credits can be counted toward the minor in Spanish. ILC 2150 courses cannot count toward the Spanish minor.
- All 18 credit hours must be earned at Webster University and must be in the same language.
- Language recognition credit hours can count toward a minor.
- No more than 6 credit hours at the elementary level (1000-1990) may be counted toward the 18 credit hours needed for a minor.

Sports Communication

Minor
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is only available at the St. Louis main campus.

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

Students may have a major and a minor within the same department in the School of Communications; they may not major and minor within the same subject matter area.

Learning Outcomes

- Define and engage a personal connection within professional and academic sports communication fields.
- Critically analyze the socio-political connections with the culture and industry of sports.
- Effectively communicate sports messaging across a variety of platforms, including writing, speaking and mediated communication.

Required Courses

- Any 18 hours of courses with a SPTC department code may be taken as part of this program.
- Additionally, a maximum of three of the following courses may be counted for this minor:
  - ADVT 3200 Sports Marketing Communications (3 hours)
  - BUSN 2037 Introduction to Sports and Entertainment Management (3 hours)
  - BUSN 4747 Sports Operations and Logistics (3 hours)
  - JOUR 3050 Sports Reporting (3 hours)

AV/IT Systems and Integration

Certificate
18 Credit Hours

This program is offered by the School of Communications/Audio Aesthetics and Technology Department and is available at St. Louis main campus.

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

The Certificate in AV/IT Systems & Integration (AV/IT) provides hands-on training in professional audio-visual systems, preparing students for entry-level roles in AV/IT integration through coursework in system fundamentals, electricity, networking, documentation, and installation practices. Students develop practical skills using industry-standard tools and workflows applicable to corporate, educational, commercial, and professional AV environments.

Learning Outcomes

Successful graduates of this program will be able to:

- Apply core AV and IT concepts to the design and operation of integrated systems.
- Create and interpret industry-standard AV documentation and system drawings.
- Install and configure AV/IT equipment using professional standards and safety practices.
- Troubleshoot AV/IT systems using diagnostic tools and network fundamentals.

Required Courses

- AVIT 1100 Fundamentals of Pro AV (3 hours)
- AVIT 2100 Pro AV 2 (3 hours)
- AVIT 2400 Electricity for Pro AV (3 hours)
- AVIT 2500 Pro AV Documentation and Software (3 hours)
- AVIT 2700 Networking for Pro AV (3 hours)
- AVIT 3100 Pro AV Installer (3 hours)

Ceramics

Certificate
15 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 main campus.

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

Program Description

The certificate in ceramics offers students not seeking the more intensive BFA in art with an emphasis in ceramics the opportunity to complement their degree with a series of courses focused on ceramics. Students gain greater experience in and practical knowledge of the common materials and techniques for ceramics.

Learning Outcomes

Successful graduates with the ceramics certificate will be able to:

- 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.

Certificate Requirements

Core Courses (9 hours)

- ART 2530 Ceramics: Space (3 hours)
- ART 2540 Ceramics: Form and Design (3 hours)
- One ARHS course chosen from the following:
  - ARHS 2210 Intercultural History of Art (3 hours)
  - ARHS 2200 Current Art (3 hours)
  - ARHS 4600 Topics in Art History: Art, Craft, Object, Image

Additional Requirements (6 credits)

Choose from the following:

- ART 3050 Topics in Studio Art (if topic is focused in ceramics) (3 hours)
- ART 3530 Investigations in Ceramics (3-6 hours)
- ART 3540 Ceramics Materials and Technology (3 hours)
- ART 4530 Focus in Ceramics (3 hours)

Diplomacy and International Organizations

Certificate
25 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available at the St. Louis main campus and at the Vienna campus.

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

This certificate will enable students to deepen their knowledge and expertise in fields relevant for careers in international organizations, diplomacy, global corporations, and internationally active NGOs. It will build upon courses oriented toward first, various aspects related to functions and operations of international organizations and diplomacy including negotiation techniques, international communication, and global governance. Second, courses providing expertise in key issues and regions of world politics. Third, courses providing practical experience where the acquired expertise and knowledge can be used in real-world context. Vienna is an ideal location for offering this study focus as it is home to dozens of international organizations, regularly hosts high-level diplomatic events and negotiations on various global issues, and numerous globally active enterprises and NGOs have their base here. WUPU and the IR Department are ideally placed to harness both on the academic expertise available within the department and beyond as well as on the practice-oriented resources available in the city. Some of the courses involve guess lectures from experts and practioners working with IOs and/or in diplomacy. Some of the courses are interdisciplinary and co-taught by faculty from the respective departments.

Learning Outcomes

Students will be able to:

- Summarize, classify and explain the systemic characteristics, processes, and relevance of diplomacy and IOs in the past and today.
- Differentiate and evaluate the role and interests of various actors in diplomacy using a multi-level system of analysis.
- Distinguish between the "two worlds of IR" (scholarly / practitioners) and execute real-world tasks through appropriate procedures.

Course Requirements

25 credit hours

- HIST 3100 Diplomatic History (3 hours)
- INTL 3700 International Organizations (3 hours)
- POLT 2100 Model U.N. (3 hours)
- POLT 1550 Introduction to Political Argumentation and Debate (3 hours)
- INTL 3290 Politics of International Economic Relations (3 hours)
- INTL 3030 Advanced Studies in International Law (3 hours)
- INTL 2610 Advocacy, NGOs, and Civil Society (3 hours)
- INTL 4600 IR Seminar: Diplomacy of Global Actors (3 hours)
- INTL 1200 Careers in History, Politics and International Relations (1 hour)

Entrepreneurship

Certificate
18 Credit Hours

This program is offered by the George Herbert Walker School of Business and Technology/Management Department. It is available at the St. Louis main campus and at the Leiden campus.

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

The certificate in entrepreneurship delivers a series of entrepreneurship courses for undergraduate students in business or non-business majors. Courses promote entrepreneurial awareness and thinking among students and develop the necessary real-world skills and abilities to become self-employed or start and grow an entrepreneurial venture.

Students demonstrate these skills by developing and presenting a viable business plan to a review panel made up of successful entrepreneurs in the capstone course. Students completing the program will be awarded a certificate in entrepreneurship from the George Herbert Walker School of Business & Technology.

The program is comprised of 18-credit hours. Students select individual certificate tracks specifically designed for their field of study or passion. A common thread running through all courses provide each student with the opportunity to focus all course projects on their individual business concept.

Learning Objectives

Upon successful completion of the Certificate in Entrepreneurship courses students will be able to:

- Demonstrate an understanding of the entrepreneurship process.
- Identify and apply entrepreneurship concepts and principles used in developing entrepreneurship action plans.
- Integrate entrepreneurship concepts, research and tactics to effectuate entrepreneurship.

Requirements

Students must take a total of 12 credit hours of required core courses and 6 credit hours from a major-related list of "track" courses as follows:

Entrepreneurship Core and Capstone

Required for all students

- MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3 hours)
- BUSN 3710 Entrepreneurial Financial Management (3 hours)
- MNGT 3720 Entrepreneurial Marketing (3 hours)
- MNGT 4960 Entrepreneurship Capstone (3 hours)

Entrepreneurship Elective Courses

Students must select 6 credit hours specific to their field of study. Additional courses are being added; please see your advisor for current listing of elective courses.

Suggested Track for Walker School of Business Majors

- MNGT 2600 Innovation through Social Impact Organizations (3 hours) (was MNGT 3741)
- MNGT 3740 Global Entrepreneurship (3 hours)

Suggested Track for Animation Majors

- ANIM 4100 2D Animation Short Film (3 hours)
- ANIM 4000 Animation Seminar (3 hours)

Suggested Track for Dance Majors

- DANC 1410 Introduction to Professional Dance I (1 hour)
- DANC 1420 Introduction to Professional Dance II (2 hours)
- DANC 3150 Performance Techniques I (2 hours)
- DANC 4900 Senior Seminar (1 hour)

Suggested Track for Education Majors

- EDUC 2800 Foundations in Education (3 hours)
- EDUC 3650 Instructional Design (3 hours)

Suggested Track for Exercise Science Majors

- EXSC 1318 Careers in Exercise Science (1 hour)
- EXSC 2100 Coaching Health and Human Performance (2 hours)
- EXSC 4875 Exercise Science Internship (3 hours)

Suggested Track for Film, Television and Video Production Majors

- FTVP 2100 Produce and Direct (3 hours)
- FTVP 4200 Senior Capstone A (3 hours)
  or FTVP 4210 Senior Capstone B (3 hours)

Suggested Track for Graphic Design Majors

- DESN 3800 Professional Practice in Graphic Design (3 hours)
- DESN 4200 Design for Good (3 hours)

Suggested Track for Illustration Majors

- ART 4030 Senior Critique (3 hours)
- ART 4130 Professional Practice for Illustrators (3 hours)

Suggested Track for Music Majors

- MUSC 3000 Music Entrepreneurship (3 hours)

- MUSC 4370 Advanced Topics in Music Entrepreneurship (3 hours)

Suggested Track for Photography Majors

- MDST 2500 Professional Development in Media Careers (3 hours)
- MNGT 3600 Management in the Arts (3 hours)

Suggested Track for Studio Art Majors

- ART 4020 Professional Practice for Artists (3 hours)
- ART 4030 Senior Critique (3 hours)

Illustration

Certificate
18 Credit Hours

This program is offered by the Leigh Gerdine College of Fine Arts/ Department of Art, Design and Art History and is only available at the St. Louis main campus.

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

Program Description

The certificate in illustration offers students not seeking the more intensive BFA in illustration the opportunity to compliment their degree with a series of courses focused on illustration. As a supplement to their related major the certificate demonstrates greater experience in drawing and a practical knowledge of the common materials and techniques for illustration.

Learning Outcomes

Successful graduates with the illustration certificate will be able to:

- Express an individual, creative voice through illustration.
- Access a broad range of studio experience.
- Utilize the formal vocabularies of illustration, art, design or animation.
- Practice drawing as a foundation for the complete process of illustration, from concept exploration to finished execution.
- Implement the technical skills, theory and methods applicable to the field of Illustration.

Special Requirements

Students must fulfill all requirements needed for a BA in art, a BFA in art other than illustration, BFA in graphic design, or a BA 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 2110 Figure Drawing (3 hours)
- ART 2130 Illustration (3 hours)
- ART 3120 Narrative Figure Drawing (3 hours)
- ART 3160 Topics in Illustration and Drawing (3 hours)

Additional Requirements (6 credits)

Choose from the following:

- ART 2410 Painting I (3 hours)
- ART 2610 Printmaking Concepts and Techniques (3 hours)
- ART 3140 Digital Drawing (3 hours)
- ART 3150 Anatomy Studies (3 hours)
- ART 3060 Text and Image (3 hours)
- DESN 1500 Digital Visualizations (3 hours)
- DESN 2200 Design Play (3 hours)
- DESN 2500 Design for Digital Portfolios (3 hours)
- ANIM 4010 2D Character Design (3 hours)
- ANIM 4040 Concept Art (3 hours)
- ANIM 3040 Comic Book Creation (3 hours)

Paralegal Studies

Certificate
24 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Social Sciences Department. It is available in person at the St. Louis main campus, via Live Virtual (synchronous) and via hybrid online (asynchronous and synchronous via Live Virtual).

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

Program Description

The paralegal certificate is approved by the American Bar Association (ABA) and is the only ABA program in the St. Louis area. The certificate is designed to meet the ever-changing needs of the paralegal profession and prepares students to enter the legal profession. We offer a solid, broad-based education including legal specialty courses. Students will learn both the theoretical and practical aspects of the law as they gain paralegal knowledge and an understanding of the ethical framework in which legal professionals function.

Learning Outcomes

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

- Demonstrate the fundamentals of legal reasoning and analysis.
- Comprehend the Code of Professional Responsibility to be able to address ethical dilemmas faced by lawyers and legal assistants.
- Master the skills and knowledge necessary for understanding legal issues working from both theoretical and practical applications.
- Explain the essential goals of legal researching, legal and logical reasoning and begin to develop legal writing skills.
- Be able to apply the theory of legal research and writing to practical problems encountered in a legal environment.
- Distinguish the significant role that legal assistants/paralegals have in the legal world and the practical skills necessary to function in it.

Special Requirements

All core courses must be taken at Webster University. Since core courses are generally taught at the advanced level, students must have earned at least 84 credit hours, including the 24-credit-hour core in paralegal studies, before a certificate can be issued.

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

Requirements

- LEGL 2400/POLT 2400 Introduction to Law (3 hours)
- LEGL 3000 Legal Ethics (3 hours)
- LEGL 3490 Civil Procedure Law (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 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.

Social Media Management

Certificate
18 Credit Hours

This program is offered by the School of Communications/ Communications and Journalism Department and is available at the St. Louis main campus and online via asynchronous modality.

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

The certificate enables students from all backgrounds to acquire skills necessary to effectively manage social media communication for a brand, organization, or entity. It is designed for students who are interested in enhancing their communication skills across established social media channels including Facebook, YouTube, Instagram, TikTok, WhatsApp and emerging platforms. Students will explore the strategy, analysis, engagement, and innovation across social media platforms. Coursework will include defining and building effective objectives and strategies, hands-on practice with simulations, case studies and review of best practices and emerging concepts. This certificate will benefit both students with experience as well as students with no previous exposure to social media management. Proficiencies gained in this program will prepare students to manage social media networks for a company or organization.

Learning Outcomes

Successful recipients of the certificate program will be able to:

- Understand the practical application and practice of the most popular social media channels.
- Develop objectives and strategies in alignment with audience goals across various channels.
- Analyze data analytics that drive interest, engagement and conversion.
- Navigate analytic dashboards and identify predictive insights with audiences.
- Design, create and test content options to build audience engagement.

Required Courses

The total 18 credit hours as outlined below:

- MDST 1050 Media Writing (3 hours)
- MDST 3100 Social Media Strategies and Tactics (3 hours)
- ADVT 1940 Introduction to Marketing Communications (3 hours)
- ADVT 3600 Social Media Content and Development (3 hours)
- ADVT 3700 Digital Media Analytics (3 hours)
- INTM 2200 Visual Design for Interactive Media (3 hours)

Technical Writing

Certificate
18 Credit Hours

This program is offered by the College of Humanities and Social Sciences/Language, Literature and Philosophy Department and is available at the St. Louis main campus and online.

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

The Technical Writing Certificate prepares students to communicate complex information clearly, accurately, and ethically in professional and technical settings. Designed for students across majors, including STEM fields, as well as working professionals seeking upskilling, the certificate builds practical skills in audience-centered writing, research, document design, and revision. Students learn to produce high-value workplace documents such as reports, proposals, manuals and user guides, standard operating procedures (SOPs), and web-based help content.

Coursework emphasizes usability and accessibility, helping students create documents that readers can navigate and apply with confidence. Students also develop editing and quality-control skills, including plain language techniques and ethical communication practices. Through collaborative projects, students learn to work with subject-matter experts, incorporate feedback, and improve documents through iterative revision.

Students complete the certificate with a portfolio of polished technical documents that demonstrates career-ready communication skills for internships and employment in a wide range of industries.

Learning Outcomes

Successful recipients of the certificate program will be able to:

- Analyze audience, purpose, and context and adapt technical and professional communication for diverse users, including attention to disciplinary conventions and stakeholder needs.
- Design and produce clear, accurate technical documents (e.g., reports, proposals, instructions/manuals, web-based help) using appropriate genres, formats, and technologies.
- Integrate research, data, and visuals (e.g., tables, figures, diagrams) to strengthen clarity, credibility, accessibility, and usability.
- Edit and revise technical documents for style, coherence, consistency, and accuracy, applying plain-language principles, document design standards, and ethical communication practices.
- Collaborate effectively in workplace documentation processes, working with subject-matter experts and users to gather requirements, manage feedback, conduct usability testing when appropriate, and improve documents through iterative revision.

Required Courses

Choose 18 credit hours from:

- WRIT 2400 Introduction to Professional Writing (3 hours)
- WRIT 2090 Writing in the Workplace (3 hours)
- WRIT 2500 Writing About Science (3 hours)
- WRIT 3100 Report and Proposal Writing (3 hours)

Certificates

- WRIT 3300 Solving Information Problems (3 hours)
- WRIT 3400 Editing and Style (3 hours)
- WRIT 3200 Technical Writing (3 hours)
- WRIT 4000 Topics in Professional Writing (3 hours)

ACCT - Accounting

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ACCT 2010 Financial Accounting (3)

Introduces accounting with an emphasis on systemic thinking and problem solving as the relationships between business events and financial statements are explored. There will be an extensive use of technology, with an emphasis on Excel, that will be integrated throughout the course as the students develop an understanding of how any given business event impacts an organization's financial statements. A primary objective of this course is to examine the use of financial accounting information for decision making in an organization.

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. There is an additional course fee of $42. **Prerequisite**: ACCT 2025.

ACCT 3040 Intermediate Accounting II (3)

Continues study of theoretical foundations of accounting, including capital stock, retained earnings and debt financing through bonds and other securities. **Prerequisite**: ACCT 3030.

ACCT 3050 International Tax Accounting (3)

Studies the systems, concepts and methods utilized in international tax accounting. **Prerequisites**: ACCT 2010 and ACCT 2025.

ACCT 3075 Federal Tax Accounting: Personal (3)

Studies the U.S. federal revenue system, concepts, and methods of determining federal income tax liabilities for individuals, corporations, partnerships, proprietorships, and estates and trusts. **Prerequisite**: ACCT 2025.

ACCT 3080 Federal Tax Accounting: Corporate (3)

Continues study of federal income liabilities for partnerships, corporations and estates and trusts. **Prerequisite**: ACCT 3075.

ACCT 3085 Federal Tax Accounting (3)

The study of the U.S. federal revenue system, concepts, and methods of determining federal income tax liabilities for individuals, corporations, partnerships, proprietorships, and estates and trusts. **Prerequisite**: ACCT 2025.

ACCT 3100 Issues in Accounting (3)

Analyzes current and significant issues in accounting. The course focuses on existing theories and practices, with emphasis given to energizing topics, problems and possible solutions. May be repeated for credit if content differs. **Prerequisites**: ACCT 2010 and ACCT 2025.

ACCT 3800 Accounting Information Systems (3)

The student examines the development and use of accounting information systems (AIS) in business organizations and the related technologies that support those systems. This course will develop the framework for an AIS by integrating the nine content areas as defined by the American Accounting Association's Report of the AAA Committee on Contemporary Approaches to Teaching Accounting Information Systems. Additionally, the student's conceptual understanding of the AIS will be enhanced by several hands-on projects that will include using current database technology to build an accounting information system. **Prerequisite**: ACCT 3030.

ACCT 4010 Accounting in an ERP Environment (3)

Students examine the financial and managerial accounting aspects of ERP systems in business organizations. Through the use of hands-on projects using an ERP system, students will explore the impact that the various business processes have on an organization's financial and managerial accounting. **Prerequisite:** ACCT 2025.

ACCT 4100 Advanced Financial Accounting (3)

Advanced development of applications of financial accounting concepts. The main emphasis is in the accounting entities: consolidations, partnerships, branch and affiliated companies, governmental units, nonprofit organizations, estates and trusts. Emphasizes accounting principles in relationship to installment sales, consignments, segments of business enterprises, interim reporting, S.E.C. reporting and multinational companies. There is an additional course fee of $42. **Prerequisite**: Completion of the other courses in the accounting emphasis including ACCT 4900 or concurrent enrollment in ACCT 4900.

ACCT 4220 Financial Statement Analysis (3)

Financial report analysis, interpretation and evaluation from the viewpoints of creditors, owners and others concerned with business strengths and weaknesses and future outlooks of business organizations. **Prerequisite**: FINC 3210.

ACCT 4600 Business Valuation (3)

This course introduces the student to the basic concepts and methodology used to value a closely held business. It will familiarize the student with the three valuation approaches--asset, market and income--used by business valuation professionals. The course will focus on the standards issued by the major accreditation bodies. It will familiarize the student with valuation models used on real-world valuation projects. **Prerequisites**: ACCT 3040 and FINC 3210.

ACCT 4900 Auditing (3)

Presents concepts, standards and procedures used by independent auditors in verifying business data in order to render an opinion and report on the financial statements of the entity being examined. Includes professional and ethical relationships, study and evaluation of internal controls, audit program applications, statistical sampling concepts and applications. **Prerequisite**: ACCT 3040.

ACCT 4910 Auditing and Professional Responsibilities (3)

Continues to introduce the present concepts, standards and procedures used by independent auditors in verifying business data in order to render an opinion and report on the financial statements of the entity being examined. Includes professional and ethical relationships, study and evaluation of internal controls, audit program applications, statistical sampling concepts and applications. **Prerequisite**: ACCT 4900.

ACCT 4920 Cases in Auditing (3)

This course involves the study of the academic literature related to auditing issues and ethics issues. Current research findings and their application and impact on the field of auditing will be analyzed and critiqued. The student will also be required to solve auditing problems involving real-world cases from local and national CPA firms. **Prerequisite**: ACCT 4910.

ACCT 4930 Introduction to Internal and Informational Technology Auditing (3)

This course will cover internal auditing from a broad perspective that includes information technology, business processes and accounting systems. Topics include; internal auditing standards, risk assessment, governance, audit techniques and emerging issues. The course covers the design of business processes and the implementation of key control concepts and uses a case study approach that addresses operational and information technology auditing. *This course will be integrated with Webster University's SAP system.***Prerequisite:** ACCT 4910.

ACCT 4950 Internship (1-6)

Prerequisite: Major in Accounting.

ACCT 4990 Accounting Seminar (3)

This course serves as the capstone experience for accounting majors by incorporating accounting topics covered throughout the accounting major and applying this knowledge to the study of real-world problems.

Students will explore the variety of current issues facing the accounting profession in order to develop a big-picture perspective that integrates financial accounting and reporting, cost and managerial accounting, auditing and professional responsibilities and other topics such as international accounting and information technology. **Prerequisites**: ACCT 4100 and ACCT 4910.

ADVT - Advertising

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

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 are 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 presentations. **Prerequisites**: MNGT 3510 or ADVT 1940.

ADVT 2910 Writing for Advertising (3)

Students learn the application of writing skills to the field of advertising. The course emphasizes adapting writing style and format to specific target audiences and a variety of advertising situations. Students produce their own advertising copy for inclusion in their portfolios. Students receive the instructor's critique of all their writing and have a chance to critique fellow students' work. **Prerequisites**: MNGT 3510, or ADVT 1940 and ADVT 2550.

ADVT 3150 Topics (1-3)

Topics courses are offered periodically to feature topics in advertising not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites** Vary with topic.

ADVT 3200 Sports Marketing Communications (3)

This course provides an overview and analysis of marketing, promotional strategy, and communications in the competitive field of sports marketing. In this course, students will develop the critical thinking and analytical skills necessary to develop a sports marketing communication plan. Topics include the marketing of sports teams, leagues, organizations, and sports-oriented products; sports and new media; and the use of sports marketing as a strategy. **Prerequisite:** ADVT 1940 or MNGT 3510.

ADVT 3500 Visual Communication for Advertising and Public Relations (3)

Students learn the concepts and techniques of modern design for a variety of media commonly used by advertising and public relations professionals, including posters, brochures, public relations kits, print and television advertising, sales promotions, and website/internet. Students learn the basic elements of design and their best uses. Emphasis is placed on problem/solution exercises and assignments that challenge students to use those elements of promotional design to solve communication problems in workplace settings. Project critiques are conducted regularly, and aesthetic and psychological aspects of work are analyzed. **Prerequisite**: INTM 2350 or ADVT 2350.

ADVT 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject of project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite**: Requires instructor permission and the filing of official form.

ADVT 3600 Social Media Content and Development (3)

This course focuses on the management and execution of the role of social media from an advertising and content management perspective. It examines marketing communications within digital marketing and online executions to support brand marketing activities. Students will explore the strategies and techniques used by marketers to drive engagement, develop communities and increase revenue. Emphasis will be on understanding the strategy of social media applications and include the development of brand content development and marketing communication executions to provide hands-on experience in extending social media strategy to support brand initiatives. Lab fee will apply.

ADVT 3700 Introduction to Digital Marketing Analytics (3)

Digital Marketing Analytics focuses on the measurement, analysis, and communication of digital marketing data to inform effective decision-making. It provides an overview of analytics and decision-making related to digital marketing platforms such as Google, Facebook, Instagram, Twitter, as well as organic and paid search and email marketing. Students will have some exposure to Excel but most of the work will be on industry dashboards. Emphasis will be on understanding the various digital dashboard and how to read and interpret trends and the impact of introducing different communication inputs. Students will have hands on experience through assignments that leverage and interact with these dashboards, similar to what a website or social media manager would use in monitoring and evaluating their own digital channels.

ADVT 3910 International Advertising (3)

Students learn about the issues involved in developing multinational advertising plans/campaigns. Students learn to apply all the major components and steps in the process of advertising planning - client/agency structure, audience identification and segmentation, objective setting, media strategy, creative strategy, research, budgeting - from an international perspective. The course challenges students to address each of these steps within the political, economic, religious, social, and cultural environment of another country or region. This is also an international studies certificate course. **Prerequisite**: MNGT 3510.

ADVT 4040 Advertising Production (3)

Students learn the process, strategies, and techniques involved in advertising production. Students work in teams to develop fully integrated campaigns for internal and external clients. Content within the class focuses on strategy, design and production of advertising and marketing communications across traditional and digital media sources. May be repeated for credit with approval of advisor since the projects differ from class to class. **Prerequisites**: MNGT 3510 or ADVT 1940; ADVT 2550; INTM 2350 or ADVT 2350.

ADVT 4190 Advertising Research (3)

This course introduces the fundamentals of advertising research. Students learn basic ad research theory and put it into practice by undertaking an actual research project. They learn the roles and subject matter of ad research including secondary sources and syndicated services. They also learn to conduct both qualitative and quantitative primary research, including planning, designing, sampling, data processing, analyzing, and reporting for an actual ad case study. **Prerequisite**: MNGT 3510 or ADVT 2550; ADVT 5321 for graduate students.

ADVT 4200 Media Planning, Buying and Selling (3)

In this course, students learn the role of media planning, buying and selling to help fulfill marketing communications objectives. Students learn the components of a professional media plan for target reach; how media buying techniques differ by target audience; and how the media sales process works. The course emphasizes the media's role in the advertising process and the media's influence on current techniques used by advertising agency media departments representing consumer and business clients with national, regional, and local needs. Students prepare a professional media plan using the principles and practices mastered throughout the course. **Prerequisite**: MNGT 3510 or ADVT 2550; ADVT 5321 for graduate students, or permission of the instructor.

ADVT 4610 Readings in Advertising (3)

May be repeated for credit with instructor's permission if content differs. **Prerequisites**: Media major, junior standing, permission of the instructor, and filing of official form.

ADVT 4620 Senior Overview (3-6)

Seniors demonstrate their proficiency in advertising and marketing communications in this course. Students assume responsibility for the production of a project under the direction of a faculty member. Projects may include a plan, campaign, or a thesis. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, filing of official form, and permission of the instructor.

ADVT 4700 Professional Development in Advertising and Marketing Communications (3)

Students prepare for careers in the field of advertising and marketing communications by developing their personal portfolios, attending professional organizations' meetings, fine-tuning

interviewing skills, and preparing their résumés. **Prerequisites**: Advertising and marketing communications major and senior standing.

ADVT 4910 Advertising Campaign Production (3-6)

This course serves as the culmination of the advertising and marketing communications curriculum. Advertising theories, principles, and techniques presented in the classroom are tested and refined in a "real-world" environment. Students serve as members of an advertising team, assuming the following roles: advertising agency account executive, media planner, copywriter, art director, producer, or videographer. The team undertakes an actual product/service case history assignment: analyzing the communications problem, developing a strategy, and creating and producing an integrated marketing communications campaign. Students must apply for admission to the class and the role of their choice. May be repeated once for credit (up to a total of 6 hours). **Prerequisite**: Permission of the instructor. Students should see their instructor before registering to determine the number of credit hours and what procedure to follow in registering for this course.

ANIM - Animation

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ANIM 1000 Fundamentals of Animation (3)

Students study the principles of animation through drawing-based exercises, with emphasis on traditional processes, techniques, and styles employed in creating the illusion of movement on motion media. This course combines lecture, demonstration, critique, and hands-on production of short animation studies.

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 combines theory, lectures and hands-on experience. **Prerequisite**: ANIM 1000.

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 2100 2D Animation Structure and Form (3)

Students study the visual foundations of 2D animation through drawing. Emphasis is placed on developing fundamental structure and form of the art in order to explore character, motion, and expression.

ANIM 2200 3D Animation Structure and Form (3)

Students study the visual foundations of 3D animation through modeling. Emphasis is placed on developing fundamental structure and form of the art in order to explore character, motion, and expression.

ANIM 3010 Voice Acting (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. **Prerequisite**: AUDI 1000

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 3100 2D Animation and Rigging (3)

Students further expand upon the foundation built in ANIM 1000 by learning more advanced tools and techniques used in 2D animation production for film, video, and games. This is a drawing and basic rigging course that will combine animation theory, lectures and hands-on experience. **Prerequisite**: ANIM 1000.

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)

Students further expand upon the foundation built in ANIM 2200 by learning more advanced tools and techniques used in 3D animation production for film, video, and games. This is a basic rigging course that will combine animation theory, lectures and hands-on experience. Prerequisite: ANIM 2200.

ANIM 3220 3D Procedurally Generated Environment (3)

Students will learn fundamental and advanced Procedural Content Generation (PCG) techniques to explore and create multi-scale environments for various contexts. Prior exposure to 3D modeling or game engines may enhance the learning experience.

ANIM 3300 Experimental Animation (3)

Students learn the potential of animation as a fine art medium. Experimentation is encouraged, using a wide range of techniques toward producing individual and group projects. Current and past works are screened and discussed in class.

ANIM 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area.

May be repeated for credit if content differs. **Prerequisite**: Requires instructor permission and the filing of official form.

ANIM 4000 Animation Seminar (3)

The Animation Seminar gives students the opportunity to craft short-form animations while prioritizing teamwork and innovation. By engaging in both experimental and commercial projects, participants will reflect on their personal growth and collaborate with peers to hone their artistic voice. This experience will help students tap into their creative potential and produce contemporary and relevant work. **Prerequisites**: ANIM 3100 or ANIM 3200, and junior standing.

ANIM 4010 2D 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. May be repeated once for credit.

ANIM 4030 Storyboarding (3)

Students apply principles of scene blocking, character development, and cinematic composition while learning how storyboards function as a collaborative bridge between directors, animators, sound designers, and performers. This course focuses on the development of detailed storyboards for animation as a tool for visual storytelling and production planning.

ANIM 4040 Concept Art (3)

Students will learn advanced painting techniques using Photoshop and other supplementary software. Over this 16-week course, students will explore basic painting techniques, process work, thumbnailing, critique, taking direction, and methods to maximize workflow productivity. May be repeated once for credit.

ANIM 4050 3D Character Design (3)

Students will learn advanced sculpting techniques using the ZBrush platform for character modeling. Over the 16-week course students will explore the basics of the interface and its customization, the concepts of sculpting digitally, and advanced tricks/techniques for getting the most out of ZBrush. May be repeated once for credit.

ANIM 4100 2D Animated Short Film (3)

Students learn full animation production for creating an animated short. This class expands upon the advanced tools and techniques introduced in ANIM 2100 2D Animation: Structure and Form. May be repeated twice for credit. **Prerequisite**: ANIM 3100.

ANIM 4200 3D Animated Short Film (3)

Students learn full animation production for creating an animated short. This class expands upon the advanced tools and techniques introduced in ANIM 3200 3D Animation: Structure and Form.. May be repeated twice for credit. **Prerequisites**: ANIM 3200.

ANIM 4400 Photorealistic 3D Animation (3)

Photorealistic animation provides an introduction to the tools and techniques of photogrammetry modeling, physically based shader and texture rendering, and motion capture animation used in professional 3D animation, game development and VFX production pipelines.

ANIM 4620 Senior Capstone (3-6)

This course provides an opportunity for seniors to demonstrate their proficiency in a selected area of animation. The student assumes responsibility for the production of a project under the direction of a faculty member. The projects can be collaborative and must demonstrate creative strategies using 2D or 3D animation. **Prerequisites**: Senior standing, acceptance of the petition to proceed with Senior Overview, and permission of the instructor.

ANSO - Anthropology and Sociology

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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- **ROC**: Roots of Cultures
- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ANSO 1000 Introduction to Sociology (3)

This course introduces students to key concepts in sociology that provide a systematic study of social interaction, social institutions, and social change. Topics include sociological perspectives on culture and social structure, personality and self, political and social inequality, crime and deviance, and the significance of race, class, and gender. Understanding sociology helps to reveal the structures and processes that shape social life. Students gain career skills in critical thinking, analysis, and communication. **GCP Coding**: **(SSHB)** (WCOM).

ANSO 1050 Global Social Problems (3)

This course examines social problems from a global perspective and sheds light on how these issues impact our global society. Topics includes homelessness, crime and poverty, and how these social problems differ by race, class, gender, and country. We draw from sociological as well as anthropological perspectives on such social problems. Students gain career skills in critical thinking, problem solving, and communication. **GCP Coding**: **(SSHB)** (INTC).

ANSO 1060 Introduction to Cultural Anthropology (3)

This course introduces students to core concepts in cultural anthropology, the branch that studies human cultures in their diversity and variation. Topics include ethnocentrism and cultural relativity, fieldwork and ethnography, gender and kinship, race and ethnicity, sickness and healing, and the global economy. Understanding cultural anthropology helps to reveal how people create meaning and make sense of the world. Students gain career skills in critical thinking, interpersonal communication, and intercultural competence. **GCP Coding**: **(ROC)** (INTC).

ANSO 1075 Introduction to Archaeology (3)

Archaeology, defined simply, is the study of humanity through its material cultures. The course explores how to understand human societies by examining the physical traces of the people of the past. It introduces students to key theory and methods

in archaeological research, data collection, and analysis. We will study the scope and scale of archaeology, and the ethics of excavating remains. Students gain career skills in data analysis and problem solving.

ANSO 1085 Human Origins (3)

This course explores the evolution of human and culture through the concepts of and mechanisms of evolution, humans' place in the natural world, and human variation. Students gain career skills in critical thinking and analysis. **GCP Coding**: **(PNW)** (CRI).

ANSO 1095 Introduction to Geography: World and Regional (3)

This course investigates geographic concepts and knowledge in understanding social-spatial and political dynamics including imperialism, globalization, immigration, and nationalism. Students gain career skills in intercultural communication, critical thinking, and social mapping.

ANSO 1800 Careers in Anthropology and Sociology (1)

This course helps students get career-ready by equipping them with the skills needed to land internships and jobs in the fields of anthropology, sociology, and criminology. It also prepares students for graduate school opportunities. Students will learn how to create personal statements, develop resumes, sharpen interview skills, and build other tools needed to succeed after college.

ANSO 2015 Issues in Society and Culture (1-3)

This course introduces students to today's most pressing social and cultural issues with an emphasis on the dynamics of living in globalized, industrialized, urban societies. May be repeated for credit if content differs.

ANSO 2025 Topics in Archaeology (3)

This course allows students to concentrate on special topics in archaeology from different historical time periods and societies (e.g., Ancient Greece, Dynastic Egypt, or Cahokia). ANSO 1075 is recommended but not required prior to enrollment. May be repeated for credit if content differs.

ANSO 2060 Culture and Communication (3)

This course explores the diverse means of communicating with others in different cultural contexts, including understanding cross-cultural communication, language use, and symbolic systems. We study the systems of meaning that people create which shape not only our language but human behavior. Students gain career skills in intercultural communication and teamwork. **GCP Coding**: **(ROC)** (INTC).

ANSO 2070 Introduction to Sex, Gender and Sexuality (3)

This course examines how sex, gender, and sexuality intersect with wider forms of identity such as race, ethnicity, class, and nationality, among others, and their connections to power and inequality. We apply sociological and anthropological perspectives to understand how these concepts are connected to power and inequality. By understanding the social construction of these categories, we study how they impact contemporary issues (i.e., labor force participation, social mobility). Students gain career skills in critical thinking and interpersonal communication. May be repeated for credit if content differs.

ANSO 2200 Peoples and Cultures (3)

This course introduces students to the study of cultural groups and the complex ways people respond to issues and processes taking place in the contemporary world. Instead of treating culture as static and unchanging, student examine the diverse ways communities understand their place and identities in an increasingly globalized world. We apply anthropological perspectives to understand relationships of power and inequality and seek out solutions to contemporary global issues. Students gain career skills in intercultural communication and critical thinking. May be repeated for credit if content differs. **GCP Coding**: **(GLBL)** (INTC).

ANSO 2300 Social Movements (3)

This course provides students with the analytic tools and theories to understand and evaluate a broad range of social movements in both a national and global context. We examine the history, evolution and momentum of movements such as women's rights and civil rights to better understand the impacts of these movements on individuals and in society. Students gain career skills in critical thinking, problem solving, and communication. **GCP Coding**: **(SSHB)** (OCOM).

ANSO 2460 Good Intentions: The Need to Help (3)

What does it mean to "do good" in the world? This class examines the intentions, motivations and practices behind the need to "save others" and questions in whose interests these actions are carried out. Who helps and who receives help? We will discuss topics such as deservingness, white saviors, voluntourism, and celebrity activism, among others, and consider questions of power and privilege embedded in good intentions. Students interested in pursuing nonprofit and government careers gain skills in critical thinking, problem solving, and communication. **GCP Coding**: **(GLBL)** (ETH).

ANSO 2530 World Music (3)

This course introduces students to the diversity of musical traditions from around the world. Music is not only an art form but a reflection of social and cultural values, histories, and shared experiences. By taking an ethnomusicological approach, this course emphasizes understanding music within its unique cultural contexts. Students will gain an appreciation for the global connections inspired by different musical styles. Prior musical knowledge is not required for this course. Students gain career skills in intercultural communication. **GCP Coding**: **(ARTS)** (INTC).

ANSO 2540 Environmental Anthropology and Sociology (3)

This course introduces students to sociological and anthropological perspectives on human ecology and environment and focuses on the relationship between humans and the environment. Topics include consumption and sustainability, environmental politics and law, urban systems and development, residential patterns and housing, and "natural" disasters. Students gain career skills in critical thinking and problem solving.

ANSO 2690 Food and Culture (3)

Food is an integral part of community and how we connect with others. This course explores the production and consumption of food across diverse social and cultural contexts and their connection to shared histories, values and attitudes. By actively preparing, cooking, and tasting food in our kitchen lab, we explore how food serves as a lens to understanding social and cultural rules that shape a society, and how culture and globalization intersect. Students gain career skills in intercultural communication.

ANSO 2720 Introduction to Measurement and Statistics (3)

This course helps students learn 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. We cover descriptive statistics, correlation and regression, and inferential statistics such as the t-test and analysis of variance. **GCP Coding**: **(QL).**

ANSO 2760 Urban Studies (3)

This course explores some central themes and concerns in the social scientific study of urban spaces, in particular, the “city” as cultural construct, the “city” as the site and object of local and global social struggles, and the “city” as part of the cultural imagination of the social, inequality, justice, and the “good life. Students interested in pursuing public policy and urban planning careers gain skills in critical thinking, problem solving, and policy analysis. **GCP Coding**: **(SSHB)** (CRI). Cross-listed with GRAS 2760.

ANSO 2790 Asians in America (3)

This course examines comparatively the experiences, histories and cultural worlds of Asian communities of different national origins and identifications in the United States. It introduces the historical, political, cultural and economic processes that shape Asian and Asian American community and identity formation. We explore how these identities have been shaped by cultural history, migration, and globalization. Students gain career skills in intercultural competence, critical thinking, and policy analysis. **GCP Coding**: **(GLBL)** (CRI). Cross-listed with GRAS 2790.

ANSO 2850 Introduction to Research Methods (3)

Research is an integral part of understanding people: what we do, why we do it, and how our actions are meaningful. This course introduces students to basic research methods and design, with a strong emphasis on qualitative analysis. Students will design their own research projects, collect data using various methods, and analyze and assess the ethics of research findings. Students gain career skills in data analysis, problem solving, communication, and organizational skills.

ANSO 2890 Culture, Health and Illness (3)

How do people experience health and illness across different social and cultural contexts? This course examines how our experiences of disease are structured by factors such as access to care, social and cultural beliefs and values, local and global knowledges, availability of medicines and distribution of resources. We look at how these experiences intersect with wider structures of power and inequality. Students interested in pursuing careers in health and medicine gain skills in interpersonal/intercultural communication, empathy, and problem solving. **GCP Coding**: **(PNW)** (ETH).

ANSO 2950 Community Practicum (1-3)

In this course, students engage in service-learning work at a community agency and have an opportunity to experience agency operations firsthand. Each student is expected to identify and gain admission to a field placement in consultation with their advisor prior to the beginning of the course. **Prerequisite**: Permission of the instructor and approval of placement proposal.

ANSO 3100 Topics in Anthropology and Sociology (3)

An advanced, in-depth analysis of issues and topics in anthropology and sociology. Topics vary by semester. May be repeated for credit if content differs.

ANSO 3110 Advanced Topics in Archaeology (3)

This advanced level course is designed to allow for focused study of special topics in archaeology. Topics may vary by semester. May be repeated for credit if content differs.

ANSO 3130 Race and Ethnicity (3)

What is race, ethnicity? Are they still relevant to understanding the contemporary world? This course examines the construction of race and ethnicity and the ways their meanings have changed in the U.S. and cross-culturally. It offers a critical understanding of how racial and ethnic politics inform institutional and social policies, the organization of everyday social life, cultural expressions, and resistance movements. Students interested in pursuing careers addressing social-economic inequality gain valuable skills in intercultural competence, understanding public policy, and critical thinking. Coss-listed with GRAS 3130.

ANSO 3340 From Aid to Advocacy: NGOs in a Global Context (3)

NGOs, or non-governmental organizations, have become powerful actors on the global stage. From larger groups like Médicins Sans Frontières (MSF) to smaller community organizations, NGOs impact the way we think about poverty and inequality and what we do about these issues. This course examines NGO practices across diverse global contexts and how they affect local communities. Topics may include microfinance, disaster relief, international development, gender and sexuality, human rights and global health. Students interested in pursuing international careers (i.e., United Nations) gain valuable skills in communication, problem solving, cultural competence, and adaptability.

ANSO 3560 Theories in Anthropology and Sociology (3)

This course will provide a history of anthropological and sociological thought. It will introduce students to key works and scholars in each discipline, as well as familiarize them with the foundational schools of theory that have been critical to shaping the discipline.

ANSO 3630 Independent Reading Course (1-3)

This course is designed for individual student exploration of a given body of knowledge or specific area of interest. Topic of the course, detailed learning outcomes and means of evaluation to be negotiated between student and faculty member. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

ANSO 4110 Advanced Studies in Anthropology and Sociology (3)

Designed for in-depth study of a specific area or issue in anthropology/sociology. May be repeated for credit if content differs.

ANSO 4175 Globalization (3)

This course explores the diffuse and diverse social, cultural, and economic processes of globalization and nationalism. As people, states, and economies become more interconnected, what impact do global processes have on individuals and communities? And how are the effects of globalization unevenly distributed? We consider issues of ethno-national identities, citizenship, the mobility of labor, and cultural forms (music, media, film), among others, to understand globalization disrupts ideas about national belonging and identity. Students interested in pursuing international careers gain valuable skills in intercultural competence, critical thinking and policy analysis.

ANSO 4250 Class, Status and Power (3)

This course analyzes sociological and anthropological perspectives on social class, status, power and stratification. We explore a variety of topics such as prejudice and discrimination, legislative responses to minorities, social inequality, social mobility, and work and labor force participation. By applying these

concepts to contemporary topics, we better understand how power and inequality shape people's everyday lives. Students interested in pursuing careers in government and public policy gain valuable skills in problem solving, critical thinking, and communication.

ANSO 4300 Global Sex, Gender and Sexuality (3)

This course takes a cross-cultural approach to sex, gender and sexuality by examining global variations in sex/gender systems, social-cultural constructions of sex and gender, and alternative sexualities across diverse social and cultural contexts. Emphasis is on global systems of these topics and understanding how they are lived and experienced by communities around the world outside of Euro-American contexts. Students interested in pursuing careers in global policy and advocacy gain valuable skills in interpersonal communication and critical thinking. Cross-listed with GRAS 4300.

ANSO 4630 Advanced Independent Reading Course (1-3)

This advanced level course is designed for individual student exploration of a given body of knowledge or a specific area of interest. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. May be repeated for credit if content differs.

ANSO 4950 Senior Thesis (3)

This capstone course allows students the opportunity to carry out independent research projects under the guidance of a faculty member. The final product should demonstrate the sum of the student's anthropological and sociological knowledge: comprehension and application of relevant theories; appreciation of the diverse body of anthropological and sociological work done on chosen topic; and capacity to critique the methodological choices, representational strategies and ethical implications of social scientific research. Students gain career skills in data analysis, communication, qualitative research, and critical thinking. **Prerequisite**: Senior status in Anthropology and Sociology or permission of the instructor.

APBA - Applied Behavior Analysis

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

APBA 2200 Applied Behavior Analysis for RBT Certification (3)

This undergraduate course introduces students to the knowledge and applied skills required of entry-level behavior technicians. The course covers foundational principles of Applied Behavior Analysis (ABA), participation in assessment procedures, evidence-based teaching strategies, behavior-reduction approaches, ethics and professional conduct, documentation practices, and essential technician-level competencies.

While this course is not part of a specific degree program, it is offered as an elective for students in education, psychology, or related fields. Completion of the course provides the 40 hours of required instruction and prepares students to be eligible to sit for the Registered Behavior Technician (RBT) exam, provided they also complete the required skills competency assessment with an approved employer or supervisor.

APBA 2700 Introduction to Applied Behavior Analysis (3)

This undergraduate-level course delves into the foundational concepts and principles of behavior analysis, with a focus on conceptual analysis. Over the duration of eight weeks, students will explore the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and the interpretation of behavior through the lens of behavior analysis. Through a combination of theoretical discussions, historical analysis, critical readings and practical applications, participants will develop a deep understanding of behavior analytic concepts and principles and their real-world implications.

APBA 2710 Behavior Assessment (3)

This course provides an in-depth exploration of behavior assessment methods used in applied behavior analysis, with a focus on Functional Behavior Assessment (FBA). Students will learn to identify the environmental variables influencing behavior and apply a systematic approach to understanding challenging behavior through indirect assessments, descriptive assessments and functional analysis. Emphasis will also be placed on skill-based assessments that inform intervention planning and individualized support strategies.

APBA 2720 Ethics and Professionalism in Behavior Analysis (3)

This undergraduate-level course delves into the intricate ethical considerations within the field of Applied Behavior Analysis (ABA). Over the course of eight weeks, students will engage in a comprehensive examination of ethical principles, dilemmas, and decision-making processes pertinent to professionals practicing ABA. Through a combination of theoretical discussions, case studies, practical applications and ethical reasoning exercises, participants will develop a deep understanding of how to navigate complex ethical situations inherent in behavior analytic practice.

APBA 2730 Behavior Interventions (3)

This undergraduate-level course provides an in-depth study of evidence-based behavior intervention strategies used to teach new skills and promote lasting behavior change. Emphasis is placed on the principles and application of positive reinforcement, instructional design, and behavior modification techniques. Students will explore and apply methods such as shaping, chaining, prompting, fading, generalization and maintenance of behavior.

APBA 2740 Methods in Behavior Analysis (3)

This undergraduate-level course provides students with a comprehensive understanding of the measurement techniques,

data display, and analysis strategies essential for effective behavior analysis. The course covers key topics such as measurement systems, data collection procedures, and single-case experimental designs, which are central to evaluating behavioral interventions. Students will also explore methods for program evaluation (e.g., interobserver agreement [IOA], procedural integrity [PI]), and will develop skills in using data to guide decision-making in behavior analytic practice.

APBA 2750 Supervision in Behavior Analysis (3)

This undergraduate-level course provides students with an in-depth understanding of the principles and practices of supervision and leadership within behavior analytic settings. This course covers key topics such as performance analysis and management, supervision strategies, staff training, behavioral systems analysis and organizational culture. Students will explore methods for effectively managing and leading teams, addressing performance issues, and fostering a positive and productive organizational environment. Emphasizing both the practical and theoretical aspects of supervision, the course prepares students to become effective leaders in behavior analytic practices, with a focus on improving the performance of individuals and teams.

ARHS - Art History

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
(not bolded code)

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- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ARHS 1050 Art Appreciation (3)

An introductory course for non-art majors. Students examine a variety of visual forms, including art from the past and contemporary currents. Emphasis is on expanded awareness, enhanced understanding, and refined insight of creation influences and meanings in the visual arts. Students gain experience with active and responsive talking and writing about art. **GCP Coding**: **(ARTS)** (CRI).

ARHS 2000 Art Forum (1-3)

Introduces a structure for the development of discourse and critical inquiry. The Friday Forum lecture series and immediately current topics in art will be the basic focus of the class. Additionally, students enrolled in art survey and creative strategies courses especially will find this discussion format a supplement to those courses. May be repeated once for credit.

ARHS 2200 Current Art (3)

Surveys many of the dominant styles and theories of contemporary art. As there cannot be an accepted "received history" of the art of our own time, the content of the course will be organized along both a lineal and thematic approach, with special attention to the political and social constructs implicit in the creation of recent "avant-garde" art. Students will be introduced to the nature of the "art world," current trends in art, and the dialogues taking place both in and around its creation. **GCP Coding**: **(ROC)** (CRI).

ARHS 2210 Intercultural History of Art (3)

Covers the history of art and design from the prehistoric to the early twentieth century by looking at moments of intersection between cultures. Covers periods and styles of art history, while touching on techniques and mediums, and form and content, as an introduction to the principles of art history. Students learn about multiple cultures and how they develop through an examination of the artworks, objects, and artifacts of those cultures. Considers questions such as: how do artworks tell us about culture or engage with it? How are artworks created by culture and work to create it in turn? **GCP Coding**: **(ROC)** (WCOM).

ARHS 2320 Introduction to Asian Art (3)

Continues the art history sequence: introduces the arts of Asia. Offered periodically. **GCP Coding**: **(GLBL)** (INTC).

ARHS 2350 Introductory Topics in Art History (3)

Introduces basic themes and topics in art history and criticism. Topics will include various approaches and issues relating to the study of art history, the curating and collecting of art, artists' biographies, introduction to art movement, and art in corporate settings. May be repeated for credit if content differs. **Prerequisite**: ARHS 2210.

ARHS 2400 Indigenous Arts of the World (3)

Surveys the arts of non-Western cultures; topics may include the arts of Africa, Oceania, or the pre-Columbian Americas. Offered periodically. May be repeated for credit if content varies.

ARHS 2700 Introduction to Curatorial Studies (3)

This course examines what it means to be a "curator" and the topics that are influencing current curatorial strategies. Emphasis will be placed on the study of active professionals referencing local, national, and international exhibitions. Field trips to art institutions will encourage developing links with gallery and museum curators; managers and directors; writers and critics. Required for the certificate in curatorial studies. Offered periodically.

ARHS 3010 Greek and Roman Art (3)

Surveys the art and architecture of ancient Greece and the Roman Empire. Offered periodically.

ARHS 3099 Independent Study (1–6)

Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

ARHS 3110 Early Renaissance Art (3)

Follows the development of Renaissance art in Italy, from the late Medieval period through the fifteenth century. Topics include the rise of humanism, theories of vision, the introduction of printmaking, and the growth of artistic status and identity. Offered alternating years.

ARHS 3120 High and Late Renaissance Art (3)

Explores the arts of Italy, from the High Renaissance of Leonardo, Michelangelo, and Raphael, to the Mannerism of the mid-

sixteenth century. Topics include the artist as intellectual, theory in art, and the rise of art history. Offered alternating years.

ARHS 3130 Northern Renaissance Art (3)

Explores the art of the Lowlands, France, and the German States from 1350–1550. Artists such as Van Eyck, Durer, Bosch, and Bruegel will be seen in the context of religious turmoil and discovery that brought Europe from the Middle Ages to the early modern world. Offered alternating years.

ARHS 3150 Baroque Art (3)

Surveys the art of the seventeenth century in Europe, with a focus on its international nature and as a response to intellectual and cultural forces such as the Counter-Reformation and the Scientific Revolution. Topics include the Academy, the artist as reformist/conformist, and the power of art. Offered alternating years.

ARHS 3210 Nineteenth-Century Art (3)

Tracing intellectual and cultural currents from the Enlightenment to the fin de siècle, this course will encompass Romanticism, Realism, Symbolism, and early Modernism in art. While the European viewpoint is dominant, we will also look at the contributions of American landscape painters in the nineteenth century. Offered alternating years.

ARHS 3250 Modern Art (3)

This course surveys European High Modern art and other Modernities of the early twentieth century through post-WWII developments to the neo-avant-garde. Concentrating on art as related to the important political forces of the time, the Russian Revolution, World Wars, the Great Depression, and Cold War policies, topics will include German Expressionism, Cubo-Futurism, Constructivism, Abstract Expressionism, Formalism, etc. Offered alternating years.

ARHS 3270 Contemporary Art I: Late-Twentieth-Century Art (3)

Focuses on mid- to late-twentieth-century art practices. Topics include theories of contemporary art, post-modernism, post-coloniality, Global art, art as activism, and immediately new genres. Offered alternating years.

ARHS 3280 Contemporary Art II: Twenty-First-Century Art (3)

Continues course content from ARHS 3270.

ARHS 4600 Topics in Art History (3)

In-depth study of particular issues in the history and criticism/theory of art. Topics vary from semester to semester: e.g., performance art; history of prints; Renaissance visions of nature; Chinese landscape painting; the Japanese garden; Mughal architecture; art in the current decade. Offered periodically. May be repeated for credit if content differs. **Prerequisites**: ARHS 2200 and ARHS 2210.

ARHS 4610 Reading Course (1-4)

May be repeated for credit. **Prerequisites**: Permission of the instructor and filing of official form.

ARHS 4700 Cultural Organizations: Structure and Theory (3)

Studies the environment, principles, and practices of cultural organizations. Considers cultural policy issues and introduces the history and structure of museums, collecting, and curation. Students will formulate a theoretical rationale and "found" their own organizations.

ARHS 4730 Art Theory and Criticism (3)

Art theory provides the terminology and theoretical basis necessary for the scholarly investigation and elucidation of specific works of art. This course considers the theoretical issues and related historical framework that come together in the critical interpretation of art. Contemporary approaches to art criticism are a major focus. **Prerequisites**: ARHS 2200 and ARHS 2210.

ARHS 4920 Senior Thesis (3)

A student, under the direction of a faculty mentor, researches, writes, and presents to the department a substantial project demonstrating the competencies acquired in the history of art. Normally offered in the spring semester. Required for graduation. **Prerequisites**: Senior standing and permission of the department.

ART - Art

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
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Global Citizenship Program Skill Areas
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- ** Course fulfills two skill areas

Course Descriptions

ART 0200 Open Darkroom (0)

Students will have full access to utilize the darkroom throughout the semester. Once a month, students who are interested in working in the darkroom will meet as a group with the instructor. They will hear announcements, share photographs, and correspond about various experiences in the darkroom. This class is open to anyone in the university who has had some darkroom experience. Attendance is mandatory. $75 lab fee. **Prerequisites**: ART 2715 or permission of instructor.

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)

Part of the foundations core. Students explore different theories of creativity, examine the practices of contemporary creative thinkers, and learn skills required to successfully apply Creative Strategies in their lives. Through practical and theoretical applications, including both dialogue and art-making practice, students investigate the fundamentals of two-dimensional design and are exposed to the visual language and conceptual underpinnings that surround art and design. This course presents students with the tools to deal with visual materials in a

knowledgeable and critical way, to obtain insight into the making and consuming of images, and to understand their historical and theoretical basis. **Prerequisite**: Admission to the department upon portfolio review or declared major in Art History and Criticism

ART 1110 Introduction to Drawing (3)

Students 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. Basic concepts of design and composition are reinforced 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 ART 1150 or advanced placement upon portfolio review.

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 1150 Observational Drawing (3)

Part of the foundations core. Emphasizes the development of a regular and authentic practice of drawing as a critical-thinking and ideation tool, and the history and varied contemporary processes entailed by such practice. Through observation, students practice being inquisitive about the world around them and use broad definition of drawing to filter and expand their experiences and research. Explorative mark-making, self-expression, and research will be integrated into studies of perspective and light and shadow. **Prerequisite**: Admission to department upon portfolio review or declared major in Art History and Criticism.

ART 1310 Materials and Making (3)

Part of the foundations core. Introduces the relationships, vocabulary, and methods of using objects in a creative practice. The link between material understanding and conceptual decisions are established while exploring ideas of utility, expression, and process in art and design. Projects are pursued within a studio environment and include traditional means and contemporary technology. **Prerequisite**: Admission to department upon portfolio review or declared major in Art History and Criticism.

Art 1900 First-Year Exhibition (0)

Part of the foundations core. A review of student progress by DADAH faculty that occurs in the Fall of a student's first year. Students exhibit their creative work in the Visual Arts Building in conjunction with a public opening reception to display what they have accomplished during their first year in DADAH. All art majors (both transfer and traditional freshmen) must register for ART 1900 in the fall semester of their first year. **Prerequisite**: Declared major in Art.

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 1110 or ART 1150.

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 or ART 1150 or DESN 1210.

ART 2200 Introduction to Art Therapy (3)

This course provides an experiential and conceptual introduction to the field of Art Therapy and its intersections with contemporary psychology and expressive arts therapies. Students will learn about the theoretical and practical foundations of art therapy, exploring the creative process, material use, and clinical reasoning in therapeutic contexts. Emphasis is placed on the role of art as a tool for self-exploration, communication, and healing. Through studio-based work, readings, and discussions, students will engage as makers and future clinicians, gaining appreciation for personal symbolism and the transformative potential of art in wellness practices.

ART 2315 Sculpture I (3)

Investigates material, process, and conceptual issues involved in sculpture while working with contemporary fabrication techniques. Guided projects include working with wood, metal, and plaster. **Prerequisites**: ART 1310 or DESN 1220.

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 1010 or ART 1110 or DESN 1210.

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.

ART 2540 Ceramics: Form and Design (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.

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.

ART 2715 Fine Art Photography (3)

Introduces conceptual, historical, and practical bases of photography as used in art practice. Students begin to understand and interpret photographic imagery, practice critical thinking, and discover the possibility of camera-made and constructed images. Lectures introduce the work of noted photographers and the evolution of aesthetics and theory associated with the history of the medium, examining the impact that the photographic image exerts in contemporary art. Through demonstration and hands-on activity, students learn the technical skills needed to use a 35mm manual camera, process black-and-white negatives, and make black-and-white prints.

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.

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.

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.

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 or DESN 1210.

ART 3070 Fiber Arts (3)

Emphasizes the expressive potential of fibers through exploration of textile creation, alteration and design. Students will explore the history of textiles in the fine art works while creating artworks using various techniques including papermaking, felting, weaving, surface design, and dying.

ART 3099 Independent Study (1-6)

Independent study involves research work on a specialized subject or project, or artistic work. The emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

ART 3110 Conceptual Drawing (3)

Exposes students to alternatives to observation-based drawing. In this course, traditional representation becomes subordinate to image making for its conceptual or problem-solving potential. Students will be encouraged to expand the scope of drawing by working outside of the traditional frame or across a variety of media. **Prerequisites**: ART 1150.

ART 3120 Narrative Figure Drawing (3)

Emphasizes the reasons for using the figure and the content of the drawings. 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.

ART 3140 Digital Drawing (3)

Develops a bridge between digital and physical media in drawing. Students are introduced to digital technologies as they prove relevant to individually directed projects, and may integrate digital drawing with physical media to varying degrees. **Prerequisite**: ART 1110 or ART 1150 or DESN 1210.

ART 3150 Anatomy Studies (3)

Builds agility and versatility into students' narrative imagination through a focused study of artistic anatomy. Resources for 2-D or 3-D modeling will include anatomy textbooks in addition to live models, skeletons, and cadavers, when available. Anatomy Studies is recommended for any student interested in figurative art, including: painters, sculptors, illustrators, and animators. **Prerequisites**: ART 1150 or ART 2110

ART 3160 Topics in Illustration and Drawing (3)

Intensive studies in specialized studio topics related to illustration and drawing. May be repeated for credit if content differs. **Prerequisite**: ART 1110 or ART 1150 or DESN 1210.

ART 3170 Editorial Illustration (3)

Students will create editorial and journalistic illustrations for digital and print outlets, with a focus on research and visual problem solving. Issues of audience, context, distribution and reproduction will be discussed. Students will demonstrate self-direction and originality in tackling problems and abstract concepts, and will explore the collaborative aspects of working with art directors. **Prerequisites**: ART 1110 or ART 1150 or DESN 1210.

ART 3180 Picture Books (3)

Students will develop a long-form visual narrative for a commercially published illustrated book. In-depth discussions will detail the illustrated book market, the production of audience-oriented visuals, and the publishing industry, including large publishing houses and small independent groups. Students will trace the history of illustration in commercial publishing. **Prerequisites**: ART 1110 or ART 1150 or DESN 1210.

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.

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.

ART 3410 Intermediate Painting (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.

ART 3450 Painting Workshop (3)

Offers students with experience in painting an opportunity for advanced intensive studio work. Focus varies through a range of aesthetic and technical problems. May be repeated for credit. **Prerequisite**: ART 1110, ART 1150 or DESN 1210.

ART 3530 Investigations in Ceramics (3)

Students continue to increase both building and analytical skills. They explore various processes of art-making, including building by hand or using the potter's wheel. Students become increasingly self-directed as they develop an individual approach to integrating ideas, materials, and processes. Independent individual research is required. May be repeated once for credit. **Prerequisites**: ART 2530 or ART 2540.

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.

ART 3610 Screenprinting (3)

Introduces basic processes and expanded/alternative/ contemporary processes of fine art screenprinting. Alongside the creation of a portfolio of prints, students will explore critical theories surrounding printed matter and its relation to the contemporary art world. **Prerequisites**: ART 1010 or ART 1110 or DESN 1210.

ART 3630 Papermaking (3)

Demonstrates mold and deckle making, sheet forming, casting, and large sheet making. Emphasizes the inherent qualities and expressive potential of papermaking, although traditional hand papermaking forms the basis for the course. May be repeated for credit.

ART 3650 Printmaking Workshop (3)

Offers students with experience in printmaking an opportunity for advanced intensive studio work. Focus varies through a range of aesthetic and technical problems. May be repeated for credit. **Prerequisite**: ART 2610.

ART 3680 Alternative Lithography (3)

Introduces many alternatives to the traditional stone lithography process. Students research, practice, and master a comprehensive survey of the tools, techniques, and conceptual implications of polyester plate, aluminum plate, and photo plate lithography, along with other various image-transfer processes. May be repeated once for credit. **Prerequisites:** ART 2610.

ART 3690 Book Arts and Letterpress (3)

Introduces the broad range of information and projects related to book arts. Various methods of binding will be analyzed and utilized as students explore how creative content can unfold through sequential imaging. The history of letterpress printing will be explored through various printing projects using movable type. May be repeated once for credit. **Prerequisites:** ART 2610.

ART 3730 Color Photographics (3)

Provides students with an introduction to the images, techniques, and history of color photography. Emphasis is placed on the growth of each student's aesthetic and critical abilities as it applies to color photography, technical control during shooting and printing, and understanding past and current aesthetic concerns in the field. Through work/review sessions, students are encouraged to evaluate their own ideas and judgments in the pursuit of a well-communicated photographic work. Among the topics to be covered are: learning to see in color; recognizing differences between color in the world and color in a photograph; the effects of changing light on color; and color that reinforces or contradicts the subject of a photograph.

ART 3750 Alternative Photography (3)

Investigates the relationship between critical concepts and alternative processes, by addressing contemporary issues and photographic theories as they relate to studio practices. Students will learn to create images using alternative non-silver photographic processes including cyanotypes, Van Dyke Brown printing, the salted paper process, image transfers, cliché-verre, photograms and a combination of mixed media. Emphasis is placed upon developing advanced concepts while promoting experimental strategies for creating and manipulating images. **Prerequisites**: ART 2715 or permission of the instructor.

ART 3760 Photographic Possibilities (3)

Students explore photography's inherent qualities as an aesthetic and conceptual investigation in an environment where everyone is free to experiment with photography in any direction they want, challenging the notion of what a photograph can encompass. This course constructs a community in which we share our experiments and build off each other's trials in order to push the boundaries of what is possible and see what we can discover.

ART 3780 Photography Workshop (3)

Investigates the relationship between critical concepts and alternative processes, by addressing contemporary issues and photographic theories as they relate to studio practices. Students will learn to create images using alternative non-silver photographic processes including cyanotypes, Van Dyke Brown printing, the salted paper process, image transfers, cliché-verre, photograms, and a combination of mixed media. Emphasis is placed upon developing advanced concepts while promoting experimental strategies for creating and manipulating images. May be repeated for credit. **Prerequisite**: ART 2715 or permission of the instructor.

ART 3820 Performance Art (3)

Examines performance art as an integral element in the development of the visual arts. Students challenge the traditional role of the art object by creating multimedia performance works that include the artist's own body, the element of time, and audience participation. Particular emphasis is on contemporary performance art and its relationship to politics, media, and the performing arts. May be repeated for credit.

ART 3830 Time Studio (3)

Examines the concepts and processes involved in time-based art mediums. Study includes lectures, reading and student production

in several time-based media including moving images, sound, digital networks and installations. Evaluation based on level of participation, critiques, and exams based on readings. May be repeated for credit.

ART 3900 BFA Review (0)

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

ART 4020 Professional Practice for Artists (3)

This seminar course prepares studio art majors with fundamental professional knowledge, to make them aware of challenges they will face upon graduation as artists and to develop their basic tools for success. Students will investigate historical and contemporary concepts of art-making that relate to their area of interest to enhance their understanding and development of their art practice. Practical issues will be covered that relate to managing an artist's studio and career, including: both critical and proposal writing, documenting work, finding and creating opportunities, personal promotion and fundamental business/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 and other themes that connect to a student's work in order to speak, write, and present their ideas in a professional and competent manner. **Prerequisites**: ART 2900

ART 4030 Senior Critique (3)

Enables students to strengthen their individual directions as artists and designers by providing 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 concerns, the ability to fully realize an idea from beginning to end, and understanding past and current aesthetic concerns in art and design. Students will be critiqued various times throughout the semester by the entire class and small critique groups. Art and Graphic Design majors must enroll in the spring of their senior year. **Prerequisite**: 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 4060 Art Abroad (3-6)

Explores a range of topics related to the study and practice of art within the context of international settings and intercultural experiences. Students will develop an individual creative voice informed by global art and design discourse as they practice analysis, apply formal vocabularies, draw on historical context and use discipline-specific methods to position their work as a form of engagement and dialogue.

ART 4130 Professional Practice for Illustrators (3)

Helps students fine-tune their illustration techniques through a series of conceptual and problem solving projects. Students will build a professional portfolio while they learn about ways to market and brand their work for careers in illustration.

ART 4530 Focus in Ceramics (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 2530 and ART 2540.

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.

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.

ART 4910 DADAH BA/BFA Exhibition (1)

In order to graduate with a BA in Art or BFA in Art or Graphic Design from DADAH, students must participate in the senior exhibition held at the end of the spring semester in the Arcade Contemporary Art Projects gallery (or, if not available, suitable alternative space). Students learn how to design, manage, and execute a successful group art exhibition by organizing a professional art exhibition from beginning to end, experiencing the work behind the scenes that makes viewing artwork in public possible. Students will be involved in all aspects of putting on an exhibition, from designing a show card and posters, to internet advertising, choosing themes and a title, installing and de-installing work, getting donations for food and beverages for the reception, etc. **Prerequisites**: ART 2900.

AUDI - Audio Production

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

AUDI 1000 Audio Production for Non-Majors (3)

Students examine the basics of audio recording, editing, sound mixing and special effects. The student is expected to work independently in the software Adobe Audition.

AUDI 1061 Steal This Music (3)

Through case study of controversies in the music industry, students learn about the cultures and institutions of music and the ethical considerations applied to creation, distribution, and consumption of music. Students learn to analyze both the context and the specifics of the ethical dilemmas facing music industry professionals, as well as the average person. Students learn to

advocate for ethical individual and societal responses to resolve or address these dilemmas. **GCP Coding**: **(SSHB)** (ETH).

AUDI 1062 Songs of Protest: Words and Music in the Struggle for Change (3)

This course will survey the development of the "protest song" from the 19th century to the beginning of the 21st. The course will take an interdisciplinary approach to explore the synergy of words and music into a powerful communication tool in the struggle for change. It is not a course in music history or composition. Students will examine examples of protest songs and consider the song's socio/political impact, the life of its composer/performer, the ethical values expressed, and the song's place in history. Songs from social struggles including slavery, racial equality, the rise of labor unions, LGBTQ rights and anti-war protests will form the core of the course content. Although the course will focus on the protest song in America, it will also touch on its global role in other countries such as South Africa and Russia. The central question to be considered is "How have songs been used as a tool to effect social and political change and have they been effective?"

Course work includes weekly lectures, reading and listening assignments; participation in a discussion group; and writing projects that focus on analysis of songs and their role in social struggles in America and beyond. Course may be repeated if content varies. Content for this course does not vary significantly from term to term. **GCP Coding**: **(SSHB)** (WCOM).

AUDI 1063 Introduction to Podcasting (3)

Through the examination and analysis of podcasts, students explore the contexts and contents of this communication medium from both historical and contemporary perspectives. Students will learn introductory production techniques and develop skills necessary for successful podcast creation and distribution. In this course, each student will individually create and release a series of podcasts. **GCP Coding**: **(ARTS)** (OCOM).

AUDI 1064 Cinema Sound: From Talkies to THX (3)

Through the viewing and discussion of films, students learn about the technical history of film sound, and explore how the technologies available have changed directors' and sound engineers' creative choices, and ability to affect the overall experience, both historically and in contemporary film. Students will learn to analyze the soundtracks of film through discussion and independent viewing. Students will present their own analysis of the audio component of scenes from film and use relevant content to develop and explore ideas regarding the aesthetic choices of the soundtrack. **GCP Coding**: **(ARTS)** (WCOM).

AUDI 1110 Audio Technology Lecture (3)

The course provides an introduction to the technology, techniques and science employed in audio production, in a lecture format. Topics include basic acoustics, transducers (microphones and loudspeakers), mixing console function and operation, gain structure, signal path, fundamentals of digital audio, hearing preservation and jobs in the industry. **Co-requisites**: AUDI 1121 and AUDI 1131.

AUDI 1121 Signals and Systems (3)

This course provides students with the opportunity to apply the concepts learned in AUDI 1110 to hands-on production work. Students are expected to work independently and in small groups both in the recording studio and in the field. **Co-requisites**: AUDI 1110 and AUDI 1131.

AUDI 1131 Digital Audio Workstations (3)

This intermediate-level course provides students with an intensive exploration into Digital Audio Workstations (DAWs) and their use in multitrack mixing. Topics include intermediate DAW techniques such as routing, editing and manipulation, as well as developing students' abilities to subjectively evaluate results, and to assert individual creativity through mixing and the use of effects and enhancements. **Co-requisites**: AUDI 1110 and AUDI 1121.

AUDI 1630 Sound Design for Media (3)

This course provides and introduction to the techniques and principles used in the creation of sound designs for media-based projects. Emphasis will be placed on examining the individual elements within a sound design. Topics include types of sound effects, music sourcing and creation, deliverables and aesthetic analysis. **Prerequisite**: C- or better in AUDI 1000 or AUDI 1110, or concurrent enrollment in AUDI 1110.

AUDI 2210 Fundamentals of Audio Mixing (3)

This course provides an introduction to the fundamental concepts and practices of music mixing. Students learn the essential steps of the mixing process, develop critical listening skills, and explore how technical and creative choices shape a final mix. Topics include session organization, balance, panning, processing, vocal treatment, effects, and creating depth within the stereo field. By the end of the course, students will be able to apply core mixing techniques in a variety of musical contexts. **Prerequisites**: AUDI 1131 and AUDI 2845.

AUDI 2230 Introduction to Music Recording (3)

This course provides students with an introduction to modern studio multitrack recording techniques and practices. First, students will examine individual instruments and various microphone techniques in the studio setting. Later, students will work with groups of instruments, expanding to deal with issues of isolation and ensemble. Additional topics include subjective analysis of microphone techniques, blending and balancing various instrument combinations and familiarity with musical genres. **Prerequisites**: AUDI 1121 and AUDI 1131.

AUDI 2411 Foley and Effects Creation (3)

In this class, students learn techniques for creating and synchronizing sound effects to visual media projects. Students will record sound effects in the field and in the studio, as well as study the art of sound effect performance (Foley). **Prerequisite**: C- or better in AUDI 1121 or AUDI 1630.

AUDI 2420 On Set and Dialog Recording (3)

This course provides students with hands-on experience in the techniques and practices of recording audio for picture, from on-set production sound to post-production dialog and ADR. Students develop skills in boom microphone operation, wireless system setup and concealment, live mixing, recording and editing vocal performances, and synchronizing dialog to picture. The course also emphasizes workflow, documentation, and effective collaboration with directors, actors, and post-production teams. **Prerequisites**: AUDI 1121 & AUDI 1630.

AUDI 2610 Beat Making (3)

This course provides students with a comprehensive introduction to virtual music production, with an emphasis on contemporary beat-making practices. Students will engage in genre-agnostic creative processes while exploring the technical and aesthetic foundations that inform modern digital production workflows. Through hands-on activities, structured listening, and guided practice, students will develop essential skills in MIDI sequencing, drum programming, sampling, arrangement, and digital audio workstation (DAW) operation. The course emphasizes creative exploration across musical styles and the cultivation of practical production techniques used throughout today’s music industry.

AUDI 2630 Music Licensing A-Z (3)

This course provides an introduction to the creative, legal, and business practices involved in synchronization (sync) licensing for contemporary media. Students explore how music is cleared, licensed, and placed in film, television, advertising, video games, and digital platforms. Topics include metadata and ownership rights, publishing considerations, types of sync agreements, and professional pitching strategies. Emphasis is placed on developing the skills, communication practices, and industry awareness necessary to prepare and submit original music for sync opportunities.

AUDI 2710 Acoustics (3)

This course provides students with an intermediate-level exploration of acoustics, focusing on musical acoustics and its application to audio production. Topics include periodic motion, vibration, general room acoustics, small vs. large room acoustics, reflections, reverberation, noise, absorption, diffusion, isolation, resonance, musical acoustics, spectral analysis, and brass, stringed and percussion instruments. **Prerequisites**: C or concurrent enrollment, in both AUDI 1110 and MUSC 1005.

AUDI 2845 Critical Listening (3)

This course will introduce students to a new way of listening to music. Students will learn to listen to music as frequencies and timbre instead of the traditional notes and chords. Topics include, frequency analysis, song structure, tone recognition, equalization & compression recognition, modulation & time based effect recognition, and audio aesthetics. **Prerequisite**: C- or better in AUDI 1110.

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 3230 Music Recording (3)

This is an upper-level course in multitrack music recording, performed in a studio setting, which builds upon the work done in AUDI 2230. Students learn to perform the jobs of the various members of the recording team, including the role of engineer, assistant engineer, producer and tape operator. Emphasis is placed on advanced-level mixing and subjective evaluation of recordings. **Prerequisite**: C- or better in AUDI 2230.

AUDI 3240 Advanced Audio Editing (3)

This course provides students with an in-depth exploration of the concepts and practices involved in professional music editing. Students will learn the essential stages of the editing process, develop advanced critical listening and editing skills, and examine how technical and creative decisions shape the final outcome of an audio project. Topics include session organization, grid-based and free-time (non-grid) editing, vocal and instrumental comping, flying parts across sections, and both two-track and multitrack editing workflows. By the end of the course, students will be able to apply advanced editing techniques effectively across a variety of musical styles and production environments. **Prerequisites**: AUDI 1131 and AUDI 2845.

AUDI 3260 Immersive Audio (3)

This class introduces students to mixing and recording in immersive audio formats. Students will learn the Immersive Audio ecosystem, how to set up sessions and manipulate object-based audio in immersive listening fields and create industry standard deliverables. Students will mix audio for both music and video formats, and will also record with various immersive audio mic arrays and techniques. **Prerequisites**: AUDI 1131, AUDI 2210

AUDI 3310 Live Audio Production 1 (3)

This course provides an introduction to live audio production and gives students the opportunity to apply many of the skills learned in AUDI 1121. Topics include sound system design, front-of-house mixing, system troubleshooting, wireless device coordination and an introduction to system measurement and optimization. Additionally, students in this class will assist students in AUDI 3311 with live sound reinforcement for a variety of events across campus. **Prerequisite**: C- or better in AUDI 1121.

AUDI 3311 Live Audio Production 2 (3)

In this course, students will perform the duties of lead audio engineer for a variety of events across campus. To prepare students for these activities, class meetings will focus on intermediate-to-advanced live sound applications and techniques, event coordination, team leadership, and the design of systems for music reinforcement. Additional topics include system optimization, mixing monitors and mixing for music reinforcement. **Prerequisite**: C- or better in AUDI 3310.

AUDI 3410 Post Production and Mixing (3)

This course focuses on the assembly and mixing of the audio component of a visual media project. Students work with pre-recorded materials to assemble, blend and synchronize mixes for both stereo and surround formats. Topics include balancing and blending audio for 2-channel and 5.1-channel reproduction, broadcast standards and practices and intermediate sound design skills. **Prerequisites**: AUDI 1131 and AUDI 2411.

AUDI 3599 Independent Study (Juniors or Seniors) (1-12)

Independent Study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisite**: Departmental permission and filing of official form.

AUDI 3610 The Modern Producer (3)

This course examines the evolving role of the modern music producer in today's rapidly changing audio landscape. With the shift from traditional commercial studios to portable, mobile, and home-based production environments, contemporary producers must possess both technical versatility and strong interpersonal, creative, and business skills. Students will explore modern production techniques, recording workflows, and session strategies suitable for non-traditional and hybrid recording spaces. Topics include mobile and location-based recording, producing and directing musicians and vocalists, arranging instrumental and vocal parts, protecting digital assets, copyright and publishing fundamentals, and current business practices within the contemporary music industry. **Prerequisites**: AUDI 2210, and AUDI 2230.

AUDI 3720 Testing and Troubleshooting (3)

This course introduces students to intermediate-level testing and troubleshooting methods and practices. Topics include familiarity with test and measurement equipment, measurement techniques and diagnostic procedures, impulse response and frequency response measurements, system calibration and calibration standards, soldering and basic repair skills. **Prerequisites**: AVIT 1100 and AUDI 1121

AUDI 4230 Studio Engineering 1 (3)

Students in this course will learn about the operation of a recording facility as they perform the role of engineer in various recording studios on campus. Engineers will be expected to facilitate recording sessions while leading assistant engineers,

perform regular studio maintenance, attend weekly engineer meetings and perform other duties as needed in the operation of the studios. **Prerequisites**: C- or better in AUDI 2230 and senior standing.

AUDI 4231 Studio Engineering 2 (3)

Students in this course will gain an advanced understanding of the operation of a recording facility as they perform the role of a chief engineer/studio manager in various recording studios on campus. Students assume responsibility for the administration of the recording studios, including the maintenance, scheduling and operation of the audio facilities. Students will also be expected to facilitate recording sessions while leading engineers and assistant engineers and coordinate regular studio maintenance. **Prerequisite**: B- or better in AUDI 4230.

AUDI 4310 Live Audio Production 3 (3)

This advanced course builds on prior live sound fundamentals to prepare students for work in touring, theatrical, and concert venue environments. Students will design and troubleshoot complex signal flows including networked audio, digital routing through consoles, and programming DSP. The course emphasizes system tuning and optimization using industry standard measurement tools and loudspeaker management techniques. Students will also develop and apply wireless microphone and IEM frequency coordination strategies, create and manage show files and scene automation, and use array prediction software to plan and evaluate loudspeaker coverage within a venue. **Prerequisites**: AUDI 3311

AUDI 4930 Audio Production Capstone (3)

This course represents the culmination of the Audio Production program curriculum. Students integrate and apply program-level learning outcomes through the completion of a substantial, large-scale audio production project. Course meetings are conducted in a seminar format and focus on peer and faculty discussion of project development, production decisions, and challenges encountered throughout the creative and technical process. Final deliverables include a completed audio production project submitted in physical or digital form, along with a written document that reflects on the project's conceptual development, production methodology, and outcomes. **Prerequisites**: AUDI 4230 and senior standing.

AVIT - Audio-Visual Information Technology

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

AVIT 1100 Fundamentals of Pro AV (3)

This course introduces students to intermediate-level Pro AV design concepts, equipment management, and testing and troubleshooting methods and practices. Topics include familiarity with audio, video, lighting, and IT equipment, intermediate-level system architecture and integration, test and measurement equipment, measurement techniques and diagnostic procedures, installation practices, and basic cable building skills.

AVIT 2100 Pro AV 2 (3)

This course builds upon the foundational concepts introduced in Fundamentals of Pro AV. It prepares students for the industry-standard foundational certification by addressing the technical knowledge and applied skills required for entry-level professional audiovisual work. Topics will include, but are not limited to, wiring and infrastructure, networking, power systems, video technologies, and audio systems. **Prerequisite**: AVIT 1100.

AVIT 2400 Electricity for Pro AV (3)

This course introduces students to the foundational electrical principles that are fundamental to modern Professional AV (Pro AV) systems. Topics include electrical code standards, building and low-voltage system design, power distribution, and common grounding and noise challenges in audio and signal pathways. Emphasis is placed on safe practices and the essential electrical knowledge required for technicians and installers in commercial AV environments.

AVIT 2500 Pro AV Documentation and Software (3)

This course provides hands-on training in producing professional audiovisual documentation using industry-standard software tools. Students will develop proficiency in creating AV line drawings, detailed signal-flow diagrams, rack elevations, and bid-ready project documents. Emphasis is placed on accuracy, clarity, and adherence to professional documentation standards essential for work in the AVIT industry. **Prerequisite**: AVIT 2100.

AVIT 2700 Networking for Pro AV (3)

This course introduces students to the networking concepts, protocols, and system architectures essential to modern Professional AV (Pro AV) environments. Students will examine how audio and video signals are transported as packets across network-based infrastructures, with emphasis on IP addressing, subnetting, VLANs, QoS, and common AV-over-IP standards. Through hands-on configuration and troubleshooting exercises, students will learn to design, deploy, and maintain reliable AV networks used in commercial installations. The course prepares students to collaborate effectively with IT professionals and integrators in networked AV system design, installation, and support. **Prerequisite**: AVIT 1100.

AVIT 3100 Pro AV Installer (3)

This course prepares students with the advanced skills and knowledge associated with professional audiovisual system installation and supports preparation for the CTS-I (Certified Technology Specialist–Installation) credential. While the course does not administer the CTS-I examination, it aligns coursework with industry standards and competencies required for certification. Topics include system installation and configuration, client and end-user training, installation documentation, testing and verification procedures, and project closeout practices across professional AV environments. **Prerequisite**: AVIT 2100.

BIOL - Biology

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

BIOL 1010 Human Biology (4)

The "biology" of humans is a study of the organization of the human body, how it works, and what the human needs to stay alive and reproduce. Throughout the course, the focus is on various topics of interest to the college student: e.g., fitness, stress, current discoveries, AIDS. Intended for non-majors. Laboratory is included. Offered in the fall semester. **GCP Coding**: **(PNW)** (CRI).

BIOL 1020 Biology of Animals (3)
BIOL 1021 Biology of Animals: Lab (1)

Introduces the fascinating world of animals, from the tiny water flea to the elephant. Examines the challenges in their lives and the ways they meet them, including the search for food sources and shelter, reproduction, and internal stability. Laboratory required. Intended for non-majors. Offered in the fall semester. **Co-requisites**: BIOL 1020 and BIOL 1021 must be taken concurrently. **GCP Coding for BIOL 1020**: **(PNW)** (CRI).

BIOL 1030 Biology of Plants (3)
BIOL 1031 Biology of Plants: Lab (1)

Examines plant growth and development, from seed to flower. Plant diversity and ancient and modern uses will be studied, along with care of common garden and household plants. Laboratory required. Intended for non-majors. Offered in the spring semester. **Co-requisites**: BIOL 1030 and BIOL 1031 must be taken concurrently. **GCP Coding for BIOL 1030**: **(PNW)** (OCOM).

BIOL 1040 Human Genetics (3)

Introduces DNA, along with the structure and function of human chromosomes and how hereditary traits are passed on. Emphasis on new findings and technologies. Intended for non-majors. Laboratory included. Offered in the spring semester. **GCP Coding**: **(PNW)** (ETH).

BIOL 1050 Biology of Disease (3)

This course focuses on the physiological changes associated with diseases of the major organ systems of the human body. Each system is presented from the perspective of the function of the organ system and how alterations in that organ system function lead to a lack of integration with other organ systems and untimely disease. **GCP Coding**: **(PNW)** (WCOM).

BIOL 1200 Stream Ecology (4)

This course is an in-depth study and experiential exploration of various freshwater aquatic habitats, as well as the interdisciplinary literature that is associated with each habitat and ecosystem. Pond, wetland, stream, river, and basin – each habitat is explored, studied, and experienced. Water chemistry, EPA standardized water testing, sampling and evaluating of aquatic invertebrates; analysis of water, watershed, and ecosystem health; reporting our findings to private and state agencies – these are all vital and important parts of this course. Students will be certified in Missouri Stream Team standards at the end of the course and will be able to start their own Stream Team. There will be multiple field trips, some overnight, to local and regional streams, rivers, and watersheds. Laboratory is included.

BIOL 1318 Issues I Biology (1-3)

Deals with biological issues of general interest. May be repeated for credit if content differs. **Prerequisite**: May vary with section.

BIOL 1350 Phage Discovery (4)

This is the first semester of a year-long research-based course that immerses students in authentic and accessible research. Students will work toward finding new bacterial viruses and characterizing them. Students make significant contributions to the field of genomics as they learn how to think like scientists. Laboratory is included. **GCP Coding**: **(PNW)** (CRI).

BIOL 1550 Essentials of Biology I (4)
BIOL 1551 Essentials of Biology I: Lab (1)

An introduction to basic principles of biochemistry, genetics, molecular biology, cellular biology, and evolution. Students will learn how to apply these basic principles to critically think about and communicate current scientific issues. Laboratory is required. Limited to majors in the sciences or by permission of the instructor. **Co-requisites**: BIOL 1550 and BIOL 1551 must be taken concurrently. **GCP Coding for BIOL 1550**: **(PNW)** (CRI).

BIOL 1560 Essentials of Biology II (4)
BIOL 1561 Essentials of Biology II: Lab (1)

A survey of living organisms and ecology. Structure, function and biological processes will be covered. Laboratory required. **Prerequisites**: BIOL 1550. Limited to majors in the sciences or by permission of the instructor. **Co-requisites**: BIOL 1560 and BIOL 1561 must be taken concurrently.

BIOL 1610 Anatomy and Physiology I (3)
BIOL 1611 Anatomy and Physiology I: Lab (1)

Introduces the structure and function of the human body to gain a fundamental knowledge of human anatomy and physiology. Topics will include cellular chemistry, cell biology, histology as well as an overview of the integumentary, skeletal, muscular, and nervous systems. Laboratory sessions will focus on basic organization of the body and hands-on exploration of the integumentary, skeletal, muscular, and nervous systems with a microscopic examination and dissection. Laboratory is required. Offered in the fall semester. **Co-requisites**: BIOL 1610 and BIOL 1611 must be taken concurrently.

BIOL 1620 Anatomy and Physiology II (3)
BIOL 1621 Anatomy and Physiology II: Lab (1)

A continuation of BIOL 1610/11. Topics will include endocrine, cardiovascular, respiratory, renal, digestive, and reproductive systems. Laboratory sessions will focus on basic organization of the body and hands-on exploration of the endocrine, cardiovascular, respiratory, renal, digestive, and reproductive systems with dissection and physiology experimentation. Laboratory is required. Offered in the fall semester. **Co-requisites**: BIOL 1620 and BIOL 1621 must be taken concurrently.

BIOL 1800 Medical Terminology (3)

This course provides the student with the building blocks of basic medical terminology. Such information will facilitate learning of scientific and medical principles as they relate to the physiological processes in the human body. The relationship of word parts to their anatomical counterparts will be studied. Rules for combining word parts into complete medical terms will be stressed. Accurate pronunciation and spelling of word parts and complete terms will be emphasized throughout the course. Offered in online format. **GCP Coding: (PNW)** (OCOM).

BIOL 2000 Bioinformatics (3)

This course demonstrates the rationale and uses for large biological datasets and engages students in DNA sequence analysis using several types of biological databases. Students learn the strengths and weaknesses of the various types of data that provide insight into biology and work with computational methods to analyze novel genomes. Students will use DNA analysis software programs and/or programming language at an introductory level. **Prerequisite**: BIOL 1560.

BIOL 2010 Evolution (3)

This course covers the development of evolutionary theory, examines the genetic basis of evolution, explores mechanisms of speciation and the construction of phylogeny, and studies various data that contribute to the current understanding of biological evolution that yields the present day diversity of life. Students perform an investigation on an evolutionary topic of choice, and present a critical analysis of the findings. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor.

BIOL 2011 Evolution: Lab (2-3)

This course provides a general assessment of the different disciplines in the evolutionary field and helps students develop an understanding of the principles used by evolutionary biologist to create new knowledge. Students will examine mechanisms of evolution and speciation, the development of evolutionary theory and study various data that contribute to our current understanding of biological evolution. Students will learn first-hand how evolution drives patterns of biodiversity through a required short-term study abroad trip to the Galápagos Islands, Ecuador. They will develop skills in hypothesis-driven science and perform an investigation on an evolutionary topic of choice. They will use basic experimental design and statistical tests used in evolutionary biology and present a critical analysis of the findings. Students will submit an application through the Study Abroad office, and if approved, will enroll in a co-requisite language and culture class during the semester of the trip. Study Abroad fee will vary. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor. **Co-requisites**: BIOL 2011 and ILC 2150 must be taken concurrently.

BIOL 2120 Microbiology (3)
BIOL 2121 Microbiology Lab (1)

A study of bacteria, viruses, fungi, and protists with respect to microbial structure and function, growth, metabolism, pathogenesis, and methods of disinfection and sterilization. **Prerequisites**: BIOL 1550 and BIOL 1551 or BIOL 1610 and BIOL 1611. **Co-requisites**: BIOL 2120 and BIOL 2121 must be taken concurrently.

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 2350 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**: BIOL 1550 or BIOL 1610 or instructor permission.

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 2500 Botany: The Good, The Bad, and The Deadly (3)

The path of human history is intimately related to the plants that surround us. The plants in our environment have shaped us, and we in turn have shaped them. During this course, students will learn botanical concepts and scientific skills, through exploration of our relationships with plants. Topics covered include plant morphology, physiology, diversity, and ecology. Intended for early-career majors and non-majors.**GCP Coding: (PNW)** (OCOM).

BIOL 3010 Human Anatomy & Physiology I (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 tissue and bones. Laboratory required. Offered in the fall semester. **Prerequisites**: BIOL 1550, BIOL 1551 and CHEM 1100, CHEM 1101 or permission of the instructor. **Co-requisites**: BIOL 3010 and BIOL 3011 must be taken concurrently.

BIOL 3020 Human Anatomy & Physiology II (3)
BIOL 3021 Human Anatomy & Physiology II: Lab (1)

This course is a continuation of BIOL 3010/3011 for biology and biological science majors. Endocrine, cardiovascular, respiratory, immune, renal, digestive, and reproductive organ systems will be studied in-depth. Particular attention will be on the interaction between organ systems for homeostasis and in the context of disease. Laboratory sessions will be devoted to the hands-on exploration of the endocrine, cardiovascular, respiratory, renal, digestive, and reproductive systems with dissection and physiological experimentation. Laboratory required. Offered in the spring semester. **Prerequisites**: BIOL 3010 and BIOL 3011 or permission of the instructor. **Co-requisites**: BIOL 3020 and BIOL 3021 must be taken concurrently.

BIOL 3050 Genetics (3)
BIOL 3051 Genetics: Lab (1)

This course establishes an understanding of genetic analysis in prokaryotic cells, eukaryotic systems and model organisms, with an emphasis on Mendelian genetics. Topics include transmission genetics, molecular genetics, and population genetics, with a focus on problem solving. Laboratory required. Offered in the spring semester. **Prerequisites**: BIOL 1550, BIOL 1551 and BIOL 1560, BIOL 1561, or permission of the instructor. **Co-requisites**: BIOL 3050 and BIOL 3051 must be taken concurrently.

BIOL 3060 Genetics II Lecture (3)

This course centers around molecular genetics and genomics, with an emphasis on genotypes, gene editing/modification, comparative genomics, population genetics and bioinformatics. This is a hybrid lecture-based course with an experimental component; sessions may include lectures, journal club-like literature studies, activities or lab experiments. **Prerequisites**: BIOL 3050 and BIOL 3051.

BIOL 3061 Genetics II Lab (1)

When offered, this course should be taken concurrently with BIOL 3060, and centers around molecular genetics and genomics, with an emphasis on genotypes, gene editing/modification, comparative genomics, population genetics and bioinformatics. **Prerequisites**: BIOL 3050 and BIOL 3051.

BIOL 3080 Cell Biology (3)
BIOL 3081 Cell Biology: Lab (1)

Examines cellular structure and function in both eukaryotic and prokaryotic cells. This course provides the foundation for understanding modes of cellular communication, such as channels, receptors, messenger systems, and cell cycle processes. Energy production, storage, and utilization are also discussed. Offered in the spring semester. **Prerequisites**: BIOL 3050 and BIOL 3051 or instructor permission. **Co-requisites**: BIOL 3080 and BIOL 3081 taken concurrently.

BIOL 3200 Ecology (3)
BIOL 3201 Ecology: Lab (1)

Defines ecosystems, examines how they function, and how human intervention changes that function. Emphasizes world ecosystems. Laboratory required. Offered in the fall semester. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor. **Co-requisites**: BIOL 3200 and BIOL 3201 must be taken concurrently.

BIOL 3600 Topics in Biology (1-4)

Provides for in-depth analysis of issues and topics of specialized interest to advanced students in the life sciences. May be repeated for credit if content differs. **Prerequisite**: Junior standing or permission of the instructor.

BIOL 3700 Plant Physiology (3)
BIOL 3701 Plant Physiology: Lab (1)

Plant physiology is the study of how plants function and grow. This course aims to broaden students' understanding of how physical, chemical, and biotic factors affect the life of a plant. Emphasis will be placed on water relations, metabolism, and regulation of plant growth and development. Students will be expected to read, present, and discuss research from current scientific articles about plant physiology. Laboratory required. **Prerequisites**: BIOL 1560 and CHEM 1110, or permission of the instructor. **Co-requisites**: BIOL 3700 and BIOL 3701 must be taken concurrently.

BIOL 3900 Journal Club (3)

Keeping up with current scientific knowledge requires reading the latest scientific publications. This journal club course will focus on a specific area of research and delve into recent progress made in this field. Students will gain an in-depth understanding of the principles, techniques, and context of the subject while developing their skills in oral communication. This course can be repeated for credit, as the topics and research papers will differ each time. However, the course can only count one time toward the major. **Prerequisites**: BIOL 1550 and BIOL 1560, or permission of the instructor.

BIOL 4050 Gene Expression (3)

Reviews the structure and function of chromosomes, the regulation of gene expression, and the molecular basis of gene mutation. Special topics will include gene regulation during development, the genetic basis of cancer, and the use of transgenic model systems. **Prerequisites**: BIOL 3050, BIOL 3051 and BIOL 3080, or permission of the instructor.

BIOL 4300 Immunology (3)

Provides the student with a detailed understanding of the mechanisms involved in protecting the body from infections and other potential sources of tissue damage. It examines the workings of the immune system and the interrelationships among its cell types. **Prerequisite**: BIOL 3080, or permission of the instructor.

BIOL 4400 Research Methods (3)

Lecture and discussion of the research process from question formulation to planning, design, methodology analysis, and preparation of a research proposal. **Prerequisites**: BIOL 1550, BIOL 1551, BIOL 1560, BIOL 1561, BIOL 2010, BIOL 3050, BIOL 3051, CHEM 1100, CHEM 1101, CHEM 1110, CHEM 1111, CHEM 2100 and CHEM 2101. Senior status in BA biology or BS biological sciences, or permission of the instructor.

BIOL 4420 Senior Thesis for BA in Biology (4)

Students working toward a BA in biology will enroll in this course to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up and oral presentation of research results at a formal meeting of faculty and peers. Student must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of the instructor.

BIOL 4430 Senior Thesis for BS in Biological Sciences (4)

Students working toward a BS in biological sciences will enroll in this courses to complete their senior research project in the laboratory or field. Completion of the project will culminate with a scientific write-up in publishable format. Research results will be presented at a formal meeting with faculty and peers. Student must complete all required coursework for the major, including BIOL 4400 Research Methods, or receive permission of the instructor.

BIOL 4500 Virology (3)

Investigates the fundamental processes of viral evolution, classification, infection of host, pathogenesis, and viral replication. The use of viruses in biomedical research will be presented in order to understand the methodologies for the isolation, identification, and detection of viruses. **Prerequisites**: BIOL 3050, BIOL 3051, BIOL 3080, BIOL 3081 and CHEM 3100, or permission of the instructor.

BIOL 4610 Reading Course (1-4)

May be repeated for credit if content differs. **Prerequisites**: Permission of the department chair and filing of the official form.

BIOL 4700 Independent Biology Research I (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of biology. If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

BIOL 4710 Independent Biology Research II (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of biology. If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

BIOL 4720 Independent Biology Research III (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of biology. If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

BIOL 4730 Independent Biology Research IV (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of biology. If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

BIOL 4750 Laboratory Teaching Assistant (1-3)

Teaching assistantships benefit students by providing a basic understanding of both the science and logistics of running different types of biology and chemistry labs. The students gain experience in experimental techniques, some pedagogy and overall classroom organization. These skills are useful for those who plan to pursue science teaching professional and are translatable to other types of jobs. Second, teaching assistants are part of a team effort within the biological sciences department to offer meaningful hands on laboratory components of critical courses and develop relationships with faculty members. These faculty-student interactions can lead to letters of recommendation or more long-term mentoring relationships. **Prerequisites**: Students will have taken the laboratory course they will be assisting in with a grade of B or better. Submit laboratory teaching assistant application for department approval.

BIOL 4900 Internship in Biological Sciences (1-3)

This course awards credit for approved research experiences with a business or not-for-profit organization that affords students an opportunity to apply and integrate the knowledge and skills they have gained in the classroom to the real world. **Prerequisite**: Students will submit an application for internship credit to the department chair for approval and determination of credit hours awarded.

BUSN - Business

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

BUSN 1000 Business Spreadsheets (1)

Excel spreadsheets applications used in business plans, analysis of financial statements and other business applications. May be repeated for credit if content differs.

BUSN 1200 Introduction to Business (3)

Surveys fundamental aspects of American business, including the private enterprise system, forms of business, financing, marketing, personnel, production, quantitative analysis and government regulations.

BUSN 2037 Introduction to Sports and Entertainment Management (3)

The course introduces the organizational and business foundations of sports and entertainment management segments. The students will study a wide variety of issues related to, and gain an understanding of, the key departments and their functions within sports and entertainment organizations plus event and facility management. The similarities of sports and entertainment organizations particularly related to attracting customers (ticket sales). Organizations range from professional sports leagues and teams, collegiate sports teams, conferences and associations like the NCAA plus entertainment organizations (e.g. AEG, Live Nation), sports and entertainment venues and also organizations that focus on delivering economic impact to communities through event acquisition efforts including Convention and Visitors Bureaus, Tourism Boards and Sports Commissions. **Prerequisite**: MNGT 2000 (may be taken concurrently).

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)

This course introduces basic statistics concepts and methods. Students learn how to identify, summarize, present and analyze different types of data. Students also learn basic probability and probability distributions to make inferences and draw conclusions for a population based on sample data. The emphasis is on the application of statistical analysis to solve real-world business problems rather than theory. Excel is used as a tool to practice statistical techniques. **Prerequisite**: MATH 1430 or equivalent.

BUSN 2825 Introduction to Research Design and Methods (3)

This course will introduce students to the research design and methods of business and management research and also help them develop a research project. Students will learn about all stages of the scientific research process, from formulation of research questions to presentation of results. The course will

cover both qualitative and quantitative methodologies. Students will have the opportunity to put what they learn into practice by developing their own research project. **Prerequisite**: BUSN 2750.

BUSN 3100 Issues in Business (1-3)

Analyzes current and significant issues in business. The course focuses on existing theories and practices, with emphasis given to energizing topics, problems and possible solutions. Case studies are utilized in discussing each issue. May be repeated for credit if content differs.

BUSN 3150 Business Information Systems (3)

This course provides students with a foundational technology literacy and understanding of Information Systems (IS) as they apply to business. Topics covered include IS fundamentals and infrastructure; organization and business strategies; Management Information Systems; IS for commerce and collaboration; business intelligence and Enterprise Information Systems; Enterprise Resource Planning; and IS security, privacy and ethics. Students examine how IS programs support systems thinking management concepts, as well as the factors that can influence a business selection of their IS. Students also apply problem solving and solution development as they study how databases are used in business to collect data, the different methodologies used to develop an IS solution, its functional systems, and the relationship between communications and networks with intra-systems and inter-systems. **Prerequisite**: Junior status.

BUSN 3457 Sports and Entertainment Marketing (3)

This course is an introduction to the concepts and theories unique to sports and entertainment marketing. The course seeks to cover all the relevant issues in designing and integrated marketing strategy. This course covers key topics in the sports and entertainment marketing curriculum including consumer behavior, market research, promotions, pricing, sponsorship, business ethics, technology and e-marketing. It surveys the rapidly-changing international sports and entertainment environment. Information systems, pricing strategies, media relations, promotional methods and endorsements as they relate to marketing theories, practical applications and principles. **Prerequisite**: BUSN 2037, MNGT 2000 and MNGT 2500.

BUSN 3500 Business and Global Issues (1)

The objective of this course is to connect business management to analyzing problems and situations considering a global perspective. It intends to demonstrate the importance of applying business competencies in dealing with global issues that affect the long-term viability of business such as global agreements, politics, geo-economics and culture. **Prerequisites**: ISTL 1000 or POLT 1050, and PHIL 2360 or PHIL 2110 or PHIL 2320.

BUSN 3710 Entrepreneurial Financial Management (3)

This course will focus on the process an entrepreneur goes through to produce, understand, interpret and use basic financial information to start, manage, or grow their entrepreneurial organization. As an entrepreneur and small business owner, each decision you make has financial implications. Entrepreneurs must be able to generate and understand their financial information in order to evaluate their organization's financial performance, to communicate clearly with their employees, bankers and stakeholders, as well as to incorporate financial information into their day-to-day operations and decision-making process.

BUSN 3750 Quantitative Methods (3)

This course introduces the student to the basics of decision making and common errors in decision making. It will also familiarize the student with a number of decision-making techniques that can be used on real-world problems as well as in other courses in the program. **Prerequisites**: ACCT 2025, ECON 2000 and BUSN 2750.

BUSN 3850 Enterprise Systems (3)

This course helps students understand enterprise systems in today's organizations. The contents includes the evolution of enterprise systems, the components of an enterprise system and the process of implementing enterprise systems to increase the overall success of the organization. In addition to emphasize the strategic role of enterprise systems in providing a platform for improved business operations and productivity, students also gain hands on experience with SAP systems. **Prerequisites**: MNGT 2100 and ACCT 2010.

BUSN 3950 Business Analytics (3)

The course is an introduction to business analytics. Topics include regression, forecasting, spreadsheet modeling, simulation, data mining, and decision analysis. This course provides students with the basic concepts and techniques needed to understand the application and role of analytics in businesses and organizations. Spreadsheets are used in this course to develop the business analytics models and tools. **Prerequisites**: ACCT 2010, ECON 2000 and BUSN 2750.

BUSN 4110 Operations Management (3)

Operations Management (OM) deals with the part of an enterprise that creates values for its customers and shareholders. The course introduces a series of concepts and techniques used in the field of OM. Topics include the role of OM in a firm, how OM should be integrated with other functions such as finance and marketing to ensure the success of a firm, demand forecasting, product design, types of OM processes, inventory management, supply chain management, quality management, lean operations and project management. Spreadsheets are used in this course to develop OM models and solve OM problems. **Prerequisites**: ACCT 2010, ECON 2000, BUSN 2750, MNGT 2000 and FINC 3210.

BUSN 4120 Integrated Business Processes and ERP (3)

This course provides students a comprehensive understanding of how Enterprise Resource Planning (ERP) Systems foster the integration of the fundamental business processes in today's business organizations. This course also examines the evolution of ERP and the components of a modern ERP system. There is a significant technology component to this class. Students directly practice real business functions and transactions in an ERP system to gain hands on experience.

BUSN 4130 Global Supply Chain Management (3)

This course is designed to increase the understanding of the management of flows of materials/goods, information and resources in a Global Logistics and Supply Chain (GLSC). The topics covered include supplier selection, procurement, production/outsourcing, transportation, warehousing, material handling, distribution, risk management, information and technology, financial management, sustainability, reverse logistics etc. in the context of global supply chain environment. Import/export as well as third party logistics (3PL), documentation, customs procedures, government regulations and free trade zones (FTZ) are also reviewed.

BUSN 4140 Configuration of ERP Systems (3)

Students will examine the configuration of ERP systems in organizations. Through the use of hands-on projects using an ERP system, students will explore the steps necessary to configure various business processes for the purpose of furthering the objectives of the organization. In addition, not only will students in this course become familiar with configuration,

but their knowledge of the important business processes of organizations will also be reinforced. **Prerequisite**: ACCT 3800 or ACCT 4010 or BUSN 4120.

BUSN 4500 Ethical Issues in Business (1)

This course examines the foundations of moral reasoning and the analysis of ethical issues that arise in a wide range of contemporary business practices, both domestically and globally. This course is designed to inform and stimulate thinking on ethical issues, corporate social responsibility and professional challenges encountered in business. Ethics is not meant to be a stand-alone topic, but should be integrated into all aspects of business. The course relates to issues in organizational behavior and management, strategy, marketing, accounting, operations and international business. **Prerequisite**: BUSN 3500.

BUSN 4610 Reading Course (1-4)

Prerequisite: Filing of an official form.

BUSN 4650 International Business (3)

A survey of international business operations, including organization structure, finance, taxation, marketing, cultural differences, global trade, capital markets and economic growth, the impact of regional trading blocs, corporate global competitiveness and global strategies. **Prerequisite**: MNGT 2100.

BUSN 4717 Sports Finance (3)

This course explores contemporary examples from marketing, sponsorship, television, facility construction and sports law to illustrate the crucial role that money plays in any team sports business. Emphasis is placed on understanding how the receipt, disbursement and utilization of funds can foster future growth in team sports businesses.

The course will explore such issues as venue, team, league and conference financial analysis, capital structuring and capital budgeting, profitable distribution systems and the management of financial risk. Understanding how sports teams both compete and cooperate with each other will be examined. Students will do in-depth analysis of regional sports team and spots even financial components from revenue streams unique to the business of sports to sports event, team and stadium economic impact. A class team project is central to this course. **Prerequisites**: BUSN 2037 and FINC 3210.

BUSN 4747 Sports Operations and Logistics (3)

Students will examine and learn (1) key aspects associated with the day-to-day operation of a professional sports team, (2) the basics associated with facility and event operations, (3) key aspects associated with the day-to-day operations of a major collegiate athletics program, (4) the essentials of sports law including contract law, (5) the essentials of sports media operations including TV, radio, and Internet productions, (6) key aspects of public relations in sports including use of social media in marketing and crisis resolution, and (7) focal elements of golf course operations and logistics including pricing strategies and maintenance. **Prerequisite**: BUSN 2037 or approval of the instructor.

BUSN 4757 Live Entertainment Management (3)

This course focuses on the process of planning live and performing arts programs, series and seasons, selecting facilities, scheduling and budgeting, booking, negotiating contracts, marketing, pro forma settlements and professional ethics. Both profit-making and non-profit performance sectors are covered. **Prerequisites**: BUSN 2037, BUSN 3457, BUSN 4717 and BUSN 4747.

BUSN 4827 Sports and Entertainment Internship (3)

The students will have the opportunity to apply the knowledge gained from the degree program to real world applications. The communication skills and interpersonal relations of the students will be enhanced through their participation in activities of an organization in the sports or entertainment industry. **Prerequisites**: BUSN 4747 and junior standing.

BUSN 4950 Internship (1-6)

Prerequisite: Major in Business Department.

BUSN 4990 Business Policy (3)

This course focuses on providing students the opportunity to develop experience and competence in using the theories, tools and concepts that they have learned during the program to analyze and solve organizational problems typical of those they are likely to encounter in their first few years in management. The course will use cases and/or a simulation as the primary learning device(s). The simulation, covering decisions over multiple decision periods, will emphasize the dynamic nature of management decisions. There is an additional course fee of $135. **Prerequisites**: All of the required courses in the program and be within 15 credit hours of graduation.

CHEM - Chemistry

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

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 1060 Chemistry of Cooking (4)

This course offers students the opportunity to learn about chemistry through the kitchen. We will cover topics such as: what molecules and reactions are integral to cooking processes? How do our bodies digest and use macromolecules from our food? How can we alter the outcome of recipes by changing ingredients and cooking conditions? This course is designed for students of any major - no formal science background is needed, just curiosity and a willingness to try new things. An additional course fee is required. **GCP Coding**: **(PNW)** (CRI).

CHEM 1100 General Chemistry I (3)

An introduction to the general principles of modern chemistry. The major topics discussed include atomic and molecular structure, chemical bonding, stoichiometry, gases, solutions, and thermochemistry. In addition, the important classes of solution-phase reactions (acid-base, precipitation, and oxidation-reduction) are also treated. Laboratory required. Offered in the fall semester. **Prerequisites**: MATH 1430, College Algebra, concurrently or equivalent, or permission of the instructor. **Co-requisite**: CHEM 1101.

CHEM 1101 General Chemistry I: Lab (1)

This course is taken in conjunction with CHEM 1100. Laboratory experiments focus on such topics as scientific measurement, chemical separations, chemical laws, stoichiometry, light absorption, and atomic and molecular structure. A variety of laboratory techniques are emphasized including volumetric, gravimetric and spectroscopic. Students will also utilize a number of chemical software packages. **Co-requisite**: CHEM 1100.

CHEM 1110 General Chemistry II (3)

A continuation of CHEM 1100. Major topics include kinetics, chemical equilibrium, electrochemistry, and the properties of solids, liquids, and solutions. Laboratory required. Offered in the spring semester. **Prerequisite:** CHEM 1100 or permission of the instructor. **Co-requisite**: CHEM 1111.

CHEM 1111 General Chemistry II: Lab (1)

This course is taken in conjunction with CHEM 1110. Experimental topics include thermochemistry, chemical kinetics, acid-base equilibrium and redox titrations. These experiments employ a number of electronic instruments including spectrophotometers, pH meters and conductivity meters. **Co-requisite**: CHEM 1110.

CHEM 2100 Organic Chemistry I (3)

Organic Chemistry I is the study of the structure, nomenclature, properties, and reactions of hydrocarbons such as alkyl halides, alkenes, alkynes, and alcohols. Additional topics include the mechanism of substitution and elimination reactions as well as the stereochemistry of organic molecules. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111, or permission of the instructor. **Co-requisite**: CHEM 2101.

CHEM 2101 Organic Chemistry I: Lab (1)

A laboratory class that introduces techniques that are used in modern organic synthesis such as extraction, heating under reflux, filtration, and distillation. The complete synthesis, purification, and analysis of various functional organic molecules will be performed. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111, or permission of the instructor. **Co-requisite**: CHEM 2100.

CHEM 2110 Organic Chemistry II (3)

Organic Chemistry II is a continuation of Organic Chemistry I with emphasis on the structure and reactivity of thiols, ethers, epoxides, ketones, aldehydes, amines, carboxylic acids, and aromatic hydrocarbons. Additional topics included structural determination of organic molecules by utilizing spectroscopic and spectrometric methods. **Prerequisite**: CHEM 2100 and CHEM 2101, or permission of the instructor. **Co-requisite**: CHEM 2111.

CHEM 2111 Organic Chemistry II: Lab (1)

A laboratory class that is centered around the synthesis, purification, and analysis of various aromatic compounds. Additional topics included the use of Infrared, Nuclear Magnetic Resonance, and Ultraviolet spectroscopy as a means of characterization of organic molecules. **Prerequisites**: CHEM 2100 and CHEM 2101, or permission of the instructor. **Co-requisite**: CHEM 2110.

CHEM 3100 Biochemistry I (3)
CHEM 3101 Biochemistry I: Lab (1)

Studies the structure and function of proteins, enzyme kinetics, carbohydrates, lipids, amino acids, and nucleic acids. Molecular physiology is also reviewed. Laboratory required. Offered in the fall semester. **Prerequisite**: CHEM 2100 or permission of the instructor. **Co-requisites**: CHEM 3100 and CHEM 3101 must be taken concurrently.

CHEM 3110 Biochemistry II (3)
CHEM 3111 Biochemistry II: Lab (1)

Studies metabolism and the techniques and principles of molecular genetics. Offered in the spring semester. **Prerequisites**: CHEM 2100 and CHEM 3100, or permission of the instructor. **Co-requisites**: CHEM 3110 and CHEM 3111 must be taken concurrently.

CHEM 3250 Environmental Chemistry (3)

Covers an advanced study of the chemistry of Earth's water, soil and atmosphere, as well as the pollution of all three. Topics covered include chemistry of natural soils and waters; introductory toxicology; acid deposition and forest decline; drinking water treatment; wastewater treatment; eutrophication; pesticides; toxic organic compounds; toxic heavy metals. An emphasis is placed upon the relationship between chemical properties and biological effects of pollutants. **Prerequisites**: CHEM 2100.

CHEM 3251 Environmental Chemistry: Lab (1)

Laboratory course covering applied analytical chemistry of air, soil, and water, including fundamental instrumentation. Both the natural chemistry of Earth's air, soil and water and the anthropogenic effects on this chemistry are studied. An emphasis is placed on equilibrium kinetics, and the physico-chemical properties of gases, solutions, and solids. **Prerequisite**: CHEM 2100.

CHEM 3300 Analytical Chemistry (3)

An introduction to the general principles of classical quantitative analysis. Topics include sample handling, data treatment, error analysis, standards and calibration, gravimetric, titrimetric and electrochemical methods. Laboratory required. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111. **Co-requisite**: CHEM 3301.

CHEM 3301 Analytical Chemistry: Lab (1)

An introduction to quantitative analytical laboratory techniques. Emphasis is placed on the development of the appropriate skills for precise chemical analysis. Experiments include gravimetric, electrochemical and a variety of titrimetric studies. Error propagation and data handing are also emphasized. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111. **Co-requisite**: CHEM 3300.

CHEM 3500 Physical Chemistry I (3)

This course focuses on the laws of thermodynamics and their application to a variety of chemical systems. Special emphasis is placed on chemical equilibrium and solution chemistry. **Prerequisites:** MATH 1610 and MATH 1620, or permission of the instructor. **Co-requisite**: CHEM 3501.

CHEM 3501 Physical Chemistry I: Lab (1)

Laboratory experiments focus on a variety of thermodynamic topics including heat capacities, reaction enthalpies and gas laws. Computer simulations are also employed to examine the molecular foundation for a number of chemical properties. **Co-requisite**: CHEM 3500.

CHEM 3510 Physical Chemistry II (3)

This course centers on quantum mechanics and its application to chemical systems. Topics include the general principles of quantum mechanics, the particle in a box, rigid rotor, harmonic oscillator, atoms, molecules, approximation methods, and spectroscopy. **Prerequisites:** MATH 1610 and MATH 1620, or permission of the instructor. Note that it is not necessary to take CHEM 3500 and CHEM 3501 prior to taking this course. **Co-requisite**: CHEM 3511.

CHEM 3511 Physical Chemistry II: Lab (1)

This course illustrates and explores in more detail topics covered in CHEM 3510. Significant emphasis is given to spectroscopic methods including atomic emission, ultraviolet-visible absorption and infrared absorption. In addition, extensive use is made of computational methods including electronic structure calculations. **Co-requisite**: CHEM 3510.

CHEM 3600 Topics in Chemistry (1-4)

Provides for an in-depth analysis of issues and topics of specialized interest to advanced students in chemistry-related topics. May be repeated for credit if content differs. **Prerequisite**: Junior standing or permission of the instructor.

CHEM 4100 Inorganic Chemistry (3)

Introduction to modern chemistry that will emphasize how structure and bonding relate to the chemical and physical properties of compounds. Sections on acid-base, oxidation-reduction, solid state, and transition metal chemistry will be discussed. **Prerequisites**: CHEM 1100, CHEM 1101, CHEM 1110 and CHEM 1111, or permission of the instructor.

CHEM 4300 Instrumental Analysis (3)

An introduction to the general principles of modern instrumental analysis. Topics include basic electronics, signal and noise processing and the components of scientific instruments. A variety of spectroscopic techniques will be included such as ultraviolet, infrared, NMR, atomic absorbance and mass spectroscopy. Chromatographic techniques will also be addressed. **Prerequisite**: CHEM 3300 and CHEM 3301. **Co-requisite**: CHEM 4301.

CHEM 4301 Instrumental Analysis: Lab (1)

This course provides the student with hands on experience with a variety of modern chemical instruments. Measurements are performed on a number of chemical systems using ultraviolet-visible, infrared, nmr, fluorescence, HPLC and various other instruments. **Prerequisite**: CHEM 3300 and CHEM 3301. **Co-requisite**: CHEM 4300.

CHEM 4400 Research Methods (3)

Provides students with a thorough examination of the research process from hypothesis formulation to planning, design, methodology, and analysis of experimental data and preparing the data for publication.

CHEM 4430 Bachelor of Science Senior Thesis (4)

Students working toward a bachelor of science in chemistry will enroll to complete their senior research project in the laboratory. Completion of the project will culminate with a scientific paper and oral presentation of research results at a formal lecture to faculty and peers. **Prerequisite**: BIOL 4400 or CHEM 4400.

CHEM 4700 Independent Chemistry Research I (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of chemistry. If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee.. **Prerequisite**: Permission of the instructor.

CHEM 4710 Independent Chemistry Research II (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of chemistry. If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

CHEM 4720 Independent Chemistry Research III (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of chemistry If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

CHEM 4730 Independent Chemistry Research IV (1)

A specialized course for students working on an independent, research-oriented project. Though the project is individualized to interests of the student and selected faculty, the primary basis of the research is in a field of chemistry If approved by the faculty mentor, this course may be repeated once for credit. *Note: a maximum number of independent research credits may apply to the major, as indicated in the major requirements.* This course has an additional fee. **Prerequisite**: Permission of the instructor.

CHIN - Chinese

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning

- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

CHIN 1070 Intensive Introduction to Chinese Language: Level I (3)

This course is for students who have had no prior experience with the Chinese language and are interested in learning the basics of Chinese as well as culture. Throughout the course, students will develop their listening, speaking, reading and writing skills. However, the emphasis will be on building up students' communicative competence in oral and listening skills. Reading and writing will be adequately introduced along with speaking and listening skills. This course will also introduce Chinese culture through class video watching, class discussion, traditional Chinese festival celebrations and other activities. **GCP Coding**: **(GLBL)** (INTC).

CHIN 1090 Elementary Chinese Level 1 (3)

This course will introduce the students to Chinese phonetics, characters and some basic grammar. Students will practice Chinese listening and speaking through classroom discussions and drills, reading and writing by studying the textbook and doing workbook exercises. Students will learn about Chinese culture through the study of festival celebrations and Chinese cinema. **GCP Coding**: **(GLBL)** (INTC).

CHIN 1100 Elementary Chinese Level 2 (3)

This course is a continuation of CHIN 1090. It teaches Chinese listening comprehension, speaking, reading and writing, with emphasis on listening and speaking. The goal is fluency in basic linguistic structures needed for everyday situations, being able to read and write short messages in Chinese and an understanding of the origin of specific cultural differences. **Prerequisite**: CHIN 1090 or ILC 1090 (Chinese) or the equivalent.

CHIN 2090 Intermediate Chinese Level 1 (3)

This course aims to strengthen listening comprehension, speaking, reading and writing skills in Mandarin Chinese. Students progress from the concrete basic language of everyday situations to expressions of ideas and opinions in complete paragraphs. Students will achieve intermediate low-level fluency and greater intercultural competence. **Prerequisite**: CHIN 1100 or ILC 1100 (Chinese) or the equivalent.

CHIN 2100 Intermediate Chinese Level 2 (3)

Conducted mainly in Mandarin Chinese, this course is designed for students who have completed Intermediate Chinese Level 1 or the equivalent. Students develop their skills in written Chinese and make the transition from reading pedagogically prepared materials to more authentic materials. Rigorous practice of spoken and written Chinese in complex communicative activities will be complemented by intensive practice sessions to fine-tune pronunciation, expand vocabulary and internalize more complex grammatical constructions. Students will also do intensive reading of expository writings on a variety of cultural topics and be able to identify and explain key differences and key similarities between Chinese cultures and their own. **Prerequisite**: CHIN 2090 or ILC 2090 (Chinese) or the equivalent.

COAP - Computer Applications

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

COAP 2000 Introduction to Web Programming (3)

This course covers the most current markup language used for developing web pages. Students will also be introduced to the various methods of styling page content.

CONS - Conservatory Theatre Arts

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

CONS 1010 Conservatory I (6-8)

Performance: This fundamental set of classes 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. Production work is also required. **Prerequisite**: Acceptance by audition.

Stage Management: This set of classes introduces entering students to drafting, technical production and staff management problems. The Stage Management Seminar focuses on theatre organization. Coursework pairs with production activities according to skills to support and activate the lessons reviewed in Stage Management Seminar. **Prerequisite**: Acceptance by interview.

Design and Technical Production: The department offers emphases in scene design, scene painting, costume design, lighting design, sound design, technical direction, costume construction and wig and makeup design, which have individual programs for the four years of Conservatory study. In the first year all areas of emphasis share the same curriculum, which aims to develop foundation skills in drafting, scenography, technical production, visual history and text analysis. Each semester culminates in a portfolio review. **Prerequisite**: Acceptance by portfolio.

CONS 1020 Conservatory I (6-8)

CONS 1020 continues the experiences described in CONS 1010. **Prerequisite**: CONS 1010.

CONS 2010 Conservatory II (6-8)

Performance: This set of classes continues basic scene study, characterization, movement and neutral mask work. Voice and speech introduces phonetic language and continues to develop vocal instrument. Students also learn the importance of fundamental makeup. **Prerequisite**: CONS 1020.

Stage Management: This set of classes continues CONS 1020, adding units in scenography, lighting design and costume construction. Each student's schedule is designed in consultation with their advisor. **Prerequisite**: CONS 1020.

Design and Technical Production: This set of classes continues CONS 1020 for scene design, costume design, lighting design, sound design, scene painting, technical production, costume construction and wig and makeup design. Students begin first-level classes and production assignments in their areas of emphasis, with additional classes and production assignments according to individual program and development. Each semester culminates in a portfolio review. **Prerequisite**: CONS 1020.

CONS 2020 Conservatory II (6-8)

CONS 2020 continues the experiences described in CONS 2010 for all areas of study. Auditions and portfolio reviews are scheduled each semester. **Prerequisite**: CONS 2010.

CONS 3010 Conservatory III (6-10)

This set of classes concentrates on specific needs in each area: acting, stage management, design, technical production or management. **Prerequisite**: CONS 2020.

Acting: Students concentrate on major periods of acting styles, with advanced training in specific movement skills such as combat, t'ai chi ch'uan, clowning or period dance. They also pursue specific work with dialects and non-regional speech.

Stage Management: Students participate in seminars and in the practical application of the studies in production.

Design and Technical Production: Students concentrate in advanced-level classes and production assignments in their major with continuing work in other areas. Each semester culminates in a portfolio review.

CONS 3020 Conservatory III (6-10)

CONS 3020 continues the experiences described in CONS 3010. **Prerequisite**: CONS 3010.

CONS 4010 Conservatory IV (8-10)

Training in all areas during the final year of the sequence includes advanced theatrical styles and performance needs, preparation for the audition and portfolio review process and performance and production work suited to meet the needs of the student. Particular attention is paid to preparation for the job market. Each semester culminates in a portfolio review. **Prerequisite**: CONS 3020.

CONS 4020 Conservatory IV (6-10)

CONS 4020 continues the experiences described in CONS 4010. **Prerequisite**: CONS 4010.

COSC - Computer Science

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

COSC 1520 Computer Programming Concepts (3)

This course teaches 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)

This course introduces students to the C++ language in order to teach programming as a systematic discipline and as a problem-solving tool. Acquaints students with fundamental concepts of computers, information processing, algorithms and programs. Only offered in a 16-week format. May be repeated once for credit.

COSC 1560 Computer Programming II (3)

This course uses the C++ language to introduce students to programming concepts such as abstract data types, use of classes and objects, pointers and advanced file operations. Only offered in a 16-week format. May be repeated once for credit. **Prerequisite**: COSC 1550 with grade of B- or better.

COSC 1570 Mathematics for Computer Science (3)

This course covers topics including number systems, computer arithmetic, binary, octal, hexadecimal, floating point operations, sets and Boolean algebra.

COSC 1580 Logic for Computer Science (3)

This course covers all fundamental topics in deductive logic and is a thorough introduction to propositional and predicate logic. Cross-listed with MATH 1580 and PHIL 2020.

COSC 1800 Python Programming (3)

This course covers programming and application development using Python. Topics include programming and problem solving using Python. Topics include procedures and functions, iteration, recursion, sequence, dictionaries, arrays and vectors, strings, algorithms, object-oriented programming, GUIs (graphical user interfaces) and other Python programming topics.

COSC 2010 Computer Topics (3)

This course introduces a variety of computer topics under different subtitles. May be repeated for credit if content differs. **Prerequisites**: Vary by topic.

COSC 2050 Java Programming (3)

This course covers the principles of programming and core Java features. A step-by-step approach first lays a sound foundation on programming elements, control statements and methods; then introduces object-oriented programming; moves on to graphics programming; and concludes with advanced features that prepare students to develop more comprehensive programs. **Prerequisite**: COSC 1560.

COSC 2060 Advanced Java (3)

This course expands on the beginning Java course with in-depth discussion of advanced topics, including Java applications and distributed systems. The course introduces students to technologies such as JDBC, servlets, JavaBeans and Java XML. **Prerequisite**: COSC 2050.

COSC 2070 Introduction to Mobile Technology (3)

This course studies the fundamentals of mobile technology. It focuses on emerging mobile technology, the potential of the mobile application market and the technological and marketing challenges that make mobile applications difficult to commercialize. This course will also discuss the various tools available to build powerful mobile applications.

COSC 2110 Computer Languages (3)

This course investigates different computer languages, offered under different subtitles. May be repeated for credit if content differs.

COSC 2610 Operating Systems (3)

This course is an overview of the concepts and theories of operating systems. Examines the major components found in all operating systems including the memory, process manager and device and file managers. **Prerequisites**: COSC 1550 and COSC 1570.

COSC 2660 Network Management (3)

This course emphasizes local area networks in the study of their hardware and software components. The configuration, installation, and management of networks and appropriate applied software are studied. **Prerequisite**: COSC 1550.

COSC 2670 Network Principles (3)

This course is an introduction to computer networks and covers wired, wireless and internet architectures. Students will gain an understanding of network terminology and the various related technologies and protocols. The course provides an analysis of the current and future trends in networking technologies and services and includes an overview of the industry and associated management and strategy issues. **Prerequisite**: COSC 1550 or permission of the department.

COSC 2710 Social Engineering and Society (3)

This course provides the student with current information defining the many methods of deception hackers use in order to gather information with the intent of executing identity theft, fraud or gaining computer system access; discusses activities toward preventing social engineering threats ranging from elicitation, pretexting, influence and manipulation. The elements of social engineering are presented, discussed and explained by using real-world examples and the science behind them to unravel the mystery in social engineering.

This course also explores technological, social and philosophical issues to include the ramifications of automation, the ethical obligations of computer specialists and the threats to privacy that come with increased computerization. Combining the criminal-centric role of social engineering with the ethical, legal and moral impacts of technology upon individuals results in a course that provides the student a comprehensive overview of the challenges, threats and issues of everyday life in the digital age.

COSC 2810 Systems Analysis and Design (3)

This course covers the basic concepts involved in systems analysis, including effective communication, analysis tools and phases of the systems development life cycle. **Prerequisite**: COSC 1560 or permission of the department.

COSC 3050 Data Structures I (3)

This course studies the design and implementation of the most common algorithms associated with the basic data types and with some elementary data structures using C++. The relationship of algorithm design to problem solving in general is studied. The course also covers algorithms to improve the robustness and user friendliness of programs. **Prerequisites**: COSC 1560 with a grade of B- or better, COSC 2610 and COSC 2810*.
*Students who have completed 60 credit hours may take COSC 2810 concurrently with COSC 3050.

COSC 3100 Data Structures II (3)

This course is a continuation of COSC 3050 Data Structures I. Students will program the data structures and algorithms using C++. **Prerequisite**: COSC 3050.

COSC 3230 Human-Computer Interaction (3)

Human-computer interaction (HCI) is a field of study that focuses on designing the interactions between humans and computer systems and software. Students in this course will be introduced to user-centered design concepts and how these activities fit into the software development process. Students will also be introduced to usability testing, interactive technologies and human factors and security. **Prerequisites**: COSC 1560 and COSC 2810.

COSC 3340 Mobile Computing I (3)

This course will study the leading-edge mobile computing technologies for professional software developers. The course will be hands-on and project-based. The central focus of the course is to enable the understanding and critical evaluation of mobile applications. **Prerequisites**: COSC 1560 and COSC 2070.

COSC 3350 Mobile Computing II (3)

This course will study the leading-edge mobile development technologies for professional software developers. The course will be hands-on and project-based. In addition to mobile development, this course will focus on more advanced mobile computing techniques and mobile application development schemes. The central focus of the course is to further enhance the knowledge and critical evaluation of mobile applications and the mobile development process. **Prerequisite**: COSC 3340.

COSC 3410 Computer and Information 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. Additionally, the students will be exposed to information system vulnerabilities, critical infrastructures, the growing threat of social networks, intelligence and counter intelligence, international laws, security policies, privacy and information liability, cyber attacks and threats, risk assessment, cybersecurity data gathering and recovery, and a survey of future cyber technology developments. **Prerequisite**: COSC 1560 and junior standing.

COSC 3500 IT Project Management (3)

This course provides students a holistic and integrative view of project management. The course covers concepts and skills that are used by IT professionals to propose, plan, secure resources, budget and lead IT project teams to a successful completion of their projects. **Prerequisites**: COSC 1560 and junior standing.

COSC 3510 Computer Architecture (3)

This course will explore the concept of the modern computer based on layers of virtual machines. While computers may become quite complex, they may be more easily understood as virtual machines that perform a well-defined set of functions. **Prerequisites**: COSC 1560, COSC 2610 and junior standing.

COSC 3610 Operating Systems Concepts (3)

This course examines the components that make up a modern operating system. The student will have an opportunity to explore some of the strategies used and the performance trade-offs for single user and multi-user operating systems. Topics will include: CPU scheduling, memory management, disk organization, disk access scheduling, input/output management, the user interface and system security. **Prerequisites**: COSC 1560, COSC 2610 and junior standing.

COSC 3660 Network Concepts (3)

This course explores the basic concepts of computer networks. This course examines and compares network topologies, protocols, and national and international standards. It examines the similarities and differences in local area networks and wide area networks. **Prerequisites**: COSC 1560 and junior standing.

COSC 3810 Principles of Programming Languages (3)

This course is a study of the design, evaluation, and implementation of programming languages. It focuses on the principles of design and evaluation and their relationship to the syntax, semantics and pragmatics of programming languages. **Prerequisites**: COSC 1560 and junior standing.

COSC 3900 Practicum (1-12)

(Note: This course is a maximum of 3 credit hours towards a computer science major without an emphasis. This course may not count toward a computer science a minor.) May be repeated for credit up to a maximum of 18 credits. **Prerequisite**: Permission of the department.

COSC 3910 Project (1-8)

(Note: This course does not count toward a computer science major without an emphasis or toward a minor.) **Prerequisites**: COSC 1560, junior standing and permission of the department.

COSC 4030 Software Engineering Validation and Verification (3)

This course covers the fundamental concepts of software verification and validation, focusing on formal methods and modeling approaches. Students will explore key technologies such as abstraction, specification and verification, with practical experience using formal methods tools. The course addresses challenges in developing software for complex systems and teaches scalable solutions to ensure software reliability and quality. **Prerequisite**: COSC 1560 and Junior Standing.

COSC 4110 Database Concepts (3)

This course studies 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 and junior standing.

COSC 4120 Database Applications (3)

This course is a 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 Software Engineering I (3)

This course introduces the principles and practices of software engineering, emphasizing the software development process and methodologies. Students will learn to analyze problem domains, formulate software requirements, and design scalable software applications. The course will cover the Unified Process (UP) and Unified Modeling Language (UML), with hands-on projects that reinforce the application of these concepts in real-world scenarios. **Prerequisites**: COSC 3050.

COSC 4260 Software Engineering II (3)

In this course, students will build upon the principles of software engineering and object-oriented programming learned in previous courses (COSC 4250). They will apply these principles to the implementation of a comprehensive information system project using C++. Emphasis will be placed on advanced topics such as design patterns, software architecture, testing methodologies, and project management. Students will collaborate in teams to translate their object-oriented design concepts from prior coursework into a functional, maintainable, and scalable software solution. **Prerequisite**: COSC 4250.

COSC 4310 Database Programming (3)

This course teaches programming in SQL that enables users to perform various types of data manipulation to satisfy business requirements. Students will also learn how to use procedural SQL to accomplish actions to implement business applications. **Prerequisite**: CSIS 4300 or COSC 4110.

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)

This course uses systems analysis and design techniques to teach students to 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)

This course is a continuation of Information Systems I, with an emphasis on solving an organization's information system problems. This course provides the opportunity to apply the theory in a substantial project. **Prerequisite**: COSC 4810.

COSC 4910 Senior Overview (3)

Prerequisites: COSC 1560, senior standing and permission of the department.

COSC 4920 Senior Thesis (4)

This course allows students to pursue significant independent research in computer science. 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 computer science program in a coherent, systematic, and scientific fashion. The thesis prepares students for further master-level studies. **Prerequisites**: Senior standing and approval of the department.

CRIM - Criminology

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

CRIM 1050 Introduction to Criminology (3)

This course provides an introduction to the study of crime and criminality. We will discuss how crime is defined, its existence and distribution over different types of societies, the different methods to measure the extent and nature of crime, major theories of crime causation, characteristics of particular types of criminal conduct, and approaches to crime control. **GCP Coding**: **(SSHB)** (WCOM).

CRIM 1100 Introduction to Criminal Justice (3)

This course will provide a survey of the criminal justice system. While the primary focus will center on the system within the United States, some material will examine international trends and justice systems in other countries. Course material will focus on identifying the roles of law enforcement, legal, and corrections institutions as well as providing an overview of the juvenile justice system and victim assistance programs. Emphasis will be placed on the historical development of these institutions, their roles in the criminal justice process, and current issues facing the system. Students will engage in critical analysis of how criminal justice policies and the functioning of the criminal justice system impacts the lives within the system, criminal offenders, and the general public. **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 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 2300 Deviance and Social Control (3)

This course examines how societies and social groups come to define some behaviors and social conditions as deviant; patterns and explanations of social deviance; and how societies and groups respond to social deviance. **GCP Coding**: **(SSHB)** (CRI).

CRIM 2380 White Collar Crime (3)

White-collar crime generally involves the use of a violator's position of significant power, influence or trust in the "legitimate" order for the purpose of illegal gain. The prosecution and defense of white-collar crime differ significantly from the prosecution and defense of street crime at every point — including investigation, litigation and consequences. This course is the study of contemporary forms of white-collar crime and its explanations, theories and accounts along with its investigation, adjudication and regulation.

CRIM 2450 Victimology (3)

Takes a scientific approach to the study of victimization, including the relationship between the victims and the offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions such as the media, businesses and social movements.

CRIM 3000 Topics in Criminology (3)

In-depth study of a specific area or issue in criminology. Topics vary each semester. May be repeated for credit if content differs.

CRIM 3100 Crime and Media (3)

This course uses films as a medium for studying crime and culture. Students will analyze how cultural norms, values, and beliefs related to crime, criminals, and criminal justice and the ways these norms, values, and beliefs are important to

the academic inquiry of law-making, law-breaking, and law-enforcement (i.e. criminology).

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 Theories of Crime and Justice (3)

This course reviews key principles of major criminological theories and evaluates the empirical evidence for each theory. This course allows students to critically analyze multiple theoretical perspectives and evaluate the strengths and limitations of each perspective. **Prerequisite**: CRIM 1100, CRIM 1050, CRIM 2300 or ANSO 1000.

CRIM 3350 Gangs (3)

This course focuses on how groups like gangs become deviant and engage in collective criminal activity. We examine socialization and family dynamics as reasons for gang joining, as well as structural, ecological, and neighborhood characteristics. We also investigate gang characteristics, such as organization, hierarchy, money-making endeavors, gender composition, sexual activity, and social media use. This course pays particular attention to race, adolescence, gender and street gang membership nationally, internationally and trans-nationally. **Prerequisite**: CRIM 1100, CRIM 1050 or ANSO 1000.

CRIM 3380 Transnational Crime (3)

The primary purpose of this course is to provide an in-depth look at several pressing issue related to transnational criminal behavior and how nations, NGOs, and private corporations 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. **Prerequisite**: ANSO 1000, CRIM 1050 or CRIM 1100.

CRIM 3400 Gender, Crime, and Law (3)

This course takes an interdisciplinary lens to analyze the role that gender plays in crime, the law, and the criminal justice system. This course analyzes gendered experiences with the criminal justice system, for offenders, victims and criminal justice professionals; the role of gender in the lives of male victims, offenders and criminality will also be analyzed. The course will analyze gender and social control incorporating both traditional and feminist theoretical accounts of conformity, deviance, and crime.

CRIM 3450 Law and Society (3)

This course emphasizes a sociological approach to understanding the law. Instead of learning about the "law on the books," or specific legal codes and how to apply them, we will focus on "law in action." We will address how social factors, such as race, class and gender, shape the law and how people from different social backgrounds have varying experiences with the law. We will also address how the law both affects and is affected by social change.

CRIM 3500 Criminal Procedure and the Constitution (3)

This course examines the relationship between the US Constitution and criminal law. Particular attention is paid the role the Constitution plays in routine police activity such as traffic stops and the search of suspects. Additionally we examine how Constitutional Laws affect such areas as the gathering of evidence, pre-trail preparations, the rights of the accused, and the punishments available to the criminal justice system. Students will gain a firm foundation in how Constitutional principles undergird modern law enforcement, legal, and corrections paradigms.

CRIM 3610 Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the department faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for criminology majors. May be repeated for credit if content differs.

CRIM 3750 Geography of Crime (3)

This course focuses on the social processes underlying crime patterns. Students will be exposed to a wide range of issues examined by geographers, criminologists and sociologists, including spatial variations in urban violence, victimization, offending, law enforcement, punishment, and incarceration. This course is also designed to teach elementary skills and techniques of geographic information systems (GIS), including analyzing and designing maps.

CRIM 3875 Criminology Lab (1-3)

Lab is designed to complement a 3000-level course, allowing the instructor and student to work collaboratively toward development of a course-related project. May be repeated for credit if content differs.

CRIM 4000 Advanced Studies in Criminology (3)

An advanced, in-depth analysis of a specific area or issue in a Criminology topic, leading to an independent research project. May be repeated for credit if content differs.

CRIM 4250 Corrections and Prisons (3)

This course will present basic theoretical constructs about the correctional experience and reentry, with special emphasis on evidence-based practices. This course explores historical and emerging developments in the correctional field, analyzing the strengths and weaknesses of correctional systems and the social environment within correctional institutions. **Prerequisite**: CRIM 1100, CRIM 1050 or ANSO 1000.

CRIM 4300 Political Crime (3)

The purpose of this course is to provide an in-depth look at political crime. This course will address both oppositional crime against the state (such as terrorism, hate crimes, espionage, and civil disobedience) as well as crimes committed by state actors (such as corruption, political repression, and genocide), both violent and non-violent forms of political crimes, and domestic and international crimes. This course centers sociological and criminological methods and analysis as we investigate political crimes. We will also investigate several policy solutions to both state crimes and oppositional crimes. **Prerequisite**: ANSO 1000, CRIM 1100, CRIM 1050 or CRIM 2300.

CRIM 4610 Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific ares of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs.

CRIM 4800 Criminology Internship (3)

Students engage in service-learning work at a community agency and have an opportunity to experience agency operations

firsthand. A variety of field placements are available, depending on the student's background and interests. Students are responsible for securing their own placement before the semester begins and are expected to spend time at their placement every week of the regular semester and must complete at a minimum 80 hours at the site. Classroom components will include discussion of placement experiences or issues and the skills and ethics of criminal justice work. **Prerequisites**: CRIM 1100 or CRIM 1050, or ANSO 1000, junior standing, permission of the instructor.

CRIM 4875 Advanced Criminology Lab (1-3)

Lab is designed to complement a 4000-level course, allowing the instructor and student to work collaboratively toward the development of a course related project. May be repeated for credit if content differs.

CRIM 4900 Senior Capstone in Criminology (3)

This course provides a culminating experience for criminology majors, allowing students to synthesize and apply criminological knowledge in preparation for a career. Students will use their criminology skills and knowledge to become familiar with the research, theories, and methods associated with an area of personal interest. **Prerequisite**: CRIM 1100 or CRIM 1050, CRIM 3300 and ANSO 2850 or PSYC 2825.

CSAI - Computer Science Artificial Intelligence

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- ** Course fulfills two skill areas

Course Descriptions

CSAI 3210 Introduction to Artificial Intelligence (3)

A background on Artificial Intelligence will be provided, and the potential benefits of the technology in multiple areas will be described. Ways in which Artificial Intelligence-related questions can be resolved will be covered. Topics will include machine learning, probabilistic reasoning and natural language processing. **Prerequisite**: COSC 1560, MATH 2200.

CSAI 3220 Foundations of Machine Learning (3)

The basic theory underlying machine learning will be provided, and clarification of how to formulate machine learning processes for different applications. A range of machine learning algorithms will be explained along with their strengths and weaknesses. **Prerequisite**: CSAI 3210.

CSAI 4210 Machine Learning Methods (3)

How to apply machine learning algorithms to solve problems will be provided. Algorithms will be applied to real-world problems, optimizing the models learned and reporting on the expected accuracy that can be achieved by applying the models. **Prerequisite**: CSAI 3220.

CSAI 4220 Neural Networks (3)

This course introduces the basic models, learning algorithms, and some applications of neural networks. Topics are covered to clarify how to use neural networks for solving different problems related to pattern recognition, function approximation and data visualization. **Prerequisite**: CSAI 4210.

CSAI 4230 Deep Learning (3)

Deep learning is a powerful machine learning model. Modern deep learning is highly successful in applying complex neural networks to problems from a wide range of disciplines. This course gives and understanding of the theoretical basis underlying neural networks and deep learning, and provides an understanding of the implementation of deep learning packages. **Prerequisite**: CSAI 4220.

CSIS - Computer Information Systems

Global Citizenship Program Knowledge Areas
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Global Citizenship Program Skill Areas
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Course Descriptions

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 1700 Data Exploration (3)

Data is the foundation for business decision making in this information age. Students in this class explore data from various perspectives and learn how it can be used in business context. Using spreadsheet as a tool, students gain basic understanding on data organization, manipulation and presentation.

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 2700 Data Privacy, Security and Ethics (3)

There is a subtle balance between improvements in business operations by using big data analytics and increased risk if (inadvertently) overstepping certain legal or social boundaries. This course addresses the pros and cons of using data analytics in business and social, ethical and security issues associated with it. Several real-world cases will be discussed and analyzed in the course. **Prerequisite**: CSIS 2500.

CSIS 2800 Data Visualization Fundamentals (3)

In this course, students will learn how to choose the best visualization for the required information, and how to interpret common visualization such as histograms, scatter plots, line plots, boxplots and bar plots. Student will also learn about best practices for using colors and shapes in their plots, and how to avoid common pitfalls. Through hands-on exercises, students visually explore over given datasets using popular data visualization applications. **Prerequisite**: Sophomore standing.

CSIS 3300 R Programming for Data Analytics (3)

R is a programming language used for data analytics and visualization. R offers powerful data analytic techniques that can be used to tackle challenges in data processing, data management and presentation. This course will provide students with fundamentals of the language and how to apply it effectively to various data analytics tasks. **Prerequisites**: CSIS 2500 and junior standing.

CSIS 3410 Information Analysis (3)

This course presents an introduction into the concepts of data analysis, the role of a Data Analyst, and the mathematical, statistical, and spreadsheet tools that are used to perform data analysis functions. Students will gain an understanding of the data ecosystem and the fundamentals of data analysis, such as the data transformation through pivoting, and/or modeling. They will then learn the basic skills that are required to effectively communicate their data analysis outcome through tubular and graphical visualizations. **Prerequisites**: STAT 1100 or MATH 2200, CSIS 1700 and junior standing.

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**: CSIS 3300.

CSIS 3800 Machine Learning (3)

This course will provide a background and benefits of Machine Learning to data science-related tasks. The fundamental concepts and algorithms in machine learning will be introduced, as well as effective ways of applying machine learning to a variety of subject areas. Topics covered in this course include Supervised Learning, Unsupervised Learning, Linear Regression, Clustering, Bayesian Learning, Decision Trees and Neural Networks. **Prerequisite**: COSC 1800, MATH 3160, MATH 3610.

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 Machine Learning for Data Analytics (3)

This course will provide a foundation to understand machine learning algorithms and methods by examining how these technologies provide useful knowledge that supports critical business decisions. This course will introduce machine learning concepts and have students experiment with machine learning applications. **Prerequisite**: CSIS 3700.

CSIS 4500 Data Science Capstone (3)

This capstone course will allow students to create a usable data science solution that can be used to show their skills to potential employers. Projects will be drawn from real-world problems, focused on problem outcome, and will be conducted with business, government, and academic context.

Students will apply what they learned in mathematics, statistics, analytics, and computer science to build an efficient data analysis and accurate association, prediction, classification or forecasting model. Conduct model evaluation and selection, and produce an analytics story to show their findings. **Prerequisite**: Department Approval.

CSSS - Cybersecurity

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- ** Course fulfills two skill areas

Course Descriptions

CSSS 2410 Cybersecurity and Internet Architecture (3)

This course will introduce students to the field of cybersecurity and internet architecture. The application, physical, link, network and transport layers of the protocol stack are presented. Students will study technologies, processes and practices designed to protect networks, computers, programs, and data from attacks. Cybersecurity issues such as malware (worms, phishing, trojans and viruses) and other vulnerabilities will be presented. There is an additional course fee of $380. **Prerequisites**: COSC 2610 and COSC 2670.

CSSS 2510 Cyber Attacks and Defense (3)

This course provides students with insight on common cyber-attacks and the techniques for identifying, detecting and defending against cybersecurity threats. The course will cover firewalls, intrusion detection/prevention, authentication, ciphers, cryptography, etc. The course presents emerging technologies such as virtualization, cloud computing and multimedia protocols. This course also discusses critical infrastructures and how to protect them. **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:** COSC 2810 and CSSS 2510. CS students without Cybersecurity emphasis can take COSC 3410 instead of CSSS 2510.

CSSS 3520 Cybersecurity Programs, Policies and Ethics (3)

This course presents an overview of cybersecurity policies, programs and ethical standards for the cybersecurity career field. To achieve these goals, the course content includes discussions of governance, risk and asset management, physical security, human and environmental security, as well as an overview of the practices of communications and operational security, information systems acquisition, regulatory and legal aspects of the discipline. Additionally, the course presents the ethical and moral responsibilities of cybersecurity practitioners as they use the methods and tools of the discipline. **Prerequisite**: CSSS 2510.

CSSS 4510 Cybersecurity Capstone Project (3)

This course uses project-based instruction and teamwork to reinforce cybersecurity skills. Students will complete an assigned project as a comprehensive assessment of knowledge and skills in cybersecurity. The project activities include research into security problems and planning and designing and implementing security solutions for a user organization. **Prerequisites**: CSSS 3510 and CSSS 3520.

DANC - Dance

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- ** Course fulfills two skill areas

Course Descriptions

DANC 1010 Ballet I (1-2)

Analyzes and practices fundamental laws of ballet, principles of correct placement for stability, action, and movement of the body. May be repeated once for credit.

DANC 1020 Ballet I (1-2)

Continues DANC 1010. May be repeated once for credit. **Prerequisite**: DANC 1010 or permission of the instructor.

DANC 1030 Dance As An Artform (3)

Students experience the basics of ballet, modern and jazz dance techniques, as well as elements of composition and improvisation. The course provides a focus on the movement experience, with some theory and history that can lead the participant to confident, comfortable aesthetic discussions of dance. The course develops future audiences, critics, administrators and supporters of dance. **GCP Coding**: **(ARTS)** (CRI).

DANC 1040 International Dance (3)

Provides students with an international dance experience from countries such as Ghana, China, India, Thailand or Spain. The course is theoretical and experiential, with students receiving information on all that might relate to the understanding of a particular dance, such as its relationship to its history, culture, or music. May be repeated for credit. **GCP Coding**: **(GLBL)** (INTC).

DANC 1090 Jazz I (1-2)

Introduces techniques of jazz dance for contemporary and musical theatre. May be repeated once for credit.

DANC 1100 Jazz I (1-2)

Continues DANC 1090. May be repeated once for credit. **Prerequisite**: DANC 1090 or permission of the instructor.

DANC 1110 Modern Dance I (1-2)

Fundamental course studies such as Graham, Humphries, or Limon philosophies in studio situation. May be repeated once for credit.

DANC 1120 Modern Dance I (1-2)

May be repeated once for credit. **Prerequisite**: DANC 1110 or permission of the instructor.

DANC 1220 Improvisation I (1-3)

Explores space, time, weight, energy, contact, props, games, grids, scores, relationships, and group dynamics, with improvisation serving as an entry point to movement generation and composition. 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 (1-2)

Studies fundamental steps and techniques necessary for rhythmic coordination of simple tap routines. May be repeated once for credit.

DANC 1240 Tap Dance I (1-2)

Continues DANC 1230. May be repeated once for credit. **Prerequisite**: DANC 1230 or permission of the instructor.

DANC 1310 Principles of Dance Making (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 permission of the instructor.

DANC 1320 Composition I (1-3)

Continues DANC 1310. **Prerequisite**: DANC 1310.

DANC 1410 Introduction to Professional Dance I (1-2)

This course introduces the serious dance student to the aesthetics of a concert dancer. Several aspects necessary for a dancer's successful career are explored, including nutrition, cross training, the psychology of dance, injury prevention and training.

DANC 1420 Introduction to Professional Dance II (1-2)

This course focuses on the BFA candidate and continues to develop the knowledge of the serious dance student in the aesthetics of a concert dancer. Dance philosophy and criticism are introduced. Continues DANC 1410. **Prerequisites:** DANC 1410 or permission of the instructor.

DANC 1550 Dance Costume Construction (1-2)

Dance students will gain hands-on experience in the construction, fitting, and maintenance of costumes for dance performance, learning practical skills that support live productions. 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 online course, students will explore a diverse range of dance traditions from around the world and throughout history to gain a greater understanding of the role of dance in different cultures. Students will play an active role in defining "what is dance" by contributing video examples of their favorite styles of dance, creating their own dances, and discussing their selections and projects with fellow classmates. **GCP Coding**: **(ARTS)** (INTC).

DANC 2000 Topics in Dance (1-3)

Intermediate studies in a specialized area of dance, such as: technique, improvisation, choreography, repertory, history, anatomy/kinesiology, technical theatre, criticism, arts administration, therapy, or other related issues. May be repeated for credit.

DANC 2010 Ballet II (1-3)

Aims to reinforce the still-growing beginning skills. Adds these skills to a combination of exercises designed to explore a more evolved style of ballet. May be repeated once for credit. **Prerequisite**: DANC 1020 or permission of the instructor.

DANC 2020 Ballet II (1-3)

Continues DANC 2010. May be repeated once for credit. **Prerequisite**: DANC 2010 or permission of the instructor.

DANC 2050 Classical Ballet Variations and Repertoire (1-2)

This intermediate class provides students with an in-depth study of classical ballet variations and repertoire. Students develop both technical proficiency and artistic expression through barre and center exercises focused on alignment, coordination, musicality, and phrasing. The course emphasizes the performance of variations from a range of classical ballets, integrating an understanding of the historical context and methodology. Students explore both the technical and expressive elements required to perform repertoire with clarity and artistry. May be repeated for credit. **Prerequisite**: DANC 2020 or permission of the instructor.

DANC 2060 Performance of Masculinity in Ballet (1-2)

This class gives students an understanding of the traditional role of the male dancer in the world of ballet and dance in general yet works to expand and push the lens of that role. There is a focus on jumps, beats and turns to enhance technical performance. The student learns and performs specific variations/choreography from a variety of renowned ballets. May be repeated for credit.

DANC 2090 Jazz II (1-3)

Studies contemporary jazz dance techniques using an approach toward concert jazz dance. May be repeated once for credit. **Prerequisite**: DANC 1100 or permission of the instructor.

DANC 2100 Jazz II (1-3)

Continues DANC 2090. May be repeated once for credit. **Prerequisite**: DANC 2090 or permission of the instructor.

DANC 2110 Modern Dance II (1-3)

Continues basic modern dance techniques. Students continue to develop skills leading to performance quality. May be repeated once for credit. **Prerequisite**: DANC 1120 or permission of the instructor.

DANC 2120 Modern Dance II (1-3)

Continues DANC 2110. May be repeated once for credit. **Prerequisite**: DANC 2110 or permission of the instructor.

DANC 2210 Dance History: Lineage Based to 20th Century (3)

Studies and analyzes a series of aesthetic revolutions that have led to the art of dance as we know it today. Students study development of classical ballet and beginnings of modern dance in America, beginning with social, ethnic, religious, and ritualistic roots, and following the widening distance between audience and performer. **Prerequisite**: 9 credit hours of dance or permission of the instructor.

DANC 2230 Tap Dance II (1-3)

This course is designed to go beyond the fundamentals necessary for rhythmic coordination in tap combinations. Emphasis is on musicality and phrasing as well as rhythmic improvisation. May be repeated for credit. **Prerequisite**: DANC 1240.

DANC 2240 Tap Dance II (1-3)

This course is designed to go beyond the fundamentals necessary for rhythmic coordination in tap combinations. Emphasis is on musicality and phrasing as well as rhythmic improvisation. May be repeated for credit. **Prerequisite**: DANC 2230.

DANC 2250 Cross Training (1-2)

Focus of the class is on learning and performing exercises to enhance dance performance, improve balance, physical power, flexibility, core strength and symmetry. The students will discover and work to change imbalances in their individual bodies. Good for prevention and treatment of injuries. Techniques such as Pilates, Gyrokinesis, water and land conditioning are possible offerings. May be repeated for credit.

DANC 2310 Choreographic Process Across Forms (1-3)

This course explores choreography through a variety of dance genres and stylistic frameworks, which can include jazz dance, hip hop, musical theatre, ballet, and contemporary. Students explore how genre conventions inform movement vocabulary, structure, musicality, and performance, while developing a unique, emerging choreographic voice. **Prerequisite**: DANC 1320 or permission of the instructor.

DANC 2320 Interdisciplinary Dance Making (1-4)

This course explores the integration of media and technology as compositional tools in dance creation and presentation. Students gain hands-on experience by creating work for both stage and screen using screendance, projection, sound, and lighting. **Prerequisite**: DANC 2310 or permission of the instructor.

DANC 2400 Aerial Dance (1-3)

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 2500 Foundations of Hip Hop (1-2)

This course introduces Hip Hop dance with its cultural and historical influences on society. Various foundations of Hip Hop movement will be explored, including footwork, body isolations, rhythm and personal style. This course may be repeated up to a total of 4 credits.

DANC 2520 Living Anatomy and Movement (3)

Musculoskeletal anatomy and physiology course is for dancers and non-science majors. Class members learn to feel and understand each part studied in their own bodies. Mechanisms of coordination, balance and breathing are discussed. Muscle testing and toning techniques are used to demonstrate physiology of motion and kinesiology. **Prerequisite**: Permission of the instructor.

DANC 3000 Topics in Dance (1-3)

Intensive studies in a specialized area of dance, such as: ballet, modern, jazz, tap, improvisation, choreography, repertory, history, anatomy/kinesiology, technical theatre, criticism, arts administration, therapy. May be repeated for credit. **Prerequisite**: Permission of the instructor.

DANC 3010 Ballet III (1-3)

Develops intermediate skills into unified forms. Students build on technique by increasing strength, flexibility, balance, and precision. Students will expand upon ballet vocabulary and increase skill and artistry, including turns, jumps and beats. May be repeated for credit. **Prerequisite**: DANC 2020 or permission of the instructor.

DANC 3020 Ballet III (1-3)

Continues DANC 3010. May be repeated for credit. **Prerequisite**: DANC 3010 or permission of the instructor.

DANC 3050 Contemporary Partnering (1-2)

In this class, students develop an awareness of the mutual respect and collaboration required when working with one or more partners, regardless of gender or identity. Students explore the creative possibilities that arise from understanding relationships between dancers and learn how to develop partner work. May be repeated for credit.

DANC 3070 Partnering in Ballet (1-2)

In this class, students develop technical proficiency and artistic expression in classical ballet partnering. Emphasis is placed on pas de deux technique, lifts, supported turns, and weight sharing, while cultivating musicality, line, and stylistic awareness. May be repeated for credit. **Prerequisite**: DANC 2020 or permission of the instructor.

DANC 3090 Jazz III (1-3)

Studies contemporary jazz dance techniques using an approach toward concert jazz dance. Expands upon Jazz II by understanding more complicated rhythms and movement vocabulary. May be repeated for credit. **Prerequisite**: DANC 2100 or permission of the instructor.

DANC 3099 Practicum (1-3)

On-the-job experience, an internship, fieldwork, an apprenticeship, and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on

reflective analysis of the experiential learning. **Prerequisite**: Permission of the department chair.

DANC 3100 Jazz III (1-3)

May be repeated for credit. **Prerequisite**: DANC 3090 or permission of the instructor.

DANC 3110 Modern Dance III (1-3)

Develops intermediate skills into unified forms. Students continue to gain strength, articulation, flexibility, and alignment while working on longer movement phrases demanding wide range of qualities, off-balance turns, elevations and falls. May be repeated for credit. **Prerequisite**: DANC 2120 or permission of the instructor.

DANC 3120 Modern Dance III (1-3)

Continues DANC 3110. May be repeated for credit. **Prerequisite**: DANC 3110 or permission of the instructor.

DANC 3150 Performance Techniques I (1-3)

Create a dance lecture demonstration by writing and performing text, choreographing movement, and conducting rehearsals. In addition to creative work, students develop self-marketing skills including résumé preparation, interviewing techniques and job market research relevant to dance and related fields. May be repeated for credit.

DANC 3160 Performance Techniques II (1-3)

Performance skills are developed and deepened through rehearsal and performance of the Dance Lecture Demonstration Touring opportunities. In addition, students build professional self-marketing skills, including creating a performance reel, developing a web presence, and preparing materials to support careers in dance and related fields. **Prerequisite**: DANC 3150.

DANC 3210 Dance History: 20th Century to the Present (3)

Studies and analyzes a series of aesthetic revolutions that have led to the art of dance as we know it today. Students study dance in the 20th century to the present day. **Prerequisite:** DANC 2210 or permission of the instructor. **GCP Coding**: **(ROC)** (CRI).

DANC 3220 Improvisation II (1-2)

Explores advanced techniques in the exploration of space, time, weight, energy, contact, props, games, grids, scores, relationships and group dynamics. Class members are expected to invest their own approaches to work. May be repeated for credit. **Prerequisite**: DANC 1220 or permission of the instructor.

DANC 3250 Somatics (1-2)

Students develop greater awareness, an ability to sense oneself, to discover ways for self-organization in movement and its connection to ways of feeling, thinking and learning. Often provides fresh ways of approaching movement and assists in breaking old movement patterns. Good for prevention and treatment of injuries. Techniques such as Taiji, Feldenkrais, Yoga and Alexander are possible offerings. May be repeated for credit.

DANC 3410 Research Methodologies & Techniques (1)

This course concentrates on the process for scholarly dance research. Various methodologies and techniques are presented for the gathering of knowledge and the synthesis of investigated information. A thesis statement, bibliography and proposal are created, preparing the student for the BA Dance Capstone. **Prerequisite**: Permission from the Department of Dance.

DANC 3500 Intermediate/Advanced Hip Hop (1-3)

This movement-based studio course expands upon the fundamentals of Hip Hop dance to develop more intermediate and advanced-level technique. Students will develop an understanding of hip hop movement aesthetics and approaches through warmup, across-the-floor exercises, phrase work, choreographic studies, and class discussions. Through supplemental readings, viewings and in-depth class analysis, students will also gain greater depth and breadth of knowledge about the history and culture of the form. **Prerequisites**: DANC 2500 or permission of the instructor.

DANC 3550 Dance Costume Design (1-2)

This course introduces the principles of costume design for dance, including interpretation of design concepts, consideration of dancer needs, and the development of practical solutions to support performance.

DANC 3560 Lighting & Costume Design for Dance II (1-2)

This course has an experiential design focus on dance lighting and costuming. Also, continued stage management instruction and experience, with crew/design experience on both costumes and lighting comprise this course.

DANC 3599 Independent Study (1-3)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. **Prerequisite**: Permission of the department chair.

DANC 4010 Ballet IV (1-3)

Advanced training in the classic skills of ballet leading to performance. May be repeated for credit. **Prerequisite**: DANC 3020 or permission of the instructor.

DANC 4020 Ballet IV (1-3)

Continues DANC 4010. Advanced training in the classic skills of ballet leading to performance. May be repeated for credit. **Prerequisite**: DANC 4010 or permission of the instructor.

DANC 4110 Modern IV (1-3)

Advanced training in the contemporary skills of modern technique leading to performance. May be repeated for credit. **Prerequisite**: DANC 3120 or permission of the instructor.

DANC 4120 Modern IV (1-3)

Continues DANC 4110. Advanced training in the contemporary skills of modern technique leading to performance. May be repeated for credit. **Prerequisite**: DANC 4110 or permission of the instructor.

DANC 4210 BA Capstone (3)

This is the BA Capstone: It can include a thesis or paper, creative project, or internship. All include in-depth research on a topic of the students' choice. **Prerequisite**: DANC 3410 or approval of the Department of Dance.

DANC 4310 Advanced Choreographic Project (3)

Students develop original choreographic works through a structured creative process that includes submitting written proposals detailing music, number of dancers, length, and intended choreographic approach. Throughout the semester, students share work-in-progress for feedback and discussion. The course culminates in a public performance of the completed choreography, which fulfills course requirements. **Prerequisite**:

Student must be in senior year or permission of the instructor. **Co-requisite**: DANC 4320.

DANC 4320 BFA Dance Capstone (3)

This culminating course provides BFA students the opportunity to integrate and showcase their artistic, technical, and professional development. Students collaborate on all aspects of presenting their choreography in a live venue, including working with designers and technicians on production elements, creating and distributing marketing materials, and preparing a professional portfolio to support post-graduation opportunities. **Prerequisite**: Students must be in the senior year or permission of the instructor. **Co-requisite**: DANC 4310

DANC 4400 Dance Pedagogy (3)

Student learns to teach dance, to create and execute lesson plans, and develop 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, and showings of student works-in-progress. May be repeated for credit.

DANC 4420 Dance Teaching Practicum (1)

This experiential course enables aspiring dance educators to develop the necessary skills to teach a diverse range of dance classes. Students will create lesson plans, refine their teaching techniques, and employ inclusive teaching practices to meet their students' learning objectives while fostering a supportive learning environment. **Prerequisite**: DANC 4400.

DANC 4900 Senior Seminar (1-2)

Integrates knowledge and focus on the development of self-marketing skills, creating materials such as promos, résumés, and websites to assist in the job search and sustainability of one’s career. Research prospective job market. May be repeated for credit. **Prerequisite**: Student must be in senior year or permission of the instructor.

DESN - Design

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
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- **ROC**: Roots of Cultures
- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

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- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

DESN 1210 Design Concepts (3)

Presents students with the tools to deal with visual materials in a knowledgeable and critical way and to obtain insight into the making and consuming of images. Students will use problem-solving and critical thinking skills to develop artistic solutions based on their understanding of basic concepts and principles of 2-D design, in actual and digital formats. Students will also use experimentation and evaluation to develop awareness of their personal methodology and style within the paradigm of contemporary art concepts. Through critiques and oral presentations, this class will focus on improving oral communication skills using the art terminology that students learn throughout the semester. **GCP Coding**: **(ARTS)** (OCOM).

DESN 1220 Design: 3-D (3)

Emphasizes fundamental principles and elements of organization in the visual art as they relate directly to volumetric and spatial forms.

DESN 1500 Digital Visualization (3)

Introduces students to the critical digital tools and concepts of making visually based work across multiple platforms and working methods. Projects engage with graphics, photo editing, and desktop publishing software. Topics include scanning, printing, photo retouching, digital type, building print-design layouts, and working across different platforms. **GCP Coding**: **(ARTS)** (CRI).

DESN 1800 Design + Print + Production (3)

This course explores the full spectrum of the design process, from concept to final production. Students will develop strong design skills while gaining hands-on experience with printing techniques, materials, and production workflows. Through lectures, demonstrations, and projects, students will learn how design decisions affect print outcomes and production quality. By the end of the course, students will have the confidence and practical knowledge to take creative ideas through every stage of design, print, and production. **Prerequisite**: DESN 1500 or INTM 2200.

DESN 2200 Design Play (3)

Challenges students to seek communicative potentials in the formats of graphic design, advertising, products, or installations. Students are encouraged to leave design assumptions and stereotypes behind in order to promote human wonder and engage the audience on an emotional level. May be repeated once for credit. **Prerequisites**: DESN 1500 or INTM 2200.

DESN 2300 Type Dialogues (3)

Introduces the formal and conceptual fundamentals of typography as a communicative medium that conveys personal, aesthetic, and social meaning. By understanding the contextual history of typography, students will become able to make informed typographic decisions, allowing for more thoughtful and compelling design solutions. May be repeated once for credit. **Prerequisites**: DESN 1500 or INTM 2200.

DESN 2350 Type in Motion (3)

This course introduces students to the fundamentals of motion design through the expressive use of typography. Students explore how type communicates through movement, rhythm, and time to create meaning and emotion. Through hands-on projects, readings, and critiques, students develop conceptual and technical skills in motion graphics, learning to integrate typography with image, sound, and narrative structure. May be repeated once for credit. **Prerequisite**: DESN 1500 or INTM 2200

DESN 2500 Design for Digital Portfolios (3)

Investigates how to design and build website, mobile, and ebook portfolios for artists and graphic designers. Students will learn web authoring, mobile and electronic book tools and techniques specific to portfolio design. At the conclusion of the course students will have a finished digital portfolio that they can use professionally. May be repeated once for credit. **Prerequisites**: DESN 1500.

DESN 3050 Topics in Design (1-3)

In-depth study of particular issues in the field of graphic design. Topics vary from semester to semester, e.g., UX, product, or typeface design, or design for appetite, apps, music, exhibition, publication, packaging, motion, toys, advertising, etc. May be repeated for credit if content differs. **Prerequisites:** DESN 1500.

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 3100 History of Graphic Design (3)

Traces developments of graphic design from the origins of ancient writing systems to the turn of this century — organized chronologically and thematically. The work and methodologies of designers and movements both professional and amateur are examined, and cultural shifts, sociopolitical factors, systems and institutions, and technologies are critically considered. Students will investigate why a graphic artifact came to be and understand how it did so, while viewing communications design within context, challenging the canon, and including concurrent narrative in visual culture.

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 1500.

DESN 3500 Design for UX/UI (3)

Introduces students to the digital world of design through a comprehensive study of UI and UX. Course content focuses on professional applied methods from user journey mapping, site architecture strategy and creation, wireframing, visual design, and usability best practices. Students explore creating compositions for digital environments utilizing content organization for websites and applications. May be repeated once for credit. **Prerequisite**: DESN 1500 or INTM 2200

DESN 3800 Professional Practice in Graphic Design (3)

Prepares students for post-graduation entrance into the field. Focuses on development of a portfolio and presentation skills. Students will have opportunities to interact with professional designers in design studio visits, and in other venues. May be repeated once for credit. **Prerequisites**: ART 3900

DESN 4110 Package Design Studio (3)

Package Design Studio is an advanced studio course in package design that emphasizes the intersection of creativity, functionality, and three-dimensional form. Students explore the aesthetic and strategic aspects of packaging including visual storytelling, branding, material selection, and structural design. Through a series of hands-on projects, students will develop professional-level packaging solutions suitable for a portfolio. May be repeated once for credit. **Prerequisite**: DESN 1500 or INTM 2200.

DESN 4120 Experiential Graphic Design (3)

Experiential Graphic Design explores how graphic design can transform environments such as indoor and outdoor spaces, public installations, and branded events into meaningful and interactive experiences. Students will learn how design can influence emotions, shape perception, and generate social engagement. Through research, strategy, and creative execution, students will combine their understanding of typography, color, branding, large-scale environmental graphics, and both analog and digital media to develop experiential activations that engage audiences and communicate ideas effectively. May be repeated once for credit. **Prerequisite**: DESN 1500 or INTM 2200

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.

ECON - Economics

Global Citizenship Program Knowledge Areas
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(not bolded code)

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Course Descriptions

ECON 2000 Survey of Economics (3)

This course provides students a broad survey of the discipline of economics. The emphasis is on the acquisition of a broad conceptual understanding of how academic and professional economists "view" the world. Given the importance of understanding "markets" to both business and public policy, the heaviest emphasis is on how markets function and a smaller emphasis on the business cycle and macroeconomic policy.

ECON 2020 Principles of Microeconomics (3)

Studies institutions and process of market specialization and exchange, pricing and output, competition and monopoly, government regulation, current economic problems and international economic developments.

ECON 2030 Principles of Macroeconomics (3)

Covers economic activity and growth, determination of income, employment, output, inflation, aggregate demand and supply, money and banking, monetary and fiscal policies, and international economic issues.

ECON 3000 Basic Economic Modelling (3)

This course builds on the concepts developed in Survey of Economics. The student is introduced to economic modeling used in both microeconomics and macroeconomics. The purpose of the course is to act as a bridge between the more topical approach to introducing economic concepts used in Survey of Economics and the more rigorous modeling used in Intermediate Microeconomics and Intermediate Macroeconomics. The course also is used as a pre-assessment point for students seeking to earn a degree in economics. **Co-requisite**: ECON 3050. **Prerequisite**: ECON 2000.

ECON 3020 Intermediate Microeconomics (3)

This course covers advanced theory and applications in microeconomics. Topics include utility theory, consumer and firm choice, optimization, goods and services markets, resource markets, strategic behavior and market equilibrium. **Prerequisite**: ECON 2000 and ECON 3000.

ECON 3030 Intermediate Macroeconomics (3)

This course covers advanced theory and applications in macroeconomics. Topics include growth, determination of income, employment and output, aggregate demand and supply, the business cycle, monetary and fiscal policies, and international macroeconomic modeling. **Prerequisites**: ECON 2000 and ECON 3000.

ECON 3050 Pre-assessment Exam (0)

This course is required for all students completing a minor, major, or BSBA emphasis in Economics. Successful completion will require the student to take the included exams. **Co-requisite**: ECON 3000.

ECON 3100 Issues in Economics (3)

Analyzes current economic issues in terms of historical background, present status and possible solutions. May be repeated for credit if content differs. **Prerequisite**: ECON 2000.

ECON 3150 Digital Economy (3)

The digital economy has generated the creation of a large range of significant dedicated businesses. But, it has also forced traditional businesses to revise their own approach and their own value chains. The pervasiveness can be observable in commerce, marketing, distribution and sales, but also in supply logistics, energy management, finance and human resources. This class introduces the main actors, the ecosystem in which they operate, the new rules of this game, the impacts on existing structures and the required expertise in those areas. It also looks at implementation. **Prerequisite**: ECON 2000.

ECON 3200 Money and Banking (3)

Studies the forms and functions of money, the commercial banks, the Federal Reserve system, and monetary theory and policy used as a tool to achieve economic goals. Includes banking and other financial institutions. **Prerequisite**: ECON 2000.

ECON 3410 Labor Economics (3)

Studies the labor market, compensations, labor unions, management and labor strategies, collective bargaining and labor legislation. **Prerequisite**: ECON 2000.

ECON 3700 Economics of Development (3)

An analysis of issues and problems pertaining to natural resources management, manpower, capital accumulation, technological progress and sociocultural-institutional factors. **Prerequisite**: ECON 2000.

ECON 3720 International Trade and Finance (3)

Students examine the theories, policies and instruments (e.g., tariffs, quotas, V.E.R.'s) of international trade and consider trade integration. Course content also focuses on the foreign exchange market and balance of payments in international trade. Macropolicies in open economies, such as flexible exchange rates and the nature of world money, are examined. Theories and policies of foreign direct investment are considered. **Prerequisite**: ECON 2000.

ECON 3750 Introductory Econometrics (3)

This course covers the basic statistical tools needed to understand empirical economic research and conduct independent research projects. It lays emphasis on the basics of simple and multiple regression for cross-sectional and time series data by explaining the least squares estimates, the linear probability model, statistical inference, dummy variables and heteroscedasticity. **Prerequisite**: BUSN 1000, MATH 1430 or an equivalent, ECON 2000, ECON 3000, and BUSN 2750 or STAT 1100.

ECON 4000 Assessment Exam (0)

This course is required for all Webster students completing a minor, emphasis or major in economics. Successful completion will require the student to take the exam(s) application to their chosen economics program. **Prerequisite**: All program-specific requirements for the applicable program.

ECON 4300 Public Finance (3)

Covers the growth and impact of the public sector. This includes revenue generation and the impact of public expenditures on the allocation of wealth in society. Topics include welfare economics, cost benefit analysis, public choice theory, the theory of optimal taxation and selected public-sector issues. **Prerequisite**: ECON 2000.

ECON 4600 Comparative Economic Systems (3)

Examines and compares the concepts and techniques of systems, ranging from those that rely heavily on market mechanisms to allocate the resources to those that rely on central command or planning for resource allocation and the systems that are a mixture of market and command. **Prerequisite**: ECON 2000.

ECON 4610 Reading Course (1-4)

Prerequisite: Filing of official form.

ECON 4800 Industrial Organizational Economics (3)

Analyzes the structure, performance and antitrust policies of industries. Includes major economic theories of the firm's objectives and decision making, pricing and output policies, market structures, industrial policies and the role of multinational corporations in international markets. **Prerequisite**: ECON 2000.

ECON 4900 History of Economic Thought (3)

This course provides the student a context for understanding the modern economic paradigm. This is accomplished by introducing the student to the development of economic thought from its earliest formation through its current manifestation. Care is taken to demonstrate the interdependence of this development of thought and the historical social context. **Prerequisite**: ECON 2000.

ECON 4950 Internship in Economics (1-6)

Prerequisite: Major in Business Department.

EDEX - Educational Experiences

Global Citizenship Program Knowledge Areas
(bolded code)

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Course Descriptions

EDEX 1000 Educational Program Analysis (3)

Many adult students have gained the equivalent of college-level learning through their work experiences, training on the job, volunteer activities, civic involvement, travel or other nonacademic settings. In this independent course, students learn to document their college-level learning into a portfolio that can then be assessed for college credit. Permission from the Coordinator for Experiential Learning required for enrollment. **Prerequisite**: Permission from Academic Advising.

EDEX 1001 Prior Learning Portfolio Assessment (0)

Students submitting portfolios for Prior Learning Assessment without taking EDEX 1000 or submitting additional portfolios after EDEX 1000 must register for this course. There is an additional course fee of $350. This course may be repeated up to the maximum allowable credits earned by prior learning assessment (PLA), which is 30 credit hours. **Prerequisite**: Permission from Academic Advising.

EDEX 1500 Webster 101 (1)

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

EDEX 1510 Major and Career Explorations (1)

This class is designed to provide students with the opportunity to explore major and career interests. Students will take several self-evaluation assessments that will allow them to understand their values, interest, personality characteristics and skills in relation to a variety of majors. Students will also learn resources for obtaining accurate major and career related information. The course will include one-on-one meeting with career counselors to create individualized career development plans and career-related group outings. The skills and strategies learned in this class will enable students to make informed decisions about choosing majors and careers.

EDEX 1520 Certified Peer Educator (1)

The Certified Peer Educator (CPE) course will help to develop leadership skills in our students in their growth to be able to become successful Peer Educators. The course will include eight modules, covering the role of peer education, helping peers make a behavior change, listening skills, response and referral skills, how to take action and intervene, recognizing the role of diversity and inclusivity, programming and presentation skills, self-care and group dynamics. The course is driven through the Certified Peer Educator (CPE) Training material offered through a BACCHUS Initiative of NASPA.

EDEX 1530 A Little Work, Mostly Play (3)

A Little Work, Mostly Play is part of the Creative Explorations Learning Community (LC) that includes GLBC 1200 Creativity, Play, Productivity and EDEX 1500 Webster 101. EDEX 1530 will provide students with a foundational experience that focuses on how the arts profoundly shape and influence their world. Focus will be on visual art, music, theatrical performances, and performance art. Students will pull back the curtain to go behind the scenes and gain insights into the creative process as well as interact with artists and performers for a glimpse into the creative mind. Venturing beyond campus, students will discover a rich array of St. Louis art events. Emphasis will be on expanding awareness, enhancing understanding, and refining interpretive skills to comprehend significance and meaning in the arts. Students will engage with content via in-depth discussion of ideas and opinions, written reflections, oral presentations, attending theatrical performances and art happenings, and an integrated LC project-based activity that extends beyond the classroom. NOTE: Students will be expected to attend five evening events during the semester. **GCP Coding: (ARTS)** (CRI)

EDEX 2750 Student Leadership Development (1-12)

A semester-long course in leadership skills assessment, leadership theory, interpersonal communications, leading in a diverse community, teamwork, ethical decision making, motivation, organizational dynamics, goal setting, and promotion. May be taken as part of the leadership certificate program or separately. **Prerequisite**: Permission of the coordinator of the leadership program, Student Affairs Office, 314-968-6980. See also: Special Study Opportunities.

EDEX 3300 Special Topics in Educational Experience (1-3)

Topics involve inquiry or action around current education or service-learning related activities. May be repeated for credit if content differs.

EDUC - Education

Global Citizenship Program Knowledge Areas
(bolded code)

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- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

EDUC 1050 Outdoor Education (2-3)

An introduction to environmental education that includes environmental living skills, curriculum enrichment through outdoor activities, stress challenge, group dynamics, environmental education and global sustainability.

EDUC 1100 Math Tutoring (1)

This course identifies basic tutoring techniques that encourage a child to think about, verbalize, and solve problems. It will also identify some common K-5 math problem areas, provide video examples of good tutoring techniques and materials, and address classroom etiquette. Successful completion of the course is a requirement for participation in the Webster Math Tutoring Program. **Prerequisite:** Approval of the instructor.

EDUC 2000 Beginning Practicum in Education (1-2)

This practicum provides supervised field experience for students who are beginning their education studies. The focus of this practicum is observation of teachers and students in a specific classroom setting. Taken concurrently with EDUC 2800 Foundations in Education. Must be completed with a grade of B or better. **Co-requisite**: EDUC 2800.

EDUC 2050 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. **GCP Coding: (GLBL)** (INTC).

EDUC 2110 Communication in Education (3)

Students in this introductory communications course focus on learning about communication models and the affective domain. Students work on developing self-awareness and interpersonal communication skills. **GCP Coding**: **(SSHB)** (OCOM).

EDUC 2140 Writing for Teachers (3)

This course is designed to help prospective teachers develop a sense of themselves as writers as they experience the components of writers' workshop. Through self-evaluation, peer response and teacher evaluation, candidates will strengthen the clarity, efficacy and intentionality of their writing. **GCP Coding**: (WCOM).

EDUC 2180 International Children's Literature (3)

This course is designed to provide students an opportunity to become acquainted with the great wealth of trade books and other media forms available for today's children, preschool through grade eight. Students will utilize literature as a lens for understanding the child’s historical and contemporary roles in U.S. and global societies. Extensive and intensive reading and analysis of children's literature will be required. This is a writing intensive course. **GCP Coding**: **(GLBL)** (INTC).

EDUC 2240 Middle School Philosophy and History (3)

Students examine the history of the middle school movement from the 18th century through the 21st century and its evolving philosophy. Implications for teacher professionalism, school and classroom design, and teaching methodologies are also studied.

EDUC 2300 Child and Adolescent Development (3)

Students in this course are presented with theories of physical, cognitive, emotional, and social development. The emphasis is on developmental processes beginning in early childhood through the teenage years. Theories of development are interrelated and integrated with observations of children and adolescents and discussions of educational applications. Development is studied in the context of family, school, community and society. Intracultural and intercultural variations in development are examined. **GCP Coding**: **(SSHB)** (INTC).

EDUC 2550 Student Literacy Corps (1-3)

Students in this course learn from tutoring experiences in the greater St. Louis area about the problems caused by and associated with illiteracy. Students receive literacy training during class meetings. Students learn strategies to support literacy as well as become aware of cultural and ethnic differences within their own community. Students are introduced to various reading strategies for tutoring. Students provide 20 hours of tutoring experience per credit hour throughout the semester at community settings within the St. Louis area. May be repeated for credit up to 6 credit hours.

EDUC 2800 Foundations in Education (3)

This course enables students to explore diverse values and beliefs about learning and teaching. Students 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 students to promote individual and group responsibility for education in a democratic and diverse society. Prerequisites and co-requisites are only required for teacher candidates pursuing the BA in education. Must be completed with a grade of B or better in order to continue in the BA in education and be admitted to teacher certification. **Prerequisite**: EDUC 2140, WRIT 1010, or WRIT 2000 with a B- or better. **Co-requisite**: EDUC 2000. **GCP Coding**: **(SSHB)** (CRI).

EDUC 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). **GCP Coding**: **(SSHB)** (ETH).

EDUC 3000 Practicum: Elementary (1-3)

This practicum is in an elementary setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of appropriate form by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3001 Practicum: MDSC Language Arts (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3002 Practicum: MDSC Math (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3003 Practicum: MDSC Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3004 Practicum: MDSC Social Science (1-3)

This practicum is in a middle school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3005 Practicum: Secondary English (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3006 Practicum: Secondary Mathematics (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3007 Practicum: Secondary Social Science (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3008 Practicum: Secondary Biology (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3009 Practicum: Art K-12 (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3010 Practicum: K-12 Choral Music (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline.

EDUC 3011 Practicum: K-12 Instrumental Music (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline.

EDUC 3012 Practicum: K-12 French (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites:** Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3013 Practicum: K-12 German (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3014 Practicum: K-12 Spanish (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3015 Practicum: K-12 Special Education (1-3)

This practicum is in a P-12 setting classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3016 Practicum: Secondary Chemistry (1-3)

This practicum is in a high school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. To enroll in practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum.. **Prerequisites**: Eligible for admission to Teacher Certification and filing of application one semester prior to placement by the posted deadline. **Co-requisite**: EDUC 3099.

EDUC 3070 Intro to Sign Language and Deaf Culture (1-3)

This course is designed as an introductory conversational ASL class. Students will learn sign vocabulary, ASL syntax, non-verbal grammatical features, fingerspelling and numbers, with both receptive and expressive activities. In addition, Deaf culture, which is an integral part of learning ASL will be included. Signs will be organized into conversational themes and will be reinforced through various interactive activities that may include interaction with signing Deaf guests and out of class experiences with members of the Deaf community.

EDUC 3099 Practicum Seminar (1)

This seminar corresponds to the teacher certification practicum experience. It is designed for teacher candidates and focuses on their attainment of highly effective teaching practices. These include teacher presence, classroom organization and structure, lesson planning and student assessment based on sound data analysis. The course is designed to prepare each teacher candidate to process the activities of the field-based classroom practicum. An overarching goal is the documentation and attainment of Missouri Teacher Standards as measured by the Missouri Educator Evaluation System (MEES). **Prerequisite**: Eligible for admission to teacher certification and filing of appropriate form by the posted deadline.

EDUC 3100 Learning, Teaching, and Assessment (3)

This course is an in depth study of fundamental concepts and principles that have broad applicability to classroom practice and support the preparation of candidates in education. The course not only emphasizes major concepts of learning theories but also covers relevant topics such as developmental characteristics and milestones of children and adolescents, student differences and diversity, motivation, instructional approaches and assessment.

EDUC 3120 Classroom Assessment (1)

This course prepares students for the demands of assessment, building on the constructs of educational psychology. It covers types of assessments, characteristics of quality assessments, developing scoring guides, asking questions and documenting student learning.

EDUC 3125 Technology in the Classroom (1-3)

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 3130 Adventure Education Program (2-6)

Students in this field practicum in adventure education are involved in curriculum development, instruction, and evaluation.

The practicum typically involves K-12 students. May be repeated for credit. **Prerequisite**: EDUC 1050 or permission of the instructor.

EDUC 3150 Education in a Diverse Society (3)

Students in this course explore values and beliefs about learning and teaching in a multicultural setting. Typically held in a local K-12 school, the course has a concurrent 1-credit-hour field experience at the site, EDUC 3155. Must be completed with a grade of B or better. **Prerequisites**: College level composition course with a B or better; EDUC 2110. **Co-requisite**: EDUC 3155. **GCP Coding**: **(SSHB)** (CRI).

EDUC 3155 Early Diversity Practicum (1)

Students in this early practicum are placed in the diverse PK-12 school settings. This early Practicum is designed to accompany EDUC 3150 Education in a Diverse Society and will take place in the diverse school setting in which the course is offered. Students will be assessed using the School of Education Dispositions. Must be completed with a grade of B or better. **Co-requisite**: EDUC 3150.

EDUC 3190 Young Adult Literature (3)

Students will explore the transitional aspects of adolescence (physical, cognitive, social, and emotional) through reading texts written for and about young adults. These multi-ethnic and international texts represent the genres and formats of traditional fantasy, modern fantasy, historical fiction, contemporary realistic fiction, nonfiction, poetry, and graphic novels. These readings will support students' understanding of the impact of historical, gender, socio-economic and cultural status on the adolescent journey. **GCP Coding**: **(SSHB)** (INTC).

EDUC 3225 Education Passport 1 (0)

The Department of Teacher Education Passport is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 1 is required for admission to teacher certification. Admission is granted when candidates successfully submit the four assignments accompanied by highlights, annotations, and/or short reflections and have met the other admissions criteria.

EDUC 3275 Education Passport 2 (0)

The Department of Teacher Education Passport system is an integral element in the assessment system for initial teacher certification programs. This system is designed to foster the development of knowledge, skills, and dispositions for pre-service teacher candidates in the digital age. Using a self-directed approach, pre-service teachers will upload artifacts in the digital passports. Completion of Passport 2 is required prior to apprentice teaching. Candidates must successfully submit the nine assignments accompanied by highlights, annotations, and/or short reflections and have met the other teacher certification criteria.

EDUC 3300 Topics in Education (1-3)

A variety of topics are presented dealing with specialized areas of interest in the field of education. May be repeated for credit if content differs.

EDUC 3375 Behavior Management (3)

Students in this course study the principles and techniques of behavioral management. The purpose of this course is to provide prospective teachers and other professionals with a basic understanding of the social, cultural, emotional, motivational, and environmental factors that influence human behavior and development, and strategies that promote self-esteem, autonomy and self-regulation. **Prerequisites**: Eligible for admission to Teacher Certification and concurrently registered in a practicum.

EDUC 3440 Digital Pedagogy and Assistive Learning Technologies (1-3)

This course utilizes hands-on and project-based activities to teach instructional technology use and integration to students. In the course, students engage with using classroom technologies for teaching learners from prek-12. The use of technologies for instructional planning and design, data gathering and assessment as well as Universal Design for Learning will be demonstrated and practiced. The course explores technology integration based on student engagement with productivity applications, interactive and cloud-based platforms as well as assistive technologies.

EDUC 3650 Instructional Design (3)

In this course, students will examine the use of instructional systems design to create instructional experiences across different learning environments. Practical application of models and theories that employ digital and rich multimedia instruction are emphasized. Focus areas will include learning and design, the ADDIE model and approaches to Design Implementation. Students in this course will acquire the knowledge, skills and capabilities to design and develop instruction for formal as well as informal learning environments. Using ID in the areas of mobile, e-learning and onsite deployments will be examined.

EDUC 3800 Intermediate Practicum (1-3)

This practicum is in a P-12 school setting for 45-135 hours in a classroom involving observations, lesson planning and teaching. A schedule of when the teacher candidate is in the classroom is established in conjunction with the cooperating teacher. Many practicum are taken in conjunction with a related seminar, depending on certification area. To enroll in a practicum, students must make formal application to the Office of Apprentice Teaching and Field Experience. Practicum applications for Spring placements are due by September 15. Practicum applications for Fall are due by February 15. Passport Tasks 1-5 must be completed before the start of practicum. **Prerequisites**: Eligible for admission to Teacher Certification and filing of appropriate form by the posted deadline.

EDUC 4000 Apprentice Teaching Seminar (1)

This seminar is designed to assist apprentice teachers to focus on multiple factors affecting their classroom experiences, student interactions and curriculum through the creation of an electronic Teacher Work Sample. Through this process each teacher candidate demonstrates knowledge and skills in meeting the MoSPE standards. **Prerequisite**: Concurrent enrollment in apprentice teaching.

EDUC 4130 Writing Instruction (3)

Students examine current theories and practices for writing instruction. Students discuss elements such as the history of rhetoric, writing traits, writing forms and writing for different purposes as well as audiences. Based on contemporary theories and digital applications used in today's classrooms, students practice designing writing assignments. Other key topic areas include multimodal writing, creating writing curriculum and assessment of writing. Students practice the composition process by designing a digital writing process project. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4180 Elementary Arts and Humanities Methods (3)

Students in this course apply curricular and instructional objectives for teaching K-6 students Arts, Humanities and Social Studies. Materials, techniques and resources are emphasized. Arts and Humanities are broad and encompassing areas of elementary classroom teaching. Content areas that focus on the language arts and social studies are richly integrated with art history, art techniques and many forms of visual art. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. Social Science Content Standards for social studies are also of importance. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4190 Elementary STEM Methods (3)

In this course students learn and apply effective practices for teaching elementary science and mathematics using integrated STEM approaches. Instructional methods that are based on inquiry-based learning, number talks, scientific thinking as well as varied interactive activities and discussion protocols. Topics that will be covered include mathematics learning and Next Generation Science Standards. Candidates will create an integrated unit plan that applies critical thinking, STEM principles and learning standards. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4220 Differentiated Mathematics Instruction (3)

This course is designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions and target specific math difficulties. **Prerequisite**: A grade of B- or better in a college-level mathematics course.

EDUC 4250 Economics and Geography for Global Sustainability (3)

This course is designed to provide elementary, middle and secondary educators the information they need to understand and be able to teach the fundamentals of economics, geography and global sustainability. Economic content includes: economic systems, concepts, and institutions; economic change over time; modern global economics; and the relationship between producers, consumers, and the government. Geography content includes: physical geography skills (apply and use geographic representations, tools, and resources such as maps, atlases, aerial photographs, globes, etc.) and concepts; locales, regions, nations, and the world relative to location, size, climate, and geology; and how individuals and groups are affected by events on an international and global scale. Sustainability concepts and skills will be integrated throughout the course with emphasis on current environmental and social equity issues as well as systems thinking. Students will explore the interconnectedness of people, profit and planet. **GCP Coding**: **(GLBL)** (ETH)

EDUC 4270 Methods of Teaching Elementary Reading (3)

This is an introductory course in reading methodology for elementary education, early childhood and special education initial teacher certification candidates. It is the first in a series of three courses required for certification. The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs undergraduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4280 ELEM/SPED Teaching Reading and Writing in the Content Areas (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates to examine the reading-writing connection and develop methods for teaching their students critical thinking skills and problem solving in the area of literacy. Participants will study frameworks for fostering comprehension including analytical and critical reading and content literacy.

EDUC 4290 ELEM/SPED Differentiated Reading Assessment and Intervention (3)

This course is designed for elementary, early childhood and special education initial teacher certification candidates. Candidates will learn about the best practices in developmental reading for struggling readers and learners with reading disabilities. The purpose of this course is threefold: (1) to increase knowledge and understanding of the process of reading, (2) to increase competency in the diagnosis of specific areas of weakness that can interfere with the reading process, and (3) to develop intervention strategies for struggling readers and learners with reading disabilities. Webster students will use formal and informal reading assessments to evaluate reading abilities and implement research-based intervention strategies. **Prerequisite**: EDUC 4270 or EDUC 4280.

EDUC 4330 Introduction to Students with Mild/ Moderate Disabilities (3)

Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities, and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions and educational models. **Prerequisite**: EDUC 2900.

EDUC 4350 Arts and Humanities Methods (3)

This course engages skills and strategies for teaching the Arts, Humanities and Social Studies to students. The scope of this course is Middle School and Secondary School Language Arts, Social Studies and Humanities as well as K-12 Art and World Language. It emphasizes materials, techniques and resources for teaching distinct curricular methods as well as integrative methods. Students in this course develop abilities to utilize integrative methods such as verbal, visual, musical and kinesthetic activities in the visual, performing, language arts and social studies classrooms. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4360 STEM Methods (3)

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

Generation Science Standards leading to creation of a unit plan. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4380 Teaching Reading and Writing in the Content Areas (3)

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

EDUC 4390 Differentiated Reading Assessment and Intervention (3)

The focus of this class will be on planning interventions based on interpretation of formal and informal reading assessments for students in grades 6-12. An emphasis will be on current theory and best practices in literacy. Participants will design intervention strategies in response to assessment data. This course is used for middle and secondary school initial teacher certification. **Prerequisite**: EDUC 4380.

EDUC 4435 Inclusive Practices and Methods for Teaching English Learners (3)

This course surveys current theory and practice in planning, implementing and monitoring instruction to meet the needs of students having diverse learning needs including linguistically and culturally diverse students and students with disabilities in a variety of classroom contexts. Topics include the following: inclusive education philosophy and research, co-teaching and collaborative practice, parent collaboration and communication, facilitating peer supports, curriculum adaptations and differentiated instruction. **Prerequisites**: EDUC 2900 and 6 credit hours of Methods courses or permission of the instructor.

EDUC 4450 Psychoeducational Assessment (3)

Students in this course study formal and informal assessment procedures from an educational perspective. Students develop a strong foundation of principles of assessment and testing, including technical knowledge of terminology. Students examine constructs of intelligence, language, perceptual-motor abilities and achievement, focusing on how these constructs are assessed by both norm-referenced instruments and nontraditional methods. Students administer and interpret tests in order to more fully understand test constructs. **Prerequisite**: EDUC 2900.

EDUC 4460 Methods of Teaching Students with Mild/ Moderate Disabilities I (3)

Students in this course are introduced to planning, organizational, and instructional techniques for students with mild/moderate disabilities. Students are prepared to work in a range of placement settings, with emphasis on inclusive placements, and to collaboratively plan with parents and all educational staff. The focus of this course is on research-based methods. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4470 Methods of Teaching Students with Mild/ Moderate Disabilities II (3)

Students in this course are introduced to the curricula, organizational strategies, and instructional techniques appropriate to the needs of students with mild and moderate disabilities, with a focus in the content areas of science, social studies (government, geography, and economics), child and adolescent literature, physical education, health, art, and music. Also addressed is the use of technology in adapting the regular curriculum, based on a functional assessment of the curriculum and learner behavior. Emphasis is on team planning and delivery, including parents, regular education teachers, administrators, and support specialists. **Prerequisite**: Eligible for admission to Teacher Certification.

EDUC 4480 Special Education Counseling for Life Transitions (3)

The course focuses on counseling and communication techniques appropriate to the needs of the exceptional individuals and their families. The content and skills needed for special educators to facilitate effective transitions at multiple transition periods from birth through age twenty-one are a major focus of the course. Curriculum and instruction for the transition period from school to adult life specifically addresses post secondary education, vocational training, and integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation.

EDUC 4565 Global Education Portfolio Review (1-3)

This course allows students pursuing the global education certificate to integrate knowledge and perspectives related to educational systems around the world. Students will select artifacts from a variety of course taken in the certificate program and use them as evidence to show they can: analyze similarities and differences in educational systems around the world, plan and implement instruction in informal educational settings, use technology as an educational tool, and explain multiple perspective in global education.

EDUC 4610 Reading Course (1-3)

Students in this course investigate a given body of knowledge or a specific area of interest. Selected topics are agreed upon between student and a member of the departmental faculty. The topic of the course, detailed learning outcomes, and means of evaluation are negotiated between student and faculty member. This course is intended for majors only. May be repeated for credit if content differs. **Prerequisites**: Senior standing and permission of the instructor.

EDUC 4620 Educational Internship (3)

This internship enables students to explore non-traditional settings and career options in education. This course is designed for students majoring in Educational Studies. **Prerequisite**: Senior standing.

EDUC 4650 Educational Research Senior Overview (3)

As the capstone course for seniors in the major, each student identifies, analyzes, researches and critically discusses an important instructional problem. This course enables students to systematically evaluate the merits of published research in the field of instruction and learning. Students review key aspects of educational research including research methodology, the ethical aspects of research and authorship as well as instrument reliability and validity. In conjunction with their internship site, students design, develop and implement an applied learning project. Students engage in a systematic process of analyzing their design and its impact on learners in context. They document their approach and present to a wider audience. **Prerequisite**: Senior standing.

EDUC 4730 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students

with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite**: EDUC 2900.

EDUC 4800 Apprentice Teaching (13)

Teacher certification candidates 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**: Successful completion of Intermediate Practicum with a grade B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the Director of Field Experiences, verifying the student has met all the requirements.

EDUC 4880 Family and Community Resources (3)

Students in this course learn about current family issues and needs as related to childhood education. Included are methods of assessing family concerns, needs, and interests, techniques for interacting with parents, and ways to assess and utilize community resources (including parent volunteers) in the classroom. **Prerequisites**: EDUC 2000 and EDUC 2800.

EDUC 4950 Apprentice Teaching: Elementary (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4960 Apprentice Teaching: Elementary Intermediate (Grades 4-6) (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4965 Apprentice Teaching: MDSC Language Arts (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3001, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4966 Apprentice Teaching: MDSC Math (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4967 Apprentice Teaching: MDSC Science (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4968 Apprentice Teaching: MDSC Social Science (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4970 Apprentice Teaching: Secondary English (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4971 Apprentice Teaching: Secondary Math (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3006 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4972 Apprentice Teaching: Secondary Social Science (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3007 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4973 Apprentice Teaching: Secondary Biology (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3008, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4974 Apprentice Teaching: Secondary Chemistry (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3016, senior standing, filing of application one semester

prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4980 Apprentice Teaching: Special Education (Grades K-12) (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3015, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4981 Apprentice Teaching: Special Education Middle School/Secondary (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4982 Apprentice Teaching: Art K-12 (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** EDUC 3009 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4983 Apprentice Teaching: Choral Music K-12 (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3009 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4984 Apprentice Teaching: K-12 Instrumental Music (13)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4985 Apprentice Teaching: World Languages K-12: French (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4986 Apprentice Teaching: K-12 World Languages: German (13)

Teacher certification only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites:** Practicum with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

EDUC 4987 Apprentice Teaching: K-12 World Languages: Spanish (13)

Teacher certification students only. The apprentice teaching experience is an intensive, full semester field experience in which students are provided the opportunity to instruct under the expert supervision of university supervisors and cooperating teachers. **Prerequisites**: EDUC 3014 with a B or better, senior standing, filing of application one semester prior to placement by the posted deadline. The application must be approved by the advisor, verifying the student has met all the requirements.

ENGL - English

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

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 1500 Introduction to Creative Writing (3 hours)

A creative writing workshop for beginning writers, this course introduces students to the writing of poetry and creative prose. Class time is divided among readings from established writers; creative-writing labs (in-class exercises designed to foster technique and experimentation); and peer-review workshops. Students will develop select in-class exercises into full poems and stories, and the semester will culminate in a final portfolio of revised work. **GCP Coding: (ARTS)** (WCOM).

ENGL 1900 Introductory Seminar in Literary Analysis (3)

Provides students with the literary analysis skills required for further study in English. Focuses on academic approaches to poetry, fiction, and drama. Required of all English and creative writing majors before they complete their first 30 hours in the major (first 15 hours for transfer students).

ENGL 2000 What Next? The English Major after Graduation (1)

This course prepares English majors to find fulfilling careers by exposing them to the terrain of post-graduation employment opportunities, teaching them how the skills they develop in their coursework apply to various careers, and training them to find, apply for, and interview for jobs. Activities will include guest speakers, informational interviews, résumé and application letter writing, and the creation of a personalized plan for further career preparation. **Prerequisite:** ENGL 1900 or concurrent enrollment in ENGL 1900.

ENGL 2020 British Literature I (3)

Studies British literature from the Middle Ages to 1660, with emphasis on literary analysis tools including close reading, argumentation, historical/social contexts. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM).

ENGL 2030 British Literature II (3)

Studies British literature from 1660 to 1901, with emphasis on literary analysis tools including close reading, argumentation, historical/social contexts. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM).

ENGL 2050 U.S. Literature (3)

Studies the diverse traditions of American literature, from the oral stories of native cultures and accounts of European contact to the early 20th century realists, raising issues of what America means and who counts as an American that we're still dealing with today. In addition to exploring the influence of race, gender, religion and region on the creation and reception of literary texts, the course will emphasize literary analysis tools including close reading, argumentation and historical/social contexts. Required of majors. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM).

ENGL 2086 U.S. Literature of Diversity (3)

Explores diverse literature of the U.S. May focus on a specific time period or ethnic/cultural community, such as African American, Asian American, Native American, Latinx, LGBTQ, disability, etc. May be repeated for credit if content differs. **GCP Coding**: **(ROC)** (INTC). Cross-listed with GRAS 2080 and GRAS 2086.

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). Cross-listed with GRAS 2110 and GRAS 2122.

ENGL 2120 Literature of Oppression and Resistance (3)

Explores the experience of oppression and resistance from perspectives that vary by race, nationality, religion, gender, time period and other factors. In addition to examining the roles that socio-cultural factors (law, economics, etc.) play in oppression and resistance, the course will consider the various strategies that writers employ to expose, explore and contest the misuses of power, in effect asking how the act of writing itself can be an effective form of resistance. **GCP Coding**: **(ROC)** (WCOM). Cross-listed with GRAS 2120.

ENGL 2140 The Working Writer (3)

This course prepares students to translate their academic and creative writing skills into writing for magazines and other paying outlets. The course also teaches students the basic skills needed to seek out publication opportunities for their writing, both creative and journalistic, manage their time, and participate in the literary community. **Prerequisite**: Successful completion of a beginning writing course (such as WRIT 1010 or MDST 1050) or instructor approval.

ENGL 2150 Creative Writing: Poetry (3)

Writing that explores the essential components of poems. Some work on an individual basis through conference with the instructor. May be repeated for credit with permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM).

ENGL 2160 Creative Writing: Fiction (3)

Writing in various forms of fiction. Some work on an individual basis through conferences with the instructor. May be repeated for credit with permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM).

ENGL 2170 Creative Writing: Playwriting (3)

Writing that explores the essential components of drama. Some work on an individual basis through conferences with the instructor as well as workshop readings of student work. May be repeated for credit with the permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM).

ENGL 2180 Creative Writing: Nonfiction (3)

A writing course for students interested in the essay form. Studies a wide variety of contemporary essays as models for student writing, focusing on voice, form, and audience. May be repeated for credit with permission of the instructor. **GCP Coding**: **(ARTS)** (WCOM).

ENGL 2190 Creative Writing: Translation (3)

Conducted as a writer’s workshop, this class explores the translation of poetry as creative writing. The discussion of both published and student work will address each translation in terms of its success as a poem in English as well as its fidelity

to the spirit, if not the word, of the poem in its original language. Poems for translation will be from a variety of languages. One or more original poems based on the assigned readings may be submitted for credit. Knowledge of a foreign language is helpful but not required. May be repeated for credit with permission of the instructor.

ENGL 2210 Adaptations (3)

Concentrates on various adaptations of literary texts: from text to film; from one genre to another (prose narrative to play, novel to graphic novel, etc.); modernized versions of older works and other rewritings from new perspectives. Focus will be on both the texts and the art and challenges of adaptation. **GCP Coding**: **(ARTS)** (WCOM).

ENGL 2250 Literary London (3)

Explores the works of writers who lived in or wrote about London. Among the authors who may be discussed are Chaucer, Samuel Pepys, James Boswell, Virginia Woolf, Charles Dickens, and Iris Murdock. Visits to relevant museum and historical sites are organized when appropriate. Offered at London campus only.

ENGL 2300 Worlds of Romance (3)

Explores romance texts from the Middle Ages to the twentieth century. Examines the distinctive features of the romance genre and includes medieval romances, gothic novels, and science fiction film. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM).

ENGL 2400 The Short Story (3)

Explores the development of the short story, its conventions, genres, and innovations.

ENGL 2500 Global Dramatic Literature (3)

Studies significant works of global dramatic literature from the classic to the contemporary eras, with an emphasis on the cultural, historic, and artistic influences that shaped those works. Offered for 16 weeks only. **GCP Coding**: **(ROC)** (WCOM).

ENGL 2600 Introduction to Linguistics (3)

Surveys topics such as language and the brain, animals and language learning, slang, regional dialects, how dictionaries are made, and modern grammar. Offered for 16 weeks only. **GCP Coding**: **(SSHB)** (OCOM).

ENGL 3030 Topics in Poetry (3)

Examines poetry from the perspective of the writer, focusing on problems of technique and craft and how they are solved. May be repeated for credit if content differs. **Prerequisite**: ENGL 2150 or permission of the instructor.

ENGL 3040 Topics in Fiction (3)

Examines fiction from the perspective of the writer, focusing on problems of technique and craft and how they are solved. May be repeated for credit if content differs. **Prerequisite**: ENGL 2160 or permission of the instructor.

ENGL 3050 Topics in Drama (3)

Examines drama from the perspective of the writer, focusing on problems of technique and craft and how they are solved. May be repeated for credit if content differs. **Prerequisite**: ENGL 2170 or permission of the instructor.

ENGL 3100 Modern Drama (3)

Studies selected themes, genres, and playwrights, from Ibsen to Brecht. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 3130 Contemporary Drama (3)

Studies selected themes, genres, and playwrights, from Brecht to the present. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 3140 Women and Literature (3)

Explores the relationship between women and literature from a range of perspectives that may include: women as producers of literature, as objects of literary discourse and as consumers of literature. May focus on a specific time period or culture. May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or above.

ENGL 3190 Comedy and Satire (3)

Introduces the patterns characteristic of comedy and satire. Deals with the genres of fiction and drama. Offered for 16 weeks only. **Prerequisite**: Sophomore standing or above.

ENGL 3210 Tragic Themes (3)

Explores the development of tragedy in Western literature and asks if tragedy is possible as a literary form in contemporary art. Offered for 16 weeks only.

ENGL 3300 20th Century American Poetry (3)

Examines the evolution of aesthetic sensibilities in shaping distinctly American poetry in English. Focus is on the particularly fertile midcentury stomping ground for the disparate and overlapping concerns of the Objectivists, Projectivists, N.Y.C. Schoolers, Confessionalists, Deep Imagists, Free Verse writers and others.

ENGL 3450 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. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 3500 Contexts (1-3)

Deals with works, ideas, and genres in their historical, social, and/or philosophical contexts. May be repeated for credit if content differs.

ENGL 3900 Myth and Classical Literature (3)

Deals with Greek and Roman myths, the *Iliad*, the *Odyssey*, and the *Aeneid*. Occasional pieces of later literature are introduced to show the continuing life of the ancient images of human experience. Offered for 16 weeks only. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 4000 Myth and Modern Literature (3)

Examines twentieth-century writers who have reinvented human life from shards of traditional myths, mythic structures, and the once resonant assurances they provided. Offered for 16 weeks only. **Prerequisite**: 6 credit hours of English or permission of the instructor.

ENGL 4030 Literature of Latin America (3)

Concentrates on the major authors and themes of the literature of Mexico and Central and South America and the ways these works reflect the artistic, political and religious ideas of the regions.

ENGL 4130 Seminar in a Single Author (3)

Specialized study of the work of a single poet, dramatist, prose writer, or novelist. May be repeated for credit if content differs. **Prerequisite**: 6 credits of English and Sophomore standing or above.

ENGL 4150 Shakespeare (3)

Studies plays selected from comedies, histories, tragedies and romances, with an emphasis on language and dramatic techniques, as well as on social, cultural and political issues raised. Examines the plays both as products of their historical moment and as texts that persist in their relevance. May also include Shakespeare's nondramatic poetry. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of English or theatre arts and sophomore standing or above.

ENGL 4190 The Story of English (3)

Surveys the development of the English language, from Old English and its Indo-European roots up to present-day English. The course explores the evolution of the language over the last 1500 years and how and why it continues to change. Topics include the cultural context of language and the contributions of various groups to the diversity of American English.

ENGL 4400 Advanced Creative Writing (1-3)

Designed for creative writing students who have already exhibited a high degree of accomplishment and commitment. Admission to the course requires a preliminary portfolio review and informal interview. May be repeated for credit with permission of the instructor. Offered only in St. Louis.

ENGL 4500 Literary Criticism (3)

Emphasizes the continuity of questions and answers in the history of literary criticism and examines the relationship of the kinds of emphases put on literary values to social, political and economic concerns. Readings range from Plato to deconstruction, but the approach of the course is toward the problems of criticism, not toward the mastery of texts as ends in themselves. Offered for 16 weeks only. **Prerequisites**: Junior standing; 12 credit hours of English, or permission of the instructor.

ENGL 4600 Portfolio Review (0)

A portfolio of student work in English to be turned in during the final semester of study in the department. Required of all English and creative writing majors.

ENGL 4610 Independent Study (1-5)

This course provides credit for a student working on an independent reading and/or writing project with a faculty member. May be repeated for credit if content differs. **Prerequisites**: Usually junior standing and filing an official form.

ENGL 4620 Practicum (1-3)

Practicum gives students experiential learning opportunities, including editorships, internships, event management, research projects, etc., under the direction of Creative Writing faculty. May be repeated for credit up to 6 credit hours with permission of the instructor. **Prerequisite**: Faculty approval for practica; students will work under faculty supervision.

ENGL 4900 Thesis Workshop (1)

An independent project required of all English honors students. **Prerequisite**: Permission of the instructor.

ENGL 4910 Honors Thesis (0)

This course provides certification that the student has attained the level of honors on the thesis project in ENGL 4900 Thesis Workshop. **Prerequisite**: ENGL 4900.

EPMD - Electronic and Photographic Media

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

EPMD 1000 Introduction to Media Production (3)

Beginning students of all communications disciplines learn a certain level of media production literacy. EPMD 1000 incorporates a combination of applied media aesthetics, theory and hands-on production experience in photography, filmmaking, audio and video production. As a core class, EPMD 1000 is preparation for subsequent theory and production courses in the School of Communications. **GCP Coding**: **(ARTS)** (OCOM).

EPMD 1001 Introduction to Adobe Photoshop (1)

Adobe Photoshop is an image editing software for manipulating, cropping, resizing and color correcting raster images. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1002 Introduction to Adobe Illustrator (1)

Adobe Illustrator is used by designers and illustrators who want to create digital graphics, logos, illustrations and original typography. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1003 Introduction to Adobe Premiere (1)

Adobe Premiere is a popular professional-grade video editing program. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1004 Introduction to Adobe After Effects (1)

Adobe After Effects is a digital visual effects, motion graphics and compositing application used in the production of films and videos. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1005 Introduction to Adobe InDesign (1)

Adobe InDesign is a desktop publishing program that can be used to create posters, flyers, brochures, magazines, newspapers, presentations, books and ebooks. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1006 Introduction to Adobe Audition (1)

Adobe Audition is a digital audio editing program which includes features such as multitrack, non-destructive mix/edit environment

and a non-destructive wave form editor. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1007 Introduction to Adobe Animate (1)

Adobe Animate is a 2D vector-based animation program used to create animated content for online videos, cartoons, advertisements, games and other interactive media. This is an introductory course where students will learn the basics of the program as well as a few practical applications.

EPMD 1040 Visual Storytelling (3)

This course will stress visual strategies for storytelling and introduce fundamental principles of visual communication. Students will analyze storytelling methods in media arts and express their understanding visually.

EPMD 1101 Introduction to WordPress (1)

This course covers the basics of using WordPress as both a blogging platform and a CMS (content management system) for a website. Students will learn how to get a blog up and running as well as how to install, customize and market their blog. Additional topics include building and modifying themes and managing plugins to enhance functionality and leveraging your blog to generate ongoing revenue.

EPMD 1102 Introduction to 3D Printing (1)

This course covers the basics of additive manufacturing (3D printing) and allows the student to get hands-on experience. Students begin by learning about all the different materials and processes under the umbrella of additive manufacturing. Then we will build our own 3D models that we will print in class. Throughout this process, we will cover best practices for creating models that are print-ready and appropriate printer settings for different model types. Finally, we will investigate appropriate uses of 3D prints, printing service bureaus and marketplaces for 3D designs and finished goods.

EPMD 2000 Introductory Topics in Media Production (1-3)

Specific introductory topics in media production are offered on a rotating basis. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

EPMD 3000 Intermediate Topics in Media Production (1-3)

Specific intermediate topics in media production are offered on a rotating basis. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

EPMD 4000 Advanced Topics in Media Production (1-3)

Specific advanced topics in media production are offered on a rotating basis. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

EPMD 4500 Media Business and Entrepreneurship (3)

This course provides an overview of the business of media, from sole proprietorships to multi-national conglomerates. Students will examine the operational structures, processes, economics, and legal regulations of the major mass media, streaming services and social media, related entertainment industries, and the entrepreneurial market of independent producers. The course will address emerging trends in digital media, and the challenges and opportunities facing media companies today, as well as nuts-and-bolts approaches to how to do business with and within the media landscape.

ESLG - English as a Second Language

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ESLG 1000 English as a Second Language Program Level 1 (1-10)

The course develops basic listening, speaking, reading, writing, test-taking and classroom skills, appropriate to each student's needs. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2000 English as a Second Language Program Level 2 (1-10)

The course strengthens and improves listening comprehension, speaking, reading, writing and test-taking skills, appropriate to each individual student's needs. It is taught in conjunction with a content course for which the student will earn 1 credit hour. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2090 Academic Language Skills: Level 2 (A) (1-8)

Strengthens listening comprehension, speaking, reading and writing skills. Proceeds from the basic concrete language to the expression of abstract ideas, with the goal of fluent, correct English. May be repeated once for credit. **Prerequisite**: Placement test.

ESLG 2100 Academic Language Skills: Level 2 (B) (1-8)

Continuation of ESLG 2090. May be repeated once for credit. **Prerequisite**: Placement test.

ESLG 2170 Conversational English Level 2 (3)

Helps students improve their skills in conversational English. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2200 Pronunciation and Diction (3)

Teaches pronunciation and intonation of English, considering the particular difficulties of students' language backgrounds. May be repeated for credit.

ESLG 2230 Academic Reading and Writing Skills: Level 2 (A) (3)

Improves students' decoding skills and increases their level of comprehension through exposure to academic, literary and journalistic readings. These readings serve as source material

to develop the students' expository writing skills. They work on paraphrasing, summarizing and outlining, as well as on writing essays and reports. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 2240 Academic Reading and Writing Skills: Level 2 (B) (3)

Continuation of ESLG 2230. May be repeated for credit. **Prerequisite**: ESLG 2230 or placement test.

ESLG 3070 English as a Second Language Program Level 3 (1-8)

An intensive English course offered in a variety of formats. May be repeated for credit. **Prerequisites**: Placement test and permission of the ESL Director.

ESLG 3150 Culture and Civilization of the English-Speaking World (3)

Presents the student with a picture of the social, political and cultural forces that have shaped the United States. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3170 English Conversation and Classroom Discussion Skills Level 3 (3)

Helps students express ideas orally with clarity and logic; gives practice in the art of persuasion. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3230 Reading and Writing Skills: Level 3 (A) (3)

Develops fluency in reading and writing. Reading for comprehension and using summarizing and paraphrasing skills are stressed. Focus is on writing paragraphs and essays, with emphasis on clarity and organization of ideas. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3240 Reading and Writing Skills: Level 3 (B) (3)

Continuation of ESLG 3230. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3310 Advanced Language Skills Level 3 (3)

Students expand active and passive vocabulary and improve oral language skills through content-based academic work in areas such as business and management, media and healthcare. Computer vocabulary work outside class is required. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3400 Test Preparation Techniques for International Students (2)

Gives students practice in taking objective and essay tests. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 3500 Topics (3)

Offers advanced language instruction within a discipline based on content-oriented approach. Issues or topics may vary. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4000 English as a Second Language Program Level 4 (1-10)

The course strengthens and improves listening comprehension, oral discussion, research reading, expository writing and note-taking skills, appropriate to each individual student's needs. This course emphasizes preparation for graduate and undergraduate school studies. It is taught in conjunction with a content course for which the student will earn 1 credit hour. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4010 Public Speaking and Presentation (1-3)

This course develops listening and oral presentation skills based on readings and individual research about current issues and topics assigned in students' content courses. It also includes a study of academic discussion strategies, note taking techniques and listening skills. Listening skills are honed through exposure to recorded and live lectures and classroom discussion. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4020 Level 4 Pronunciation (1-3)

In this course, students will focus on sentence level pronunciation improvement. Stress, rhythm, pitch, intonation, focus, through groups and linking will be explored. Students will produce language through classroom interactions, group work, presentations and other academic tasks. Independent study based on diagnostic testing and teacher feedback is expected. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4035 Extensive Reading (1-3)

The purpose of extensive reading is to build fluency — increase reading rate, vocabulary and overall proficiency as well as to develop a positive attitude and motivation for reading in another language. Students will have regular and sustained opportunities for reading. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4045 Writing and Grammar (3)

This course is designed to help students become familiar with academic writing. The students will learn essay organization, argumentation and other aspects of writing necessary for success in academia. This will be done through process writing and reflective exercises. The goal is to encourage students to become self-reliant in writing English. This course also provides study and practice of English grammar with an emphasis on using complex grammatical structures in academic work. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4050 English as a Second Language Seminar (3)

The course refines research, writing and oral presentation skills, appropriate to each student's needs. Individual projects and assignments are worked on. The focus is on those skills essential to success in graduate school, though undergraduate students certainly will benefit as well. May be repeated for credit, with permission of the ESL Director. **Prerequisite**: Permission of ESL Director.

ESLG 4055 Level 4 Grammar (1-3)

This course provides intensive study and practice of English grammar with an emphasis on using complex grammatical structures in academic work and enhancing self-editing skills. Online exercises, textbook assignments, projects and quizzes comprise the main coursework. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4070 Academic and Standardized Test Prep (3)

This course emphasizes improving students' test taking skills, especially in preparation for taking standardized tests such as the TOEFL iBT and PBT. Instruction will include general test taking strategies, grammar review, vocabulary review with an emphasis on academic vocabulary, listening and speaking strategies as they pertain to testing situations, and a review of essay test writing.

ESLG 4170 Listening and Note-Taking Skills (3)

Teaches listening for contextual clues; stresses role of background knowledge; and gives practice in effective note-taking. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4080 Level 4 Cultural Keywords and Vocabulary (1-3)

This course will cover language and vocabulary acquisition through common cultural themes and global issues. Through these issues, students will use complex linguistic and cognitive interaction to gain skills and language that are necessary for both academic and social contexts. Topics may include, but are not limited to, globalization, human rights, war/terrorism and the environment. This course will also teach students how to utilize vocabulary strategies to build word knowledge in their specific academic context or major. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4210 English for Academic Purposes (3)

The course is designed to challenge students with authentic college assignments and college-level material, using an integrated skill and content-focused approach. Assignments and activities provide practice in reading, writing, listening and speaking as well as developing academic vocabulary and grammatical competence so that students learn and practice the skills necessary to succeed in the content-specific courses including business, economics, media studies, management of information systems, and international relations. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4250 Research Writing and Library Skills (1-3)

Focuses on the practical use of the library and reference materials for study and research. Students learn to analyze and evaluate information and work through the stages of writing a research paper in content areas such as, but not limited to, business and management, media and international relations. May be repeated for credit. **Prerequisite**: Placement test.

ESLG 4270 Writing, Research & Inquiry with Digital/ Multimedia Expression (3)

This course develops skills in research and information literacy with the emphasis put on digital/multimedia expression. Students will undertake a research project, exploring new ways to find, evaluate and engage with information from different sources and in different formats. This course explores multiple modes and media and provides students with the skills needed to critically read and strategically compose texts such as podcasts and videos. May be repeated for credit. **Prerequisite**: Approval of the campus ESL Director or admission to the ESL program.

ESLG 4400 Writing/Reading Techniques for Graduate Studies (1-3)

Teaches students correct expository writing skills, emphasizing organization and support of ideas and the development of reading comprehension. May be repeated for credit. **Prerequisites**: Placement test and permission of the ESL Director.

ETHC - Ethics

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

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).*Three credits of this course satisfies the GCP Ethical Reasoning skill requirement.*

ETHC 2000 Intermediate Issues (3)

This is an intermediate-level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. May be repeated once for credit when content differs.

ETHC 2050 Inequality and the Environment (1-3)

This is a travel course that focuses on the intersection of environmental and social justice considerations. Students will study the ways in which racism, sexism, ableism, classism, nationalism, colonialism and anthropocentrism shape decisions about which beings (human and non-human alike) thrive and which survive, and they will have the opportunity to study and forge creative, caring, responsible solutions to the problems they confront. Through on-ground, first-hand experiences, students will experience how different cultures navigate and attempt to mitigate the challenges that arise from changing climates and the need for sustainable development. Students will apply ethical reasoning and interdisciplinary approaches to analyze the ways in which vulnerable populations are disproportionately harmed when sea levels rise, when fresh water becomes scarce or contaminated, when food and fuel sources are unsustainable or unobtainable, and when hazardous wastes are sited or released. Location of the course and Study Abroad fee will vary. **GCP Coding**: **(GLBL)** (ETH).

ETHC 3000 Advanced Issues (3)

This is an advanced-level course designed to explore issues and topics in ethics. The course may be taught from more than one disciplinary perspective. May be repeated once for credit when content differs.

EXSC - Exercise Science

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
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- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

EXSC 1318 Careers in Exercise Science (1)

This course will explore the many diverse career paths following a bachelor's degree in exercise science by (1) inviting guest speakers with various backgrounds and experiences to share their perspectives about what it takes to get a job and be successful and (2) sharing current best practices within the exercise science industry.

EXSC 1400 Foundations of Exercise Science (3)

This entry-level course provides an overview of the human movement sciences, combining basic science principles with applications in exercise science. Topics covered include physiology of exercise, sports medicine prevention and rehabilitation of injuries, biomechanics of the human motion, and the mind and brain in exercise.

EXSC 2100 Coaching Health and Human Performance (2)

Learning universal, functional definitions of health, fitness and human performance, students will discuss and journal individual, personal application of these definitions and set semester goals based on these ideas. Projects in this lecture/lab hybrid class include performing basic physical literacy assessments and program design on themselves and other students, while learning strategies for effectively coaching people toward healthier lifestyles. This class teaches future exercise science professionals and fitness enthusiasts to practice what they preach.

EXSC 2356 Principles of Rehabilitation Sciences (3)

This course introduces the theory and application of foundational techniques and concepts used in the day-to-day practice of rehabilitation and sports medicine professionals. Students will study the prevention, recognition and management of musculoskeletal injuries associated with physical activity across recreational, intramural, interscholastic, intercollegiate and professional settings. Emphasis is placed on injury identification, immediate and ongoing care, and evidence-informed preventative strategies. American Red Cross techniques will be covered.

EXSC 3050 Exercise Physiology (3)

This course examines modes of exercise, muscle physiology, and the body's adaptations to specific training regimens to improve muscle strength, power, and endurance. Nutrition will also be evaluated, as it applies to physical performance. **Prerequisites:** BIOL 1610, BIOL 1611, BIOL 1620 and BIOL 1621, or permission of the instructor.

EXSC 3250 Exercise 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 1610, BIOL 1611, BIOL 1620 and BIOL 1621.

EXSC 3251 Exercise Kinesiology: Lab (1)

The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles to the understanding of human movement and athletic performance. The lab will directly apply the foundational material covered in lectures. **Co-requisite:** EXSC 3250.

EXSC 4680 Exercise Prescription and Testing (3)

The purpose of this course is to provide basic physiological principles in the prescription of exercise and the administration of conditioning programs. The laboratory portion of this course must be taken concurrently. **Prerequisite**: EXSC 3250. **Co-requisite**: EXSC 4681.

EXSC 4681 Exercise Testing and Prescription: Lab (1)

An emphasis on the proper knowledge and skills required to conduct health and fitness testing. A variety of assessment principles and techniques are covered with a focus on both measurement expertise and safe and effective exercise prescription. **Co-requisite:** EXSC 4680.

EXSC 4683 Exercise Prescription for Special Populations (3)

A study of the aerobics concept of conditioning, with special emphasis upon the cardiorespiratory system and the relationship between lifestyle and the risk factors of heart disease. Students will learn to write exercise prescriptions to maintain health and fitness for various populations (normal, young, rehabilitation, geriatric, etc.) **Prerequisites:** EXSC 3050, EXSC 4680 and EXSC 4681.

EXSC 4875 Exercise Science Internship (3)

The course is designed to expand the student's current knowledge in the field of exercise science. Through this course, the student will have an opportunity to work in a professional setting in an exercise science field of their choice. This is a valuable opportunity for students to gain practical work experience, apply concepts and skills learned in the classroom, and develop professional contacts within the health/fitness/clinical community. **Prerequisites:** EXSC 1400, EXSC 3251, EXSC 4680 and EXSC 4681. Must have a cumulative GPA of 2.5 in the exercise science program.

FINC - Finance

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
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- **QL**: Quantitative Literacy
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

FINC 3210 Principles of Finance (3)

Introductory course examining the role of finance in a corporation. Topics include the link between strategy and finance, the economic and financial positioning of the firm; the time value of money; and corporate investment decisions. Value maximization and risk/return trade-offs in financial decision making are employed as integrative concepts throughout the course. Spreadsheets are utilized in problem-solving. **Prerequisites**: MATH 1430, ACCT 2010, BUSN 2750. May be taken concurrently: BUSN 2750

FINC 3600 Financial Management (3)

This course is a continuation and extension of the Principles of Finance course. The fundamental financial and operating decisions made by a firm are explored. Major topics include capital budgeting, cost of funds, capital structure analysis and dividend policy. A combination of problem-solving and case-study methodologies is used. **Prerequisite**: FINC 3210.

FINC 3710 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 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 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 3710, 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 3710.

FLST - Film Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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Global Citizenship Program Skill Areas
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- CRI: Critical Thinking
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- ** Course fulfills two skill areas

Course Descriptions

FLST 1000 Film and Television Appreciation (3)

Students learn the aesthetic and technological elements in moving pictures. The course traces artistic trends and critical theories and focuses on visual imagery, sound, story, acting and directing to develop a critical framework for appreciating the artistic aspects of film and television.

FLST 2000 The Meaning of Film (3)

What makes a film meaningful? Is it the director's personal vision, the way it reflects social structures, or the emotions it evokes in its audience? This course explores the rich terrain of film theory, guiding students through a variety of critical lenses to better understand how movies create meaning. Students will engage with influential theoretical models, including auteur theory, genre theory, formalism, psychoanalytic theory, structuralism and post-structuralism, critical theory, and phenomenology. Each model will be paired with screenings of films that illuminate these ideas. Through various kinds of analysis students will gain the tools to view films from multiple perspectives, deepening their appreciation and critical thinking skills. By the end of the course, students will be able to analyze any film using a variety of theoretical frameworks and articulate which approaches resonate most with their own understanding of cinema, and be able to use that knowledge to add meaning to their own work.

FLST 2050 History of Film (3)

Students learn the basics of the film medium and its development as an art form. Students view films weekly, discuss them in their historical settings, analyze them for directorial style, and evaluate them as forms of art and entertainment.

FLST 2060 Modern World Cinema (3)

Students learn the current trends, styles, and significant developments in the field of cinema.

FLST 2070 History of Animation (3)

Students learn the aesthetics and technical elements of animation as well as its development into a popular form of art and entertainment. This course reviews the work of a wide range of animation companies.

FLST 3160 Topics in Film Studies (3)

This course deals with topics related to film theory and criticism. Classes may focus on genre, individual artists, specific studios, historical eras and film in other cultures. May be repeated for credit if content differs.

FLST 3170 Topics in Documentary Film Studies (3)

This course deals with topics related to film theory and criticism pertaining to documentary films. Classes may focus on genre, individual artists, specific studio or historical eras, and film in other cultures. May be repeated for credit if content differs.

FLST 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of the instructor. May be repeated for credit if content differs.

FLST 4160 Survey of Film Theory and Criticism (3)

Students learn the major critical approaches to the study of film, including the auteur theory, structuralism and semiotics, genre criticism, and political and sociological film criticism. Students examine these critical approaches and apply these concepts through analysis of films. **Prerequisite**: FLST 1000 or FLST 2050.

FLST 4610 Readings in Film (3)

May be repeated for credit if content differs. **Prerequisites**: Media major, junior/senior standing, filing of official form, and permission of the instructor.

FLST 4620 Capstone in Film Studies (3-6)

Working with faculty, students will get feedback on their portfolio of work and from there develop a project or projects that will investigate their major area(s) of interest in film studies. Students will be expected to demonstrate an advanced understanding of cinematic formal analysis and will be expected to include historical and theoretical arguments in their projects. **Prerequisite**: Senior standing and permission of the instructor.

FREN - French

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **PNW**: Physical & Natural World
- **QL**: Quantitative Literacy
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- INTC: Intercultural Competence
- OCOM: Oral Communication
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- ** Course fulfills two skill areas

Course Descriptions

FREN 1070 Intensive Introduction to French: Level I (1-3)

A beginning-level course offered in a variety of formats. Teaches listening comprehension, speaking, reading and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g., travel, business, medicine, law enforcement. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

FREN 1080 Intensive Introduction to French: Level II (1-3)

A continuation of FREN 1070. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 1070 or equivalent.

FREN 1090 Introduction to French (1-4)

Immerse yourself in the French language and related cultures with this beginner-friendly course. Discover how French vocabulary reflects centuries of influence from other languages, like English. Learn how to structure sentences in French and unlock the mysteries of French pronunciation. Explore the diverse cultures of Francophone countries and connect them to your own cultural background. Students will develop skills in speaking, listening, reading and writing and be able to express basic ideas in French by the end of the course. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

FREN 1091 Language Lab (1-2)

This course is designed to support your French learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

FREN 1100 Basic Communication in French (1-4)

Express yourself in French with growing confidence. This beginning-level course builds conversational competence through pronunciation practice and interactive activities. You will also strengthen skills in French writing and listening comprehension. You will be able to apply the language and intercultural skills you acquire to practical contexts — everyday social interactions, travel and study abroad. By the end of the course, you will be able to manage simple communication tasks and converse on familiar topics. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 1090 or equivalent. **GCP Coding**: **(GLBL)**(OCOM).

FREN 1101 Language Lab (1-2)

This course is designed to support your French learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

FREN 2090 The Francophone World (1-4)

Take your French language skills beyond the basics towards an intermediate level of proficiency through an exploration of the diverse French-speaking world. This course develops your French skills in reading, writing, speaking and listening through interactive discussions and the analysis of culturally relevant materials (articles, videos, songs, graphic novels and more). Throughout the course, you will use the French language to explore and reflect on diverse cultural practices and perspectives. By the end of the course, you will be able to identify the main ideas in texts on this topic and be able to hold simple conversation with native speakers. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 1100 or equivalent.

FREN 2091 Language Lab (1-2)

This course is designed to support your French learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

FREN 2100 Intermediate French: Level II (1-4)

This is a review of the basic grammatical structures of French, as well as a development of vocabulary and of written and oral fluency. The goal is intermediate mid-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: FREN 2090 or equivalent.

FREN 2101 Language Lab (1-2)

This course is designed to support your French learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

FREN 2170 Intermediate Conversational French (1-6)

Develops vocabulary, linguistic structures, and cultural understanding needed for more successful communication in everyday situations. May be repeated for credit if content differs. **Prerequisite**: FREN 2090 or equivalent.

FREN 2250 La Cuisine Française (1-3)

A basic course on French cooking, taught in French. May be repeated for credit if content differs. **Prerequisite**: FREN 2100 or equivalent.

FREN 3090 Advanced French: Level I (1-3)

Develops advanced-level writing skills and presents different forms of writing through frequent practice. Also provides review of French grammar and introduces some advanced grammatical concepts. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: FREN 2100 or equivalent.

FREN 3091 Language Lab (1-2)

This course is designed to support your French learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios. **Prerequisite**: FREN 2100 or equivalent.

FREN 3100 Advanced French: Level II (1-3)

A continuation of FREN 3090. May be repeated once for credit if content differs. **Prerequisite**: FREN 3090 or equivalent.

FREN 3150 French Civilization (1-3)

An exploration of French culture as manifested by sociopolitical structures, contemporary controversies, and artistic expression. Although not a course on French history, themes will be historically contextualized. Films, advertisements and newspaper articles will supplement the textbook. May be repeated for credit if content differs. **Prerequisite**: FREN 2100 or equivalent.

FREN 3151 Advanced Language Lab (1-2)

This course is designed to support your French learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

FREN 3250 Introduction to French Literature (1-3)

This course introduces students to the various literary genres such as poetry, short story, drama, etc. Students will explore a selection of texts in French and learn basic terms and strategies for literary analysis. May be repeated for credit if content differs. **Prerequisite**: FREN 2100 or equivalent.

FREN 4090 Topics in Advanced Language (1-3)

Develops skills in advanced composition, conversation, vocabulary, and grammar. May also focus on the history of the French language or contemporary linguistics. May be repeated for credit if content differs. **Prerequisite**: FREN 3090 or equivalent.

FREN 4170 Advanced Conversational French (1-3)

Designed to give students the opportunity to improve their skills in conversational French through vocabulary development and cultural contextualization. May be repeated for credit if content differs. **Prerequisite**: FREN 2170 or equivalent.

FREN 4250 Topics in Literature (1-3)

This course explores various topics through an in-depth study of literary texts written in French. May be repeated for credit if content differs. **Prerequisite**: FREN 3250 or equivalent.

FREN 4650 Advanced Topics (1-3)

Exploration of an interdisciplinary topic related to French or francophone culture. May be repeated for credit if content differs. **Prerequisites**: Advanced reading, writing, listening and speaking skills in French and FREN 3090 or FREN 3250 or FREN 3150 or equivalent.

FTVP - Film, Television and Video Production

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
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Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

FTVP 0501 Program Meeting (0)

During the semester, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will enable access to the basic equipment package/edit labs.

FTVP 0502 Program Meeting (0)

During the semester, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will enable access to the intermediate equipment package/edit labs. **Prerequisite**: FTVP 0501 and FTVP 2200.

FTVP 0503 Program Meeting (0)

During the semester, majors in the Film, Television, and Video Production program will meet as a group with faculty from the major to hear announcements and network with each other. Attendance is mandatory for all FTVP majors while they are enrolled in classes at the home campus. This course will

enable access to the advanced equipment package/edit labs. **Prerequisite**: FTVP 0502 and FTVP 3210.

FTVP 1000 Introduction to Film, Television, and Video Production (3)

This course will introduce basic production concepts with cameras and editing equipment, including documentary and narrative production. Areas of study will include camera basics, 3-point lighting, audio for video, editing, and online delivery. Students will learn the roles and responsibilities of those executing a film, television, or video production. Areas of emphasis will include, but are not limited to, terminology, film and television producing and directing roles, script breakdown, writing treatments, budgeting, logistics, production management, working with actors, working with crew, and scheduling. The course is designed to accommodate FTVP majors and minors. Students from other majors may need to contact the instructor for permission to enroll.

FTVP 1010 Fundamentals of Video Production (3)

Fundamentals of Film, Television and Video Production is a comprehensive course examining the fundamentals of visual storytelling through a variety of media forms. The course is divided into 4 distinct learning modules: Fundamentals and Form, Exploration and Construction, Story and Execution and Practice and Vision.

Each learning module will break down the methods and fundamentals of the production process in an interactive and engaging manner through a series of visual exercises. Through these modules, students will learn the techniques necessary in each phase of production. The course is designed to serve students outside of the FTVP major.

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 Produce and Direct (3)

Students will learn the roles and responsibilities of those charged with the execution of a film, television, or video production. Areas of emphasis will include terminology, film and television producing and directing roles, how to read and breakdown a script, writing treatments, budgeting, logistics, production management, working with talent, working with crews and scheduling. **Prerequisites**: FTVP 1000, SCPT 2900. May be taken concurrently with SCPT 2900.

FTVP 2200 Camera and Light (3)

Students will move beyond the basic skills learned in FTVP 1000. 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 1000.

FTVP 2300 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. **Prerequisite**: FTVP 1000

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 2550 Production Management (3)

As a working professional in the business of storytelling, message making and entertainment, the instructor will share practical, real world knowledge taught in a workshop environment. The main emphasis of this class will be to prepare students for location production challenges when shooting their own projects or as a crew member on someone else's production. This class will encourage a professional environment with dialogue and interaction reminiscent of a technical scout analyzed for and from departmental perspectives.

FTVP 3000 StoryLab (3)

This large open-format seminar class encourages collaboration and creates a synergy effect among students with diverse interests and expectations. Students use this course to develop professional examples of work in storytelling projects like films, scripts, and concept development for television shows. Students will develop and pitch ideas and work together to complete projects from ideation through development to production and distribution. **Prerequisite**: FTVP 2100, FTVP 2200, FTVP 2300

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. **Prerequisite**: FTVP 2100, FTVP 2200, or FTVP 2300.

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. **Prerequisite**: FTVP 2100, FTVP 2200 or FTVP 2300.

FTVP 3120 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 2100.

FTVP 3150 Topics in Film, Television or Video Production (3)

These courses are offered periodically to feature topics in film, television or video production not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites**: Vary with topic.

FTVP 3210 Advanced Cinematography (3)

Students will move beyond the cinematography skills learned in FTVP 2200. By utilizing advanced motion picture cameras, lighting, and grip equipment students will learn to construct and analyze compelling visual storytelling while adhering to safety guidelines and procedures. **Prerequisite**: 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 3310 Advanced Editing (3)

Expanding on principles taught in FTVP 2300, 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 2300.

FTVP 3400 Working with Actors (3)

This course is a collaborative practicum with Conservatory acting majors. Each week, students will collaborate with actors to develop, rehearse and film a short scene. Simultaneously, they will acquire knowledge and skills on effectively communicating with actors throughout the filmmaking process. **Prerequisite**: FTVP 2100 and instructor approval.

FTVP 3500 Production House (1-3)

A faculty member acts as an executive producer and/or producer/director, while students work as a crew to produce a project that embodies professional standards and production values. This course is also open to audio production and animation majors with permission from the instructor. May be repeated for credit as content differs. **Prerequisite**: Junior standing.

FTVP 3510 Pre-Production: Senior Capstone B (3)

This course is a pre-production workshop for narrative and documentary short films. Students will follow a story development process from concept to final shooting script for narrative projects or outline and shooting schedule for documentary works. They will apply group feedback and rewrite multiple drafts while devising their filmmaking vision. Students will learn to create previsualization materials, prepare casting sessions, build schedules, budget and explore funding opportunities. The pre-production workshop will result in a blueprint for filming planned projects at a future date. This course is open to all FTVP majors to develop short films and learn the tools of the pre-production stage of filmmaking. FTVP 3510 is also a prerequisite for FTVP 4210 (Senior Capstone B). Students should complete the course to prepare for their Capstone short film. **Prerequisite**: SCPT 3300.

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 an official form and permission of instructor. May be repeated for credit if content differs.

FTVP 4200 Senior Capstone A (3)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of film and video production. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects may include executing a video or media production or concentrating on a skills-based creative leadership role such as producing, cinematography, editing, visual effects, production design, etc. **Prerequisite**: FTVP 3500, senior standing.

FTVP 4210 Senior Capstone B (3)

Provides an opportunity for seniors to demonstrate their proficiency in all aspects of film and video production by directing a short film. The student may take on extra roles and responsibilities or assemble a crew based on their needs. The student assumes responsibility for the production of a project under the direction of a faculty member. **Prerequisites**: FTVP 3510 Pre-Production, Senior standing.

FTVP 4950 Graduate Independent Study (1-3)

This course exists so that currently enrolled graduate students can take existing FTVP courses below the 4000-level, but do work at the graduate level. Course selections must be approved by the Chair of the department and Graduate Program Director. The independent study would require the production of work at an advanced level.

GAME - Games and Game Design

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

GAME 1000 Analog Game Design (3)

Analog games are the foundation for all game design, even that of video and computer games. In this course, students learn game design theory via discussions and analysis of board, card, and dice games. They then put theory into practice and create their

own prototypes that undergo multiple playtesting and revision cycles.

GAME 1500 Introduction to Video Game Design (3)

This course is an introduction to the processes, principles, and tools used to design video games. Students examine the roles, techniques, and software employed within game studios and apply this knowledge to design their own video games. Students also learn about the psychological, sociological, and economic aspects of games and gaming. This course introduces concepts such as prototyping, playtesting, and programming. Prior video game design experience is not required.

GAME 2100 Games and Society (3)

This course explores the role that games play in our society and what the games we play tell us about ourselves and the world around us. Students research social issues, evaluating them in terms of their impact on games and gamers (and vice versa). Their understanding of these intersections is demonstrated via team presentations and the creation of games that highlight current social issues of interest to them.

GAME 2200 Narrative Design I (3)

This course covers the primary aspects of narrative design and game design, simulating the work professional writers perform on digital games. Emphasis is placed on integrating story and characters with game play to create the player experience. Assignments replicate the writing and design work that narrative designers perform in the game industry during both pre-production and production cycles. Students emerge from this course with a body of portfolio-worthy work they can use to attract the interest of game companies.

GAME 2300 Analog RPG Design (3)

In this course, students analyze published tabletop role-playing games, focusing on the game systems and mechanics that combine to deliver the player experience. Students then collaborate in teams to create tabletop role-playing games of their own design. Repeated cycles of playtesting, feedback, and revision enables students to hone their design and writing skills as well as the quality of their game.

GAME 2400 Digital RPG Design (3)

A complementary course to GAME 2300, this course teaches students game design documentation (GDD) fundamentals as well as the use of event-based game scripting. Students can bring analog game design work from GAME 2300 into this class and implement their designs in a game engine of their choosing. Students are also introduced to multi-platform distribution for digital RPGs (Role-Playing Games). Extensive playtesting, feedback, and revision cycles greatly improve the quality of students' games, resulting in portfolio-worthy packages of work.

GAME 2600 Game Art (3)

This course grants students an understanding of the principles and concepts of art in game development. Students focus on the production and application of assets, and how best to utilize and apply art to a broad variety of games. **Prerequisite**: GAME 1500.

GAME 2700 Introduction to Video Game Programming (3)

This course provides a foundational introduction to programming and the team-based code collaboration tools commonly used in the gaming industry. Students develop these skills by rebuilding classic retro games from scratch within a professional game engine, using industry-standard object-oriented programming languages, a full-featured integrated development environment, and modern version control practices. The techniques and workflows developed in this class are essential for success in any collaborative game or software development environment. Topics include object-oriented programming principles, version control systems, and code-based team collaboration. **Prerequisite**: GAME 1500.

GAME 3000 Video Game Design I (3)

Building on concepts introduced in GAME 1500, students work within teams to design and develop video games using industry standard development tools. Through this process they are introduced to more advanced design technologies and team practices that will be used in subsequent video game design courses. This course introduces interface design, gameplay balancing, and artificial intelligence. **Prerequisite**: GAME 1500.

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)

Students explore the history of the video game industry during this course. They work in teams to conduct research on game companies, genres, and the development of the game industry. The evolution of game genres is explored in detail. The people and events that drove the industry over the last 50+ years are identified and explained in student-led presentations.

GAME 3650 World Design (3)

This enables students to explore the principles involved in the development of an expansive game world within an interactive video game. Students study a variety of world development techniques employed by professional game writers and designers. Students then proceed to develop unique and exciting fictional worlds. Emphasis is placed on conveying sociological and historical significance in fictional world design. **Prerequisite**: GAME 3000.

GAME 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast with a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

GAME 4000 Video Game Level Design (3)

Level design is a highly specialized discipline within the video game industry. This course focuses on level design using a professional game development framework. Students learn how to build a successful interactive environment. Coursework will focus on level, theme, mood, texturing, modeling, lighting, terrain, optimization, streaming, playability, and testing. **Prerequisites**: GAME 3000.

GAME 4500 Video Game Design II (3)

Building on concepts introduced in GAME 3000, students work within a professional development framework, producing games collaboratively within a team setting. Students cooperate to design playable game applications as they pursue an advanced understanding of the processes, principles, and tools of game design. This course also introduces more advanced concepts such as program performance, augmented reality (AR), and virtual reality (VR). **Prerequisites**: GAME 3000.

GAME 4600 Video Game Production (3)

Video Game Production is the culmination of all a student's prior experience, focusing on the entire production process of games. Students meld the skills and knowledge gained in previous courses to design and develop a game within a collaborative environment. This course requires students to work on teams to release a game online (via digital means such as Itch or the App Store) within the 15-week course timeframe. During that time, each student-led team pitches their game concept, designs a milestone map, then develops, markets, and ultimately releases their game. As each experience is dramatically different, this course may be taken a total of three times for credit. **Prerequisite**: GAME 3000 or permission of the instructor.

GAME 4620 Senior Overview (3-6)

Students employ all the skills and knowledge gained in previous courses in the curriculum with an understanding of the production process to create a game or other exemplar of their work. Students decide upon a project with a concrete end goal in sight, design a task schedule to reach that goal within the semester, and present their progress toward that goal to the class on a weekly basis. Feedback from the instructor and classmates guides each student toward completion of their project. **Prerequisite**: Senior status within the Games and Game Design program.

GLBC - Global Citizenship Program

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

GLBC 1200 Global Cornerstone Seminar (3)

These interdisciplinary and integrative seminars for first-year students combine academic inquiry with developing and improving fundamental skills, including critical thinking and communications (abilities to write, read, listen and speak effectively). With the Global Keystone Seminar, this course is one of two seminars that focus on integrative learning and "bookend" the Global Citizenship Program. Topics vary and include interdisciplinary offerings in the humanities, arts and sciences. While this seminar course is the usual way for newly matriculated students to meet the initial integrative seminar requirement, alternatives exist for returning adults and transfer students. Classes are small and require substantial student participation. They include supplemental programs that foster students' educational and personal development during the first year of college to help students define their personal values, strengths, weaknesses and interests.

GLBC 1210 Gateway Seminar to the Global Citizenship Program in Online Environments (3)

This course invites students to examine the fundamental questions about the technologies that influence our lives. New technologies and a connected millennium have brought massive changes to our economy, politics, culture, spiritually, relationships and the values of individuals, organizations and the entire world. This course is designed to support students in beginning to develop the habits of mind, habits of heart, and the cultivation of skills that lead to global citizenship and individual excellence and to provide an orientation to Webster University resources. This seminar is not available for on-campus first-year students.

GNST - General Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

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- ETH: Ethical Reasoning
- INTC: Intercultural Competence
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- ** Course fulfills two skill areas

Course Descriptions

GNST 1300/GNST 1308 Technology, Science, and Society (2-4)

Interdisciplinary study that focuses on contemporary problems that arise out of our increasingly complex technological and scientific environment. Subject matter will be timely and often controversial. A central goal is to acquaint students with the insights and methods of diverse disciplines and train them to think critically about universal challenges that confront humanity. May be repeated for credit if content differs. Offered in Europe only.

GNST 1400 Civilization and the Arts (2-4)

An interdisciplinary study in history and the humanities. Each unit of this course focuses on a single city in a particular historical era and on its total cultural context (art, literature, philosophy, politics, music and theatre). A major goal is to deepen the student's understanding of civilization, human values and individual creativity. May be repeated for credit if content differs. Offered in Europe only.

GNST 2000/GNST 2004/GNST 2005/GNST 2006 Topics in the Liberal Arts (1-3)

Focuses on a great book, individual, idea, or interdisciplinary theme in the liberal arts. Content is balanced with critical inquiry, emphasizing a search for the interrelatedness of ideas, values, and consequences. May be repeated for credit if content differs. Offered in Europe only.

GNST 2200 Transfer Student Seminar (3)

These interdisciplinary seminars for transfer students combine academic inquiry with the development and improvement of

fundamental academic skills, especially critical thinking and communications (the ability to write, read, listen and speak effectively). Classes are small and require student participation. Topics vary from seminar to seminar and year to year. Offered in Europe only. **Prerequisite**: Transfer student status.

GNST 2500 Honors Seminar (3)

An interdisciplinary honors seminar designed for freshman and sophomore students. The course addresses significant issues and topics using a combination of great books and contemporary writings. May be repeated for credit if content differs. **Prerequisite**: Permission of the instructor.

GNST 3500 Liberal Arts Seminar (3)

An interdisciplinary seminar for upper-division students. Topics will be chosen at the discretion of the instructor and announced on a semester-to-semester basis. May be repeated for credit if content differs. Offered in Europe only. **Prerequisite**: Junior or senior standing.

GNST 4000 Senior Overview (0-6)

The overview is a final project for a Self-Designed Interdisciplinary Major (SIM) candidate and demonstrates the student's mastery of the chosen area of study. This final project can take many forms: a thesis, a performance, a practicum or another appropriate project. An overview which involves a performance, a practicum or another kind of project must also include a written component. Offered in Europe only.

GRAS - Gender Race and Sexuality

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
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- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

GRAS 1020 Introduction to Gender, Race and Sexuality (3)

The primary objective of this course is to develop a critical, intersectional lens through which to understand social systems of power pertaining to gender, race, and sexuality. Students will identify how these categories intersect with others, such as ethnicity, class, religion, age, ability, body size, neurotype, nationality and citizenship status. **GCP Coding**: **(SSHB)** (INTC).

GRAS 1030 Women, Gender and Sexuality Around the World (3)

This course introduces students to current debates concerning the status and rights of women (cis and trans) and LGBTQIA2S + 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 these groups in different countries. Students will also study the evolution of feminist and queer activism across the globe. Finally, students will consider what advantages and what dangers an increasingly global society poses specifically to women and LGBTQIA2S+ people. **GCP Coding**: **(SSHB)** (OCOM).

GRAS 2000 Topics in Gender, Race and Sexuality (3)

An intermediate-level exploration of topics related to gender, race and sexuality. Repeatable up to two times when content differs.

GRAS 2010 Theorizing Feminisms (3)

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.

GRAS 2040 Queer Theory (3)

Students will explore foundational works in queer theory, focusing 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.

GRAS 2060 Politics and Gender (3)

This course focuses on the women's movement as a social movement, investigating how the lives of individuals and the workings of the state have been affected by that movement. After studying the history of the American feminist movement, we will examine the political participation of women and gender minorities through activities such as voting, protesting, and holding public office. We will also discuss various governmental policy arenas (such as reproductive policy) that have been of particular interest to feminist activists.

GRAS 2080 LGBTQ+ Literature (3)

In this course, we will study literature and other art forms created by LGBTQ+ people. Focusing on literature from the U.S. from 1920-, we will study the genres of poetry, the novel, creative nonfiction, drama, and film. This will be supplemented by information and insights offered by critical and theoretical essays, as well as a study of the social and political events that run alongside the writing of this literature. At the core of our inquiry is the premise that the concepts of lesbian, gay, bisexual, transgender, straight and cisgender are all relatively recent categories for organizing sex, sexuality and gender created by Western societies and cultures, rather than “natural” categories of human beings that have persisted throughout history. Our inquiry will necessarily be intersectional because sexuality, sex and gender intersect with multiple other categories of identification include race, class and immigration and disability status. **GCP Coding**: **(ROC)** (INTC). Cross-listed with ENGL 2086.

GRAS 2082 Laws of Inequalities: Race, Gender and Class (3)

This course will focus on the various legal institutions that have played a major role in the discrimination and oppression on individuals based on race, gender, and class. Students will

examine how the law has been used throughout history to apportion power among groups of people according to race, gender, and class. Cross-listed with LEGL 2080.

GRAS 2085 Wrongful Convictions (3)

The criminal justice system charges and convicts some people despite inadequate evidence of guilt, despite a lack of moral culpability, and sometimes, despite a defendant's factual innocence. In this class, students analyze current and past cases in which exoneration, commutation, or clemency have been pursued, when convictions are achieved due in part to coercion, violence, poverty or diminished mental functioning. The course examines the challenges of ensuring conviction integrity when a defendant is "postconviction"; by studying past cases and institutional responses, students develop tools for evaluating claims of wrongful conviction and for assessing avenues of relief to correct miscarriages of justice. Cross-listed with LEGL 2080.

GRAS 2086 U.S. Literature of Diversity (3)

Explores diverse literature of the U.S. May focus on a specific time period or ethnic/cultural community, such as African American, Asian American, Native American, Latinx, LGBTQ, disability, etc. May be repeated for credit if content differs. **GCP Coding**: **(ROC)** INTC. Cross-listed with ENGL 2086.

GRAS 2088 Martin, Malcolm and America (3)

This course examines the lives of Dr. Martin Luther King Jr. and Malcolm X. Our primary objectives are to learn about their lives, explore the differences and similarities of their protest philosophies, and evaluate the myriad ways in which both impacted American society and politics. We will also learn about the historical contexts within which they both lived and consider their respective legacies. Cross-listed with HIST 2090.

GRAS 2090 Slavery in the United States (3)

This course surveys the history of African slavery in the U.S. from the origins of the Atlantic slave trade to the final collapse of slavery during the Civil War. Topics include slavery as a system of labor, family life and culture among the enslaved, the ways in which the enslaved resisted slavery, and the lasting impact of the institution on American race relations. Particular attention will be paid to the diversity of experiences among the enslaved, as well as to different approaches in how scholars have studied the history of American slavery. **GCP Coding**: **(ROC)** (OCOM). Cross-listed with HIST 2090.

GRAS 2110 Ecofeminism and Environmental Justice (3)

In this course we will take an interdisciplinary approach to the interrelated movements of ecofeminism and environmental justice, examining how they have manifested and developed in the realms of philosophy, activism, and literature. Our guiding questions will include: 1) how diverse experiences of oppression intersect with and affect the relationships that different human beings have with what we call “nature” and the environment; 2) what role literary representations and human languages themselves can and do play in these various human relationships with their environments. **GCP Coding**: **(ROC)** (WCOM). Cross-listed with ENGL 2110.

GRAS 2120 Literature of Oppression and Resistance (3)

This course will explore the experience of oppression and resistance from the perspectives of people of different races, nationalities, genders, and time periods. As we read and discuss these texts, our goals will be to better understand the complex dynamics by which oppression operates physically, psychologically, and culturally and the equally complex ways that those who are oppressed find to resist and sometimes even triumph over the forces of oppression. We will explore the roles that religion, law, community traditions, literature, and economics play in both oppression and resistance to it, paying particular attention to the various strategies that writers employ to expose, explore and contest the misuses of power. One of our ongoing questions will be whether or not (and how) the act of writing itself can be an effective form of resistance. **GCP Coding(ROC)** (WCOM). Cross-listed with ENGL 2120.

GRAS 2122 Latin American Magical Realism (3)

In this course we will explore some of the most important works of magical realist fiction written in Latin America in the twentieth and the twenty-first centuries. We will examine how the interplay between the supernatural and the mundane in these works illuminates issues related to gender, race, and political power in the Latin American countries from which they emerged. Texts (which we will read in English translation) may include: Jorge Luis Borges, Ficciones; Juan Rulfo, Pedro Páramo; Gabriel García Márquez, One Hundred Years of Solitude; Isabel Allende, The House of the Spirits; Laura Esquivel, Like Water for Chocolate; Samanta Schweblin, Fever Dream, and additional short stories and plays to be distributed in class and in Canvas. **GCP Coding**: **(ROC)** (WCOM). Cross-listed with ENGL 2110.

GRAS 2125 Psychology of Sexual Orientation and Gender Diversity (3)

The purpose of the course is to introduce students to the psychological and social issues relevant to sexual orientation and gender diversity. Students will be encouraged to think critically about topics such as developmental issues, identity, families, relationships, intersections with race and ethnicity, mental health, physical health, minority stress, work and career concerns, and attitudes toward minority communities. Throughout the course, cultural and international issues will be discussed, and an emphasis will be placed on an empirical approach to the science and practice of psychology. Cross-listed with PSYC 2125.

GRAS 2240 Feminism and Families (3)

Are feminism and family-values compatible? Why do so many women feel they have to choose between work and family? How is social media shaping debate about gender and families? What are the origins and politics of the tradwife movement? Is housework, real work? How do feminist and queer theories impact/understand the institution of marriage? This course will review the changes in family life that feminist and other social movements have sought, considering what remains to be done to improve families for everyone.

GRAS 2260 Men and 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.

GRAS 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.

GRAS 2390 Philosophy of Sex and Love (3)

For all the time we spend organizing our lives around sex and love--online and off--most of us spend surprisingly little time thinking about what "sex" and "love" mean. We rest on platitudes about love, while asking very little about what it is, and what it should be. Sex is on many people's minds, but what counts as good sex is often narrowly crafted by those of dominant social statuses, with alternatives obscured by taboos and silence. Students should come to this course with an open mind and willingness to consider Western, traditional, and/or mainstream views of sex and love through challenges from queer, feminist, anti-racist and decolonial perspectives. Cross-listed with PHIL 2390.

GRAS 2410 History of Disability (3)

This course explores the history of disability and its emergence as an international human rights issue. We approach disability as a social construct, assuming that the experience and comprehension of disability have differed over time and place. The struggle for legal, social, and economic equality for persons with disabilities has, likewise, depended upon historical context. This course considers the birth of the asylum in Europe and North America, the role of medicine, education, and social policy in defining and "treating" disability, disability and the law, and the emergence of the disability rights movement in the United States and globally. Students will have the opportunity to do original research on the history of disability rights and make a number of oral presentations. **GCP Coding**: **(SSHB)** (OCOM). Cross-listed with HIST 2410.

GRAS 2550 Gender, Culture and Leadership (3)

This course provides an analytic framework to understand the roles that gender, race, ethnicity, class and sexuality play in defining leadership and power. From an intersectional feminist perspective students will examine inequities in paid and unpaid workforces, explore career goals and develop leadership strategies of their own. **GCP Coding**: **(SSHB)** (WCOM).

GRAS 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).

GRAS 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.

GRAS 2700 Psychology and Women (3)

The purpose of this course is to provide you with an understanding of psychological perspectives on women throughout the life span. Together we will discuss the research regarding gender stereotypes, development of gender roles, gender comparisons, women and work, love relationships, sexuality, women's physical and mental health, violence against women, and women in later adulthood. Cultural, international, and topical issues will be explored. Throughout the course, emphasis will be placed on an empirical approach to the science and practice of psychology as it applies to women, gender and sexuality studies. Cross-listed with PSYC 2700.

GRAS 2760 Urban Studies (3)

This course explores some central themes and concerns in the social scientific study of urban spaces, in particular, the "city" as cultural construct, the "city" as the site and object of local and global social struggles, and the "city" as part of the cultural imagination of the social, inequality, justice, and the "good life. Students interested in pursuing public policy and urban planning careers gain skills in critical thinking, problem solving, and policy analysis. **GCP Coding**: **(SSHB)** (CRI). Cross-listed with ANSO 2760.

GRAS 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. It introduces the historical, political, cultural and economic processes that shape Asian and Asian American community and identity formation. We explore how these identities have been shaped by cultural history, migration, and globalization. Students gain career skills in intercultural competence, critical thinking, and policy analysis. **GCP Coding**: **(GLBL)** (CRI).Cross-listed with ANSO 2790.

GRAS 3000 Issues in Gender, Race and Sexuality (3)

An advanced-level exploration of issues related to gender, race, and sexuality. Repeatable up to two times when content differs.

GRAS 3130 Race and Ethnicity (3)

What is race, ethnicity? Are they still relevant to understanding the contemporary world? This course examines the construction of race and ethnicity and the ways their meanings have changed in the U.S. and cross-culturally. It offers a critical understanding of how racial and ethnic politics inform institutional and social policies, the organization of everyday social life, cultural expression, and resistance movements. Students interested in the pursuing careers addressing social-economic inequality gain skills in inter-cultural competence, understanding public policy, and critical thinking. Cross-listed with ANSO 3130.

GRAS 3140 Modern Imperialism (3)

How do we explain the origins and evolution of western imperialism? It is often assumed that conquest and domination must be explained by the lust for power and riches. But most imperialists in Europe and America believed they were making the world a better place. Imperialism, they argued, would bring about an end to slavery, expanded rights for women, greater religious tolerance, and, eventually, good government and the rule of law across the globe. This course traces the arc of what Europeans called "the civilizing mission" and explores the relationship of imperialism and anti-imperialism to the language and practice of human rights. Cross-listed with HIST 3140.

GRAS 3200 Gender, Race 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, film, visual arts or

performance art. Students will analyze artistic work and correlative scholarship from other fields, such as film studies, performance studies, theatre history, dance studies, and art history. Repeatable when content differs.

GRAS 3230 Domestic Violence (3)

In order to better understand the present condition of those who experience intimate partner violence and abuse, we will investigate the social construction of violence and the criminal justice institutions that are implicated in it, including the law, policing, the courts, and corrections. The feminist, critical race, and queer theories applied in this course position intersectionality at the center of the discourse.

GRAS 3370 Intersectional 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, anti-racist, and queer philosophy, learning to identify interlocking threads of connection between various oppressed groups. Required readings include intersectional analyses of sexism and misogyny, racism and white supremacy, cisgenderism and cisnormativity, heterosexism and heteronormativity, classism, ableism and colonialism.

GRAS 3550 Feminist Criminology (3)

This course provides an overview of the gendered experience of crime. The course is divided into three sections: gendered patterns of law violation, gendered patterns of violent victimization, and gendered experiences and outcomes in the criminal justice system. We will learn major theoretical perspectives in each of the three areas, with a special emphasis on feminist and intersectional approaches and methodologies. Course topics include: women's violent offending, gender-based hate crimes, rape culture, intimate partner violence, sexual panics, prison rape, and gender hierarchies in prison.

GRAS 3975 Trauma Psychology (3)

This course provides an introduction to psychological trauma from the lens of clinical science. Students will examine the historical and contemporary conceptualizations of psychological trauma and consider factors (physiological, psychological, and sociocultural) that influence both negative, and positive, outcomes after potentially traumatic experiences. The course will review the evidence base for effective posttraumatic stress disorder treatments. Emphasized topics include race-based and gender-based trauma as well institutional betrayal and courage. Empiricism and human diversity will be emphasized throughout the course. **Prerequisite**: PSYC 1100 or permission of the instructor, Cross-listed with PSYC 3975.

GRAS 4000 Advanced Research Topics in Gender, Race and Sexuality (3)

An advanced, in-depth analysis of a specific area or issue pertaining to gender, race, and sexuality, leading to an independent research project. May be repeated for credit if content differs.

GRAS 4050 Multicultural Psychology (3)

Introduces students to multicultural psychology, which examines the interplay between culture, social identity, and human behavior. This class explores the fundamental principles, theories, and practical applications of multiculturalism and social justice issues within psychology. Students will examine their own identities, beliefs, assumptions, and behaviors as influenced by their sociocultural background. Students will also build multicultural knowledge, awareness, and skills essential for engaging with individuals from diverse sociocultural backgrounds. Topics covered include: ability, age, ethnicity, gender, nationality, race, religion, sex, sexual orientation, spirituality, socioeconomic status and other dimensions of diversity inherent in American society. By delving into the dynamics of socialization, privilege, oppression, intergroup conflict, communication and advocacy, students will develop a nuanced understanding of the complexities surrounding multiculturalism and social justice. **Prerequisite**: PSYC 1100 or permission of the instructor. Cross-listed with PSYC 4050.

GRAS 4075 Queering Psychology (3)

This course explores the intersection of psychology and queer theory, examining how traditional psychological frameworks can be reimagined to better understand LGBTQIA2+ identities and experiences. Students will delve into historical and contemporary perspectives, analyzing the impact of societal norms and cognitions of queer identities. Through critical discussions, case studies and community engagement, we will challenge heteronormative and cisgenderist assumptions in psychology and advocate for more inclusive practices. **Prerequisite**: PSYC 1100 or permission of the instructor. Cross-listed with PSYC 4075.

GRAS 4300 Global Sex, Gender and Sexuality (3)

This course takes a cross-cultural approach to sex, gender, and sexuality by examining global variations in sex/gender systems, social-cultural constructions of sex and gender, and alternative sexualities across diverse social and cultural contexts. Emphasis is on global systems of these topics and understanding how they are lived and experienced by communities around the world outside of Euro-American contexts. Students interested in pursuing careers in global policy and advocacy gain valuable skills in interpersonal communication and critical thinking. Cross-listed with ANSO 4300.

GRAS 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. Cross-listed with PSYC 4400.

GRAS 4650 Transformative Thinkers in Gender, Race and Sexuality (3)

Specialized study of the work of a single author whose work has had a transformative effect in feminist, queer, critical race and/or decolonial thought. May be repeated for credit if content differs.

GRAS 4800 Poverty Law (3)

This course examines the complex relationship between poverty and the legal system in the United States. Students will explore how laws both shape and are shaped by socioeconomic inequality, through critical analysis of case studies, court decisions, legislative materials, and other texts. Topics include access to justice, housing and homelessness, criminalization of poverty, welfare law, labor rights, and education equity. Class discussion will analyze on how the law can serve as both a tool of oppression and a potential mechanism for social change. Cross-listed with LEGL 4800.

GRMN - German

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

GRMN 1070 Intensive Introduction to German: Level I (1-3)

A beginning-level course offered in a variety of formats. Teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g., travel, business, medicine, law enforcement. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

GRMN 1080 Intensive Introduction to German: Level II (1-3)

A continuation of GRMN 1070. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 1070 or equivalent.

GRMN 1090 Elementary German: Level I (1-4)

Teaches listening comprehension, speaking, reading, and writing with the emphasis on understanding and speaking. The goal is fluency in the basic German needed for everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

GRMN 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building and grammar review. May be repeated once for credit with permission of the department chair.

GRMN 1100 Elementary German: Level II (1-4)

A continuation of GRMN 1090. Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in the basic German needed for expression in everyday situations and in understanding of the origin of specific cultural differences. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 1090 or equivalent. **GCP Coding**: **(GLBL)** (OCOM).

GRMN 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building and grammar review. May be repeated once for credit with permission of the department chair.

GRMN 2090 Intermediate German: Level I (1-4)

Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. Proceeds from the basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 1100 or equivalent.

GRMN 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, with an emphasis on pronunciation. May be repeated once for credit with permission of the department chair.

GRMN 2100 Intermediate German: Level II (1-4)

This course is a continuation of GRMN 2090. It consolidates grammar, vocabulary building and development of conversational skill with group discussions, covering practical and cultural aspects of the language. May be repeated once for credit with permission of the department chair. **Prerequisite**: GRMN 2090 or equivalent.

GRMN 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building and grammar review. May be repeated once for credit with permission of the department chair.

GRMN 2170 Intermediate Conversational German (1-3)

Develops mastery of vocabulary and structures needed for communication in everyday situations. May be repeated for credit if content differs. **Prerequisite**: GRMN 2090 or equivalent.

GRMN 3090 Advanced German: Level I (1-3)

Provides a review of German linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written German. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: GRMN 2100 or equivalent.

GRMN 3091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review and cultural contextualization. May be repeated once for credit with permission of the department chair.

GRMN 3100 Advanced German: Level II (1-3)

A continuation of GRMN 3090. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: GRMN 2100 or 2170 or equivalent.

GRMN 3150 Culture and Civilization of German-Speaking Countries (1-3)

A study of German-speaking cultures and the forces that have shaped those countries: political, literary, social, and economic. Includes use of internet resources and audiovisual aids as well as guest speakers. May be repeated for credit if content differs. **Prerequisite**: GRMN 2100 or equivalent.

GRMN 3250 Introduction to Literature (1-3)

Introduces the student to a variety of authors and literary works from the German-speaking world. It may include films, plays, and play performances by students, in order to develop understanding and appreciation of literature in a wider cultural context. It also provides opportunities for improving pronunciation, discussion, and developing listening comprehension and writing skills. May be repeated for credit if content differs. **Prerequisite**: GRMN 2100 or equivalent.

GRMN 4090 Topics in Advanced Language (1-3)

Develops skills in advanced composition, conversation, vocabulary and grammar. May also focus on the history of the German language or contemporary linguistics. May be repeated for credit if content differs. **Prerequisite**: GRMN 3090 or permission of the instructor.

GRMN 4170 Advanced Conversational German (1-3)

Gives students the opportunity to improve conversational skills in German using texts, film and drama. May also be a weekend course for intensive practice for progress in language competency. May be repeated for credit if content differs. **Prerequisite**: GRMN 2170 or equivalent.

GRMN 4250 Topics in Literature (1-3)

Exploration of an interdisciplinary topic related to German or German-speaking culture such as German film, German art and German theater. May be repeated for credit if content differs. **Prerequisites**: Advanced reading, writing, listening and speaking skills in German and GRMN 3090, GRMN 3250 or GRMN 3150 or equivalent.

GRMN 4650 Advanced Topics (1-3)

Exploration of an interdisciplinary topic related to German or German-speaking culture such as German film, German art and German theater. May be repeated for credit if content differs. **Prerequisites**: Advanced reading, writing, listening and speaking skills in German and GRMN 3090, GRMN 3250 and GRMN 3150 or equivalent.

HIST - History

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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- CRI: Critical Thinking
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- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

HIST 1000 World Systems since 1500 (3)

Examines the origin and evolution of the current world system. The course explores the political, cultural, technological, social and economic forces that have shaped world history from 1500 until the present. Cross-listed with INTL 1500. **GCP Coding**: **(GLBL)** (CRI).

HIST 1010 Topics in History (1-3)

Introductory course of a survey nature covering various topics. Recent topics have included the American West, American history through folk song and story, historians and the American experience, and religion in America. May be repeated for credit if content differs.

HIST 1100 World Civilizations before 1500 (3)

Examines the evolution of ancient and pre-modern cultures throughout the world with a focus on the development of the ideas, values, and social, cultural, and political institutions that have shaped the civilizations and the subsequent history of the world. May be repeated for credit if content differs. **GCP Coding**: **(GLBL)** (CRI).

HIST 1120 The Ancient World (3)

This course will trace the beginnings of civilization in the ancient world, from the first urban societies in Mesopotamia 5500 years ago to the independent development of such societies elsewhere. Geographically, it will range from the Atlantic to the Pacific, encompassing Europe, Africa, Asia, and the Americas. The focus will be on differentiating between universals of complex society formation and unique responses to situations peculiar to individual cases.

HIST 1150 History of Popular Culture (3)

Survey of social, psychological, political, and economic themes that are recurrent in the literature and entertainment of the common person. Particular emphasis is given to twentieth-century media influences.

HIST 1200 Careers in History, Politics and International Relations (1)

This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

HIST 1300 Colonial and Revolutionary America (3)

Explores the creation of American cultures and identities in the nation's formative years covering the colonial, revolutionary, and early national periods of American history. **GCP Coding**: **(ROC)** (CRI).

HIST 1310 Nineteenth-Century America (3)

Survey of U.S. history from early national period to World War I. Examines nationalism and sectionalism in the nineteenth century and analyzes the formation of American identity and values. **GCP Coding**: **(ROC)** (CRI).

HIST 1320 Twentieth-Century United States (3)

Survey of U.S. history from World War I to the present. **GCP Coding**: **(ROC)** (CRI).

HIST 1400 Civil War and Reconstruction (3)

The Civil War and Reconstruction were pivotal events in the history of the United States and continue to fascinate Americans today. This course will examine the causes of war, the events of the war itself, and the social and political changes that followed in its wake. In addition to examining the battles and the activities of generals and politicians, this course will also examine how women, African Americans, immigrants, and working-class people experienced the war and affected its outcome. **GCP Coding**: **(ROC)** (CRI).

HIST 1410 St. Louis History (3)

During the years since its founding, St. Louis has changed immensely, from a struggling fur trading post to a modern day metropolis. This course will examine the development of this city in the larger context of American urban history, We will examine the evolution of St. Louis over time and the efforts of its residents to change, reform, or promote their city. We will also discuss the role St. Louis played in American history at the national level and how its development compares with other U.S. cities. Finally, the course will examine the development of St. Louis's unique neighborhoods and the signature aspects of St. Louis culture. **GCP Coding**: **(ROC)** (CRI).

HIST 1500 American Studies (3)

A series of topical courses covering specialized aspects of the American historical experience, e.g., the Western story, utopian societies, folklore and legend, and theories of the American character. May be repeated for credit if content differs.

HIST 1800 History of American Education (3)

Surveys the major developments in the history of American education, from colonial times to the present.

HIST 2000 Social History (3)

Course concentrates on the way ordinary people lived in different times and places and their values, customs, beliefs, and social institutions. Content varies (e.g., the social history of war, crime, labor, popular ideas). May be repeated for credit if content differs.

HIST 2010 Topics in Medieval and Early Modern European History (3)

A topics course devoted to an in-depth examination of chronological sub-periods or distinctive themes in medieval or early modern European history. May be repeated for credit if content differs.

HIST 2020 Topics in Modern European History (3)

Overview of the political, social, and cultural history of Europe from the Reformation to the present. Chronological periods or themes vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or permission of the instructor.

HIST 2030 Topics in Asian History (3)

Studies the cultures and the political-social development of major Asian nations, with an emphasis on the period since the impact of Western civilizations on ancient cultures. Content varies (e.g., Japan, China, Far East, Pacific World). May be repeated for credit if content differs.

HIST 2040 Topics in Latin American History (3)

Introduces students to the history of culture, politics, and society in Latin America. Chronological periods and themes will vary. Topics could include Mesoamerican civilizations, the colonial era, modern Mexico, and overviews of South and/or Central American history. May be repeated for credit if content differs.

HIST 2050 Topics in African History (3)

Introduces students to the history of politics, culture, and society in Africa. Chronological periods of themes may vary. Topics include traditional heritage, slavery and its consequences, colonial experience, nationalism, and independence. May be repeated for credit if content differs.

HIST 2060 Topics in the History of Gender and the Family (3)

Devoted to the history of gender roles and the ideas and values associated with the creation of those roles in different times and places. Possible topics include the history of women, the family, men and masculinity, etc. May be repeated for credit if content differs.

HIST 2070 Topics in Non-Western History (3)

A series of courses that focuses on the history of developing areas of the world (e.g. Southeast Asia, India). May be repeated for credit if content differs.

HIST 2090 Encounters with History (3)

A topics course devoted to an in-depth examination of chronological subperiods or distinctive themes in history. May be repeated for credit if content differs. **GCP Coding**: **(ROC)** (OCOM). Cross-listed with GRAS 2088 and GRAS 2090.

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. **GCP Coding**: **(ROC)** (WCOM).

HIST 2210 Early Modern Europe (3)

Survey of European history in the early modern era, ca. 1300-1650. The course focuses on the artistic, literary, philosophical, and scientific contributions associated with the cultural "rebirth" of the Renaissance and the religious ferment that led to the Protestant Reformation. **GCP Coding**: **(ROC)** (CRI).

HIST 2230 The Age of Total War: Europe 1890-1945 (3)

An exploration of European politics, society, and culture during a period dominated by two world wars. Topics include imperialism and great power competition, the Great War, social reform and class conflict, transformations in gender, the Russian Revolution, Nazism and Fascism, World War II, and the Holocaust. **GCP Coding**: **(ROC)** (CRI).

HIST 2240 Contemporary Europe: 1945-Present (3)

An exploration of European politics, society, and culture from the end of World War II to the present. Topics include postwar reconstruction and the Marshall Plan, the origins of the Cold War, decolonization, feminism and environmentalism, the European Union, and the crisis and fall of the Soviet empire, along with current issues in European affairs. **GCP Coding**: **(ROC)** (CRI).

HIST 2250 History of Russia (3)

Overview of Russian history with varied chronological emphasis. Includes Norse, Byzantine, and Tartar influences, the rise of Moscow, absolutism of the czars, and development of the Soviet Union and post-Soviet regimes. May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or permission of the instructor.

HIST 2280 History of England (3)

Overview of the political, social, and cultural history of England from the medieval period to the present. Specific period covered varies from semester to semester (e.g., the medieval period, the Tudor-Stuart era, modern England). May be repeated for credit if content differs. **Prerequisite**: Sophomore standing or permission of the instructor.

HIST 2300 History of Disease and Medicine (3)

Examines the impact of epidemic diseases on human history and the ideas and strategies humans have adopted to understand and combat their diseases.

HIST 2320 African-American History (3)

Survey of the African-American experience from colonial times to the present.

HIST 2330 History of the Consumer Society (3)

Examines the development of and debates concerning modern institutions associated with consumption, such as department stores, shopping malls and advertising.

HIST 2340 History of American Business and Management (3)

Traces the rise of business as a major American cultural institution, with consideration given to its impact on government,

law, education and social customs. Special emphasis is given to the changes in managerial thought and practice in the twentieth century, and the rise of big management and bureaucracy. Cross-listed with MNGT 2340.

HIST 2360 Refugee and Migration Movements (3)

Studies the historical evolution of migration and refugee flows and examines their psychosocial impacts on peoples, states, and regions. Sometimes focuses on a particular region or people. May be repeated if content differs.

HIST 2370 U.S. Women's History (3)

This course examines the lives of women in America during the years from the Revolution to the present day. We will investigate the ways in which women have functioned as agents of historical change, as their lives and actions have both impacted and been impacted by major historical events. Particular attention will be paid to the changing nature of the family, changes to the work women did (both paid and unpaid), and the involvement of women in social and political reform. We will also investigate the diversity of women's experiences in the past. Just as today, "women" cannot be spoken of as a monolithic block; women throughout America's history have been divided and often had difficulty uniting across lines of class, race, and ethnicity. **GCP Coding**: **(ROC)** (CRI).

HIST 2380 The American West: Film, Fiction, and Reality (3)

This course examines the settlement of the American West as well as the role that the region has played in American culture throughout the country's history. Students will learn about the history of the West as a region for the earliest days of European exploration through the 20th century. Particular attention will be paid to the late 19th century, when western expansion was at its peak. We will examine western expansion from the perspectives of both American settlers and the Native Americans already living in the region. Students will learn about the diversity of the West throughout its history, and how the "Old West" of cowboys and gunslingers was only part of the story. We will also discuss the reasons why the popular perception of the "Old West" has lingered as a romanticized image in American culture. **GCP Coding**: **(ROC)** (CRI).

HIST 2390 Immigrant America (3)

This course examines the impact of immigration and ethnic and racial diversity on American society over more than two centuries. Topics include the changing sources of immigrants, the formation of ethnic communities, the process of "Americanization," the development of nativism, and the evolving law and public policy pertaining to immigration. **GCP Coding**: **(ROC)** (WCOM).

HIST 2410 History of Disability (3)

This course explores the history of disability and its emergence as an international human rights issue. It approaches disability as a social construct, recognizing that the experience and comprehension of “impairment” have differed over time and place. We will focus on the development of medical models to treat disability in the nineteenth and twentieth centuries, the responses of persons with disabilities and the evolution of the disability rights movement in the United States and globally since the 1970s. Students will have the opportunity to delve into a rich and fascinating history that affects us all and also to perform original research on the history of an important social movement. **GCP Coding**: **(SSHB)** (OCOM). Cross-listed with GRAS 2410.

HIST 2600 The Craft of History (3)

Introduces students to the methods of historical research and the nature of historical thinking. It is the aim of the course to help students: analyze and interpret books, articles, and primary sources; write substantive, organized, well-documented essays and papers; and become familiar with the most important library resources and search techniques in history and the social sciences.

HIST 2610 Reading Course: Introductory (1-6)

Content and methodology are at an introductory level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

HIST 3000 Ideas in History (3)

Examines the history of ideas and the role played by ideas in the social, cultural and political evolution of nations and peoples. May be repeated for credit if content differs. **Prerequisite**: 3 credit hours of history or permission of the instructor.

HIST 3050 Economic History (3)

Studies the genesis and development of economic institutions within societies, with attention to economic theories, productivity factors and wealth distribution. May be repeated for credit if content differs. **Prerequisite**: 3 credit hours of history or permission of the instructor.

HIST 3060 History Roundtable (1-6)

A course allowing for in-depth examination of distinctive themes and topics in history in a seminar setting. There will be a special emphasis on the various ways in which events have been interpreted and reinterpreted by historians and by society. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of history or permission of the instructor.

HIST 3100 Diplomatic History (3)

Studies the foreign affairs of the major developed areas of the world (e.g., Europe, the United States, Japan). May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of pertinent history or permission of the instructor.

HIST 3130 History of Human Rights (3)

This course explores the development of international human rights as theory and practice. It discusses traditional concepts of sovereignty and national belonging and then looks at two monumental events that created new possibilities for "moral intervention" across international borders: The French Revolution and the birth of the anti-slavery movement in the context of European imperialism. The course also explores the rise of global governance and human rights movements both on the local and the global level.

HIST 3140 Modern Imperialism (3)

This interdisciplinary course describes the origins and evolution of modern imperialism, tracing the arc of the "civilizing mission" and the relationship of imperialism to capitalist expropriation, cultural appropriation and genocide and human rights. In the latter part of the course, we turn to anti-imperialist movements, considering how the struggles of colonized peoples have reshaped the world. Finally, we consider the legacies of imperialism and the ways that imperialist forms of domination have persisted in the present. **Prerequisite**: One previous course in history, political science or international relations. Cross-listed with GRAS 3140.

HIST 3150 International Affairs (3)

Employs regional or topical approach to selected international periods and issues, with attention given to knowledge of historical events preceding and influencing the topic under analysis. Content varies. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of pertinent social studies or permission of the instructor.

HIST 3650 History Practicum (3-15)

Students will work with a community, private, or public organization in an area related to history. Focus is the application of historical methodology, research, writing and/or historical knowledge. A total of 6 credit hours of practicum may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper level coursework. **Prerequisites**: Junior standing and permission of the department chair; specific prerequisites will vary according to topic.

HIST 3800 Introduction to Methods of Teaching Social Studies (2)

Introductory course in methods and techniques of teaching social studies, with the emphasis on organization of teaching units and classroom procedures. **Prerequisite**: Acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

HIST 3810 Methods of Teaching Social Studies (2-4)

A continuation of HIST 3800. **Prerequisites**: Student teaching simultaneous to this course and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

HIST 4000 Research Requirement (0)

Required of all history majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

HIST 4100 Advanced Studies in International Affairs (3)

Allows students to pursue advanced studies in a wide variety of subfields in international affairs. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 9 credit hours of history or permission of the instructor.

HIST 4200 Advanced Studies in European History (3)

Allows students to pursue advanced studies in a wide variety of subfields of European history. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of European history or permission of the instructor.

HIST 4300 Advanced Studies in U.S. History (3)

Allows students to study topics and eras in the United States in some depth. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of American history or permission of the instructor.

HIST 4400 Advanced Studies in Non-Western History (3)

Investigates in-depth topics in the history of the non-Western world (e.g., Africa, Latin America, Asia). Specific topics vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 9 credit hours of history or permission of the instructor.

HIST 4600 History Seminar (3)

Carefully examines specific topics or chronological periods, with an emphasis on historiography and research. May be repeated for credit if content differs. **Prerequisite**: Usually senior standing or permission of the instructor.

HIST 4610 Reading Course: Advanced (1-6)

Content and methodology at advanced level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

HIST 4620 Overview (0-1)

Designed to improve students' skills in analysis and oral communication within the disciplines of history and political science. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. **Prerequisites**: Senior standing and major in history, political science or international relations.

HIST 4700 Senior Thesis (4)

Allows senior students to pursue significant independent research/writing projects in history. **Prerequisites**: Senior standing and approval of the department chair.

HLSC - Health Science

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

HLSC 1300 Topics in Health Sciences (1)

These courses are designed for students to study the concepts of lifetime fitness through lecture, discussions, lifestyle assessment and health risk management and fitness activities. A maximum of 4 credit hours may be applied toward graduation requirements. May be repeated for credit if content differs.

Life Long Fitness and Sports Courses

These courses are designed for students to study the concepts of lifetime fitness through lecture, discussion, lifestyle assessment, and health risk management and fitness activities. Students will meet the following objectives: 1) understand the basic concepts of physical fitness and the interaction of exercise and lifelong health; 2) participate in activities that promote the development of muscular strength, flexibility and cardiovascular fitness; 3) become aware of their current level of fitness; 4) become aware of their own nutritional habits and needs; and 5) become familiar with stress theories and stress management techniques. A maximum of 4 credit hours may be applied toward graduation requirements. Class cannot be repeated for credit.

- HLSC 1345 Water Exercises (1)
- HLSC 1550 Tennis I (1)
- HLSC 1551 Golf I (1)
- HLSC 1554 Volleyball I (1)
- HLSC 1555 Volleyball II (1) **Prerequisite**: HLSC 1554 or permission of the instructor.
- HLSC 1570 Basketball I (1)
- HLSC 1572 Yoga and Wellness I (1)
- HLSC 1573 Yoga and Wellness II (1) **Prerequisite**: HLSC 1572 or permission of the instructor.

- HLSC 1574 Soccer I (1)
- HLSC 1575 Soccer II (1) **Prerequisite**: HLSC 1574 or permission of the instructor.
- HLSC 1579 Fencing I (1) Instructor approval required.
- HLSC 1580 Bowling I (1)
- HLSC 1581 Bowling II (1) **Prerequisite**: HLSC 1580 or permission of the instructor.
- HLSC 1582 Strength and Conditioning I (1)
- HLSC 1583 Strength and Conditioning II (1) **Prerequisite**: HLSC 1582 or permission of the instructor.
- HLSC 1589 Fencing II (1) **Prerequisite**: HLSC 1579. Instructor approval required.
- HLSC 1590 Swimming I (1)
- HLSC 1591 Swimming II (1)
- HLSC 1600 Walking for Fitness (1)
- HLSC 1685 Kickball (1)
- HLSC 1690 Outdoor Recreation Activities (Frisbee, Kickball, Flag Football, etc. (1)
- HLSC 1710 Dodgeball (1)
- HLSC 1720 Handball (1)
- HLSC 1725 Co-Ed Softball (1)
- HLSC 1730 Body Fit (1)
- HLSC 1750 Running for Fitness (1)

HLSC 1310 Wellness and Healthy Lifestyle (3)

Introduces issues of wellness including theory, theorists and developing a healthy lifestyle. Emphasizes principles of learning styles, health promotion, intimacy, grieving process, fitness, and alcohol and other drugs. Will also examine current research in the area of wellness and healthy lifestyles.

HLSC 1340 Lifeguard Training (1)

Covers basic swimming and water safety techniques, including personal water safety, public relations, accident prevention, surveillance, emergency preparation and spinal injury. Prepares students to qualify for American Red Cross certification in life guarding, CPR and first aid. **Prerequisite**: Must be experienced swimmer or permission of the instructor.

HLSC 1350 Water Safety Instructor (2)

Covers methods of instruction of all levels of swimming, infant through adult. Topics covered will include hydrodynamic principles, theories of learning, child development, program planning and administration of swimming classes. Prepares students to qualify for certification as a Red Cross water safety instructor. **Prerequisite**: HLSC 1340 or Red Cross certification in water safety and life guarding, CPR, and first aid, or permission of the instructor.

HLSC 1660 RAD (Rape, Aggression, and Defense) (1)

An introduction to basic self-defense skills. The course includes an exploration of escape and avoidance strategies, offensive and defensive postures, defensive techniques, and simulated attacks. This course will also examine community services available for both violence prevention and victim abuse services. Fitness principles, such as strength, flexibility and cardiovascular fitness, will be addressed, particularly in regard to the impact of personal fitness on one's ability to perform the self-defense skills. Note: For women only.

HLSC 1670 RAD II (Rape, Aggression and Defense) (1)

Advanced RAD. Builds on self-defense techniques and awareness, prevention, and avoidance strategies learned in basic RAD, adding defenses against the edged weapon and firearm. Covers more prone defense strategies, multiple subject encounters, and low and diffused light simulation exercises. Note: For women only. **Prerequisite**: HLSC 1660 offered in the fall semester or permission of the instructor.

HRTS - Human Rights

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

HRTS 1100 Introduction to Human Rights (3)

Introduces students to the philosophic and political background of the concept of human rights. Discusses important documents as part of the history of the development of human rights theories. Examines important issues in current political and ethical debates about human rights. Reviews core legal documents and the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Examines at least one current problem area in human rights protection. **GCP Coding**: **(SSHB)** (ETH).

HRTS 2086 Topics in Human Rights (3)

Study of text or topic in a special area of human rights. Contents and methodology at an introductory level. May be repeated for credit if content differs.

HRTS 2500 Current Problems in Human Rights (3)

At any given time, there are approximately 20 million refugees, 30 wars of various sizes and scores of governments violating citizens' rights with varying degrees of brutality. This course will review current areas of concern to human rights advocates, paying special attention to obtaining current information, evaluating sources and understanding the actions of violators in terms of current human rights standards. **GCP Coding**: **(GLBL)** (INTC).

HRTS 2800 Methods of Inquiry (3)

A general introduction to the methods and analysis used to examine human rights abuses, as well as a resource for sources, databases and other material on human rights. Students will learn to analyze and conduct research and to write effective policy briefs and research proposals. **Prerequisite**: HRTS 2500.

HRTS 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.

HRTS 3080 Advanced Topics in Human Rights (3)

Upper-level study of influential text(s) or topic(s) in a special area of international human rights. May be repeated for credit if content differs.

HRTS 3160 Human Rights in Film: Documentaries (3)

This course uses documentary film to explore serious human rights concerns. By viewing (and reading and writing about) the films and the issues depicted in them, students will gain a broader understanding of global human rights challenges. Each film will be discussed in terms of the human rights issues raised; relevant international human rights standards; appropriate historical, theoretical and political backgrounds; and the methods used by the filmmakers to get their messages across. May be repeated for credit if content differs.

HRTS 3170 Human Rights in Film: Narrative Films (3)

This course uses narrative film to explore serious human rights concerns. By viewing (and reading and writing about) the films and the issues depicted in them, students will gain a broader understanding of global human rights challenges. Each film will be discussed in terms of the human rights issues raised; relevant international human rights standards; appropriate historical, theoretical and political backgrounds; and the methods used by the filmmakers to get their messages across. May be repeated for credit if content differs.

HRTS 3200 Human Rights Area Studies (1-3)

Examines the conditions in selected countries during a specific time period. (An example might be the conditions in Argentina, Chile and Uruguay in the 1960s and 1970s that led to the human rights abuses of the 1970s and 1980s.) Investigates the impact of human rights abuses on the politics and society in the countries selected. The approach may vary from semester to semester, ranging from the historical to the literary. May be repeated once for credit, when subject matter varies.

HRTS 3210 Prejudice and Discrimination (3)

Focus of the course will be on the essential features of stereotyping, prejudice and discrimination. Examines inter-group relations as they pertain to such socially defined boundaries as race, gender, sexual orientation, religion, age, ethnicity, ability, appearance and socioeconomic status. We will look at how standards regarding international human rights discrimination and violations are handled by the international community. Addresses impact on life in the U.S. and elsewhere and what measures, if any, can be taken to reduce stereotyping, prejudice and discrimination. Cross-listed with PSYC 3650.

HRTS 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. Cross-listed with PHIL 3340.

HRTS 3400 Human Rights and the Environment (3)

A clean environment, safe from human-created hazards, has increasingly been argued to be a human right. This course examines the arguments and the status of environmental rights under the present international framework.

HRTS 3500 International Human Rights Law (3)

Briefly introduces the idea of international law and examines the development of international human rights law from its origins through successive generations of thinking and institutionalization to the present. Examines conventions, monitoring, conformity and violation, attempts at enforcement and current controversies.

HRTS 3590 Theories of Human Rights (3)

Examines the historical development of theories of human rights and their relation to civil liberties, international law, social organization and different conceptions of community, individualism and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. Cross-listed with PHIL 3590 and POLT 3590. **Prerequisite**: POLT 1070 or PHIL 2300.

HRTS 3600 Topics in Mass Violence (3)

Examines the nature of evil and its impact on victims and perpetrators; differences between genocide, democide, ethnocide and other forms of mass violence; the interaction of psychological, sociological, cultural and/or political roots of evil, human cruelty, mass violence and genocide; Staub's theory of evil and the application of this theory to the perpetration of genocide and mass violence in Nazi Germany, Turkey, Cambodia and Argentina; the nature of bystander behavior and the impact of bystander behavior on the perpetration of genocide; the interrelationship between genocide and war; and the question of what can be done to prevent human cruelty, mass violence and genocide.

HRTS 3700 Human Rights and Business (3)

Human rights standards are often incorporated into the civil law of nations, but not always — and often incompletely. Business practice is generally required to conform to national law, but businesses operating internationally are also under pressure to conform to international human rights standards. The course examines conformity of national and international business with relevant human rights standards and the pressures leading toward greater conformity or increased violation.

HRTS 4500 Human Rights Field Experience (3)

For students undertaking travel and research into a specific human rights topic or area through direct contact with the material or people studied, outside academic confines, or students undertaking experience working in an organization whose mission includes work in the area of international human rights. Requires prior and follow-up consultation with an appropriate faculty member approved by the director of the human rights program or a site academic director. The student must prepare a portfolio, to include an advance description of the intended field and/ or work experience and, whichever is appropriate: either a projected itinerary, documentation of the travel and experiences, and a summary of and formal reflection on those experiences; or a description of the projected work experience and a summary of and formal reflection on the work experience. **Prerequisites**: HRTS 1100, HRTS 2800 and approval of the director of the human rights program or the site academic director.

HRTS 4600 Overview (3)

A critical examination of a text, a theme, or a current problem in international human rights. Each student writes a paper reflecting significant mastery of the methods and content of the chosen area, and an ability to evaluate the evidence and assumptions in light of criteria relevant to human rights. **Prerequisites**: HRTS 2800 or INTL 2700 or ANSO 2850; and advanced standing.

ILC - International Languages and Cultures

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ILC 1000 The Power of Languages (3)

Language is a central part of what makes us human. It allows us to identify with one another and form communities but at the same time, it can also create obstacles and tensions between people. The objective of this course is to understand how language intersects with external factors such as race/ethnicity, gender, and sexual orientation, as well as how these interactions reveal differential power relations. For example, how does the domination of certain languages alter global relations and cultures? How do languages impact the way we perceive the world around us? Students will approach language as a phenomenon from multiple perspectives and acquire a global understanding of its universal dynamics and mechanisms. No background in linguistics is required for this interdisciplinary course. **GCP Coding**: **(SSHB)** (INTC).

ILC 1070 Intensive Introduction to Language: Level I (1-3)

A beginning-level course offered in a variety of formats. It teaches listening comprehension, speaking, reading, and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. The target language varies. May be repeated once for credit with permission of the department chair.

ILC 1080 Intensive Introduction to Language: Level II (1-3)

This course is a continuation of ILC 1070. It teaches further listening comprehension, speaking, reading, and writing skills. The goal is to improve basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. The target language varies. May be repeated once for credit with permission of department chair. **Prerequisite**: ILC 1070 or equivalent.

ILC 1090 Elementary Language: Level I (1-4)

Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic linguistic structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. The target language varies. May be repeated for credit with permission of the department chair.* **GCP Coding**: **(GLBL)** (INTC).

ILC 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of department chair.

ILC 1100 Elementary Language: Level II (1-4)

This course is a continuation of ILC 1090. Teaches listening comprehension, speaking, reading, and writing, with emphasis on understanding and speaking. The goal is fluency in basic linguistic structures needed for everyday situations and an understanding of the origin of specific cultural differences. May be repeated for credit with permission of the department chair.* **Prerequisite**: ILC 1090 or equivalent.

ILC 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. Students will be exposed to appropriate video and software programs, as well as internet resources. May be repeated for credit with permission of the department chair.

ILC 1170 Elementary Conversation (1-3)

Uses the basic elementary vocabulary of the language to develop basic oral communication and cultural understanding. Functions as a preparation for travel abroad or to give additional oral practice to students currently enrolled in a language course. May be repeated for credit with permission of the department chair.

ILC 2000 Study Abroad: Intermediate (1-13)

Intermediate-level language study program offered abroad by Webster University or in cooperation with an approved study abroad program. May be repeated for credit if content differs. **Prerequisites**: Intermediate level in appropriate foreign language and permission of the department chair.

ILC 2090 Intermediate Language: Level I (1-4)

Strengthens listening comprehension, speaking, reading, and writing skills with the emphasis on understanding and speaking. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low level fluency and basic intercultural competence. May be repeated for credit with permission of the department chair.* **Prerequisite**: ILC 1100 or equivalent.

ILC 2091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of the department chair.

ILC 2100 Intermediate Language: Level II (1-4)

This course is a continuation of ILC 2090. The goal is intermediate mid-level fluency and basic intercultural competence. May be repeated for credit with permission of the department chair.* **Prerequisite**: ILC 2090 or equivalent.

ILC 2101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary building, and grammar review. May be repeated for credit with permission of the department chair.

ILC 2150 Topics in Culture(s) (1-3)

An introduction to the culture; including customs, history, literature, and arts of a particular region or country, taught by faculty trained and experienced in the target culture or language. Through single or multiple themes, students will learn about the historical and sociopolitical contexts for areas where the target culture differs significantly from U.S. culture and develop

their intercultural competence skills. Students may also learn linguistic tools, such as greetings, polite and ceremonial formulas, and culturally specific terms that do not exist in English, that would help them establish contact with the people of the target region. May be repeated for credit if content differs. **GCP Coding**: **(GLBL)** (INTC).

ILC 2250 Food, Language and Identity (3)

Like language, food is a culturally loaded commodity tightly linked to cultural identity and used and needed by all human communities. Peoples and cultures develop their gastronomies using staple ingredients autochthonous to their regions. Food items move, travel, are shared, traded or exchanged, and enter in contact with foreign cultures that integrate and acculturate them to their own gastronomy and cuisine thus creating new cultural hybrids. Globalization imposes and facilitates this particular cultural exchange more intensely and faster than ever. This course explores the intrinsic relationship between food, language and identity: how food, like linguistic practices constitutes one of the most powerful vehicles of cultural identity. This course will be taught in English. Topics may vary. May be repeated for credit if content differs.

ILC 2610 Intermediate Language: Readings (1-3)

Strengthens and develops reading skills. The goal is to encourage students to enhance their linguistic abilities, particularly discipline-specific reading skills. Sections are offered in various languages (e.g., French, German, Chinese [Mandarin], Japanese, Italian, Spanish, etc). May be repeated for credit if content differs. **Prerequisites**: ILC 2100 or equivalent and permission of the instructor or the department chair.

ILC 3000 Study Abroad: Advanced Level I (1-13)

Advanced-level language study program offered abroad by Webster University or in cooperation with an approved study abroad program. May be repeated once for credit if content differs, with permission of department chair. **Prerequisite**: High-intermediate or advanced level in appropriate language and permission of the department chair.

ILC 3090 Advanced Language: Level I (1-3)

Provides a thorough review of the language linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in the spoken and written language. May be repeated for credit with permission of the department chair. **Prerequisite**: ILC 2100 or equivalent.

ILC 3250 Comparative Global Literatures (3)

An exploration of literature in a comparative context: what is it, how does it function and what value does it offer both local and global communities today? How does literature transcend cultural and linguistic boundaries and how is it defined by these? Students will develop skills that will help them interpret, both in writing and verbally, literary texts. They will also examine the production of these literary artifacts and the ways in which gender, sexuality, race, geography and history impact literary production and reception. By looking at literatures from at least two different cultural traditions, either in the original languages or in translation, students will consider theories of translation and the concept of untranslatability. Topics differ and may look at one genre across cultures and historical periods or may examine themes across multiple genres such as world literature, postcolonial literature, ecocriticism, etc. May be repeated for credit if content differs. **Prerequisite**: Intermediate-level reading proficiency in French, German or Spanish (FREN 2090/GRMN 2090/SPAN 2090 or equivalent).

ILC 3550 Language Practicum (1-6)

Provides practical experience in projects utilizing languages in different fields: teaching, development of teaching materials, translating, interpreting, etc. May be repeated for credit if content differs. **Prerequisite**: Permission of the department chair.

ILC 4000 Study Abroad: Advanced Level II (1-13)

Advanced-level language study program offered abroad by Webster University or in cooperation with an approved study abroad program. May be repeated for credit if content differs. **Prerequisites**: Advanced level in appropriate foreign language and permission of the department chair.

ILC 4050 Translation and/or Interpretation (1-3)

Studies the art and science of translation, with emphasis on clear, logical transmission of the message from foreign language into English or vice versa. This activity enables and encourages students to think critically about the nature of languages. Comparative linguistics, psycholinguistics, and in-depth cultural understanding are important components of the course. May be repeated for credit if content differs. **Prerequisite**: Advanced level in appropriate language.

ILC 4060 Methods in Teaching Languages (1-4)

Includes study of the nature of language and psycholinguistics, analysis of historical approaches to language teaching, and recent developments in techniques and materials for grades K-12. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor, acceptance to the Teacher Certification Program, or permission of the director of teacher certification and field experiences.

ILC 4150 Contemporary Issues (1-3)

Studies contemporary news issues from French-, German-, or Spanish-speaking countries, using radio broadcasts, TV programs, the internet, etc. The study of cultures and the understanding of socio-historical and political events leading to contemporary issues are important components of these courses. May be repeated for credit if content differs. **Prerequisite**: Advanced level in appropriate language.

ILC 4200 Lyric Diction (1-3)

Teaches voice students the correct pronunciation of language sounds, using the International Phonetic Alphabet. May be repeated for credit if content differs.

ILC 4600 Topics in Language(s) (1-3)

Exploration of an interdisciplinary topic related to the appropriate language and culture. May be repeated for credit if content differs. **Prerequisite:** Advanced level in appropriate language or permission of the instructor.

ILC 4610 Reading Course (1-4)

Involves preparing a bibliography on a topic chosen by the student and submitted to the instructor for approval, reading the listed books, meeting with the instructor, and writing a term paper. May be repeated for credit if content differs. **Prerequisites**: Advanced level in appropriate language and permission of the instructor.

ILC 4700 Overview (0-1)

An oral exam and portfolio review required of all language majors. The topic must be approved by the department beforehand, and the exam date must be set at least two weeks before the exam takes place. See department for more details. **Prerequisites**: Senior standing, admission into department as major, and approval of the department chair.

**When Latin is the subject, the goal is not to speak the language but to prepare the students to read classical texts. Acquisition of vocabulary and grammatical forms enables students to decipher ever more complex sentences and encourages them to think critically about the nature not only of this complicated and interesting language, but also of their own native language.*

INDS - Interdisciplinary Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
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- ** Course fulfills two skill areas

Course Descriptions

INDS 1101 Online Learning (3)

This course provides students with a structure for discovering and developing the online learning strategies necessary for becoming self-directed online learners. The course content is focused on developing new ways of analyzing, integrating and applying learning strategies to various online learning situations and developing modes of communication and critical thinking that encourage lifelong learning.

INDS 2101 Interdisciplinary Studies (3)

Introduces students to the foundations of the integrative and interdisciplinary process. Emphasizes interdisciplinary problem solving through critical, analytical and integrative approaches to issues and trends in the globally interconnected contemporary world.

INDS 3101 Methods of Inquiry (3)

Methods of Inquiry focuses on the process of interdisciplinary research, data collection, and decision-making. This course prepares students to develop an interdisciplinary research proposal.

INDS 4701 Senior Capstone (3)

In this final course for the Interdisciplinary Studies degree, students will apply interdisciplinary research, data collection and decision-making to propose solutions for a complex global problem in line with their chosen emphasis. **Prerequisite**: INDS 3101 and senior standing.

INDZ - Individualized Learning

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
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Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

INDZ 2000 Practicum (Freshmen or Sophomores) (1-12)

On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. Practica are arranged with the appropriate department or program. May be repeated for credit if content differs.

INDZ 2500 Independent Study (Freshmen or Sophomores) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

INDZ 3000 Practicum (Juniors or Seniors) (1-12)

On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. Practica are arranged with the appropriate department or program. May be repeated for credit if content differs.

INDZ 3500 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs.

INDZ 3750 Cooperative Education I (1-16)

Placement in a planned and supervised work experience related to the student's academic coursework. Faculty advisors and work supervisors assist the student in developing goals and objectives to integrate academic studies with practical

experiences in educational, vocational, or cultural learning situations outside of the classroom. A maximum of 32 credit hours in cooperative education may be applied as elective credit toward a baccalaureate degree. Pass/fail grades only. May be repeated for credit up to 16 credit hours. **Prerequisites**: Approval of the coordinator of experiential education, 3.0 GPA and coursework related to work experience.

INDZ 4000 Sabbatical (12-16)

In a sabbatical, a student conducts research or participates in a special learning situation on a full-time basis. There may be no concurrent additional registration while a student pursues a sabbatical.

INDZ 4750 Cooperative Education II (1-16)

Continuation of INDZ 3750. Pass/fail grades only. May be repeated for credit up to 16 credit hours. **Prerequisites**: INDZ 3750, approval of the coordinator of experiential education, 3.0 GPA and coursework related to work experience.

INTL - International Relations

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

INTL 1050 Introduction to International Relations (3)

This course examines how state and non-state actors confront contemporary global problems. It also introduces students to the subfields of international relations: international security, international political economy, foreign policy, international relations theory, international organizations,and international law. Cross-listed with POLT 1050. **GCP Coding**: **(GLBL)** (CRI).

INTL 1200 Careers in History, Politics, and International Relations (1)

This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

INTL 1500 The World System since 1500 (3)

Examines the origin and evolution of the current world system. The course explores the political, cultural, technological, social and economic forces that have shaped world history from 1500 until the present. Cross-listed with HIST 1000. **GCP Coding**: **(GLBL)** (CRI).

INTL 2000 Issues in International Relations (3)

Examines various issues and processes in international relations. Specific topics vary from semester to semester. May be repeated for credit if content differs.

INTL 2030 International Law (3)

Introduces public international law, including the law of international institutions. Topics include the sources of international law, questions relating to state jurisdiction and state responsibility, the regulation of the use of force, and the legal aspects of the structure and functions of the United Nations.

INTL 2100 Model U.N. (0-3)

Studies the structure, operations, and politics of the United Nations. Attention will focus on current U.N. issues, and students will be required to participate in classroom simulations. Students will attend the Collegiate Midwest Model U.N. and represent a country as U.N. delegates. May be repeated once. Cross-listed with POLT 2100.

INTL 2610 Advocacy, NGOs, and Civil Society (3)

Studies multilateral activities designed to promote economic, social and technical progress. Examines international cooperation in such "nonpolitical" fields as trade, economic development, communications, health, humanitarian assistance and environmental protection.

INTL 2620 Ideological Influences in International Relations (3)

Examines ideologies and value systems such as liberal democracy, pragmatism, materialism, nationalism, racism and internationalism in light of their influence on foreign policies of the major Western countries and of select developing nations.

INTL 2630 New States in World Politics (3)

Introduces the political process in the non-Western world and a survey of different methodological approaches to the study of non-Western systems. Emphasizes analysis of foreign policies and the role of new states in world politics.

INTL 2650 The Politics of Peace (3)

Studies issues of war prevention, including social justice, ecological balance, large-scale social change, impacts of science and technology and political processes relating to national and transnational institutions.

INTL 2680 International Relations Theory (3)

Analyzes the nature of international society and of the forces affecting the behavior of states in their relations with one another.

INTL 2690 Multinational Corporations (3)

Analyzes the emergence and significance of multinational corporations, their structure and their impact on international relations.

INTL 2700 Methods of Political Inquiry (3)

Explores the nature of political inquiry and the conceptual approaches to the study of politics and government. Students examine and compare some major modes of political inquiry: discursive, systematic, philosophical and scientific. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3030 Advanced Studies in International Law (3)

The course examines a specialized area of international law in terms of the relevant treaties and court cases that have been adjudicated in national courts, international courts and other types of legal bodies. The course also pays close attention to the interplay of international politics and international law. Approved topics include international human rights law, international humanitarian law, international criminal law, international refugee law, international environmental law, space law, diplomatic law and the law of the sea. **Prerequisite**: INTL 2030.

INTL 3100 International Political Economy (3)

Explores, historically and conceptually, the theories and practices of international political economy. The course examines the interplay of politics and economics at the global level. It introduces students to ways of understanding the modern world system as a unity of international, political, and economic processes. This course is routinely cross-listed with INTL 5400 and may not be repeated for credit at the graduate level if cross-listed. **Prerequisites**: Sophomore standing or above plus INTL 1050 or POLT 1050 or 6 credit hours of relevant political science, history, or international relations courses.

INTL 3200 Comparative Politics: Western Europe and the United States (3)

Compares Western European and U.S. political culture, constitutional structure, and governmental development, with particular attention given to contemporary problems. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3220 Current European and American Diplomatic Issues (3)

An overview of post-World War II development. Examines issues affecting international politics using guest lecturers, field trips and simulations projects. May be repeated for credit if content differs. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3240 United States Foreign Policy (3)

Surveys the constitutional and political factors entering into the formulation, execution, and substance of U.S. foreign policy, with special emphasis on contemporary problems. May be repeated for credit if content differs. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3260 International Communications (3)

Examines the philosophy, process, problems, and potentials of communication across cultural boundaries. Emphasizes interrelationships between communications and social, political, economic, and cultural factors that affect international communications. Cross-listed with MDST 3260. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3290 Politics of International Economic Relations (3)

Focuses on the interrelationships between politics and economics within the Western, North-South and East-West systems. **Prerequisite**: ECON 2030 or permission of the instructor.

INTL 3300 Governments and Politics of Eastern Europe (3)

Overview of the political and governmental organization of the communist and post-communist countries of Eastern and Central Europe. Encompasses contemporary social and ethnic structures, institutions, practices, and ideologies; includes interregional relations and the international position of those states that formed the "Soviet bloc" in the decades after World War II. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3330 International Economic Integration (3)

Examines customs unions, common markets and free trade, capital and labor movement, international economic aid and development programs. Explores conflict, cooperation, and unification of world economic policies. **Prerequisite**: Usually sophomore standing or permission of the instructor.

INTL 3420 International Relations Practicum (3-15)

Students will work with a community or public organization in an area related to international studies. Students will be expected to develop their understanding of a foreign culture, particularly in the areas of policy formation, decision making and communications.

INTL 3500 Environmental and Energy Security (3)

This course introduces students to the role that environmental and energy issues play in causing and exacerbating conflict between groups and states in the international system. Students will learn theories of international conflict and then apply them to pressing issues in environmental studies. **Prerequisite**: INTL 1050 or POLT 1050 or permission of instructor.

INTL 3700 International Organizations: Structure and Political Conflict (3)

Analyzes the international organization to determine whether it is an effective instrument for achieving peace and security and for the promotion of human welfare. Attention is given to the adjustment of political conflicts by international organizations and to interactions between different types of multinational enterprises and various levels of government.

INTL 3800 International Security (3)

This course explores the nature of international conflict in the world from the perspective of international relations, focusing extensively on the causes, conditions, and consequences for war (both historical and contemporary), and the possible paths to peace. This course is routinely cross-listed with INTL 5590 and may not be repeated at the graduate level if cross-listed. **Prerequisite:** INTL 1050 or POLT 1050 or permission by the instructor.

INTL 4000 Research Requirement (0)

Required of all international relations majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

INTL 4280 International Economics (3)

A policy-oriented course that covers both international financial relations and international trade relations and includes such topics as international monetary policies, international regional trade organizations, trade problems of developing countries and international mobility of productive factors. May be repeated for credit if content differs. **Prerequisite**: ECON 2030 or permission of the instructor.

INTL 4600 International Relations Seminar (3)

In-depth analysis of international relations. May be repeated for credit if content differs. **Prerequisites**: Usually senior standing or permission of instructor.

INTL 4610 Reading Course: Advanced (1-6)

May be repeated for credit if content differs. **Prerequisites**: Usually junior standing and filing of official form.

INTL 4620 Overview (0-1)

Designed to improve students' skills in analysis and oral communication within the disciplines of history, political science and international relations. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. **Prerequisites**: Senior standing and major in history, political science or international relations.

INTL 4700 Senior Thesis (2-4)

Allows senior students to pursue significant independent research/writing projects in international relations. **Prerequisites**: Senior standing and approval of the department.

INTM - Interactive Digital Media

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **PNW**: Physical & Natural World
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- **ROC**: Roots of Cultures
- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

INTM 1600 Introduction to Interactive Digital Media (3)

Offering 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 on content development and marketing. Writing is focused on creating and distributing valuable, relevant and consistent content to attract and retain a clearly defined audience. Students develop more sophisticated approaches to information design, with an emphasis on search engine optimization, and interactive design through the writing course. **GCP Coding**: **(SSHB)** (WCOM).

INTM 2200 Visual Design for Interactive Media (3)

This is a course that covers the fundamentals of 2D graphic image creation and digital image manipulation using Adobe Illustrator and Adobe Photoshop. Fundamental principles of graphic design and image creation will be emphasized as well as current techniques and trends. Students will become familiar with tools, panels, menus, and creative capabilities of the software. This class will utilize lecture, demonstration, discussion and hands-on experience. **Prerequisite**: Permission of the instructor. **GCP Coding**: **(ARTS)** (CRI).

INTM 2350 Digital Production Tools (3)

In this hands-on, practical course, students will learn basic digital production skills such as image editing, illustration, page layout, and design that are required in many professions. In addition to learning how to best use the software for persuasive communication, students will critically evaluate existing examples they encounter in their daily life. **GCP Coding**: **(ARTS)** (CRI).

INTM 3050 Information Visualization (3)

Information visualization refers to the visual representation of abstract data to enhance human understanding. Through hands-on projects and regular assignments, students will learn strategies to present this abstract data (numerical, narrative, spatial) in an understandable form. **Prerequisite**: INTM 2200 or permission of the instructor.

INTM 3100 Introduction to Web Development (3)

Students learn the application of interactive media to the internet. The course addresses concepts and strategies for integrating interactive function and design in the World Wide Web context. Students learn how to organize information and design the interactive function of a web-based delivery system. The projects in this class are publications of websites that have interpreted and applied interactive design and function in their website. **Prerequisites**: INTM 1600 and INTM 2200 or permission of the instructor.

INTM 3150 Special Topics (3)

This course addresses current and significant issues in interactive media and interactive communications. The course focuses on existing theories and practices, with emphasis on new and emerging topics and technologies in this field. The course topics could include 1) Computer-Based Training; 2) Games and Entertainment; 3) Journalism on the internet; and 4) Interactive Narrative Writing. May be repeated for credit if content differs. **Prerequisites**: Will vary with topic.

INTM 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

INTM 3850 Interactive Marketing Communications (3)

This course addresses marketing communications in a variety of interactive contexts, from the World Wide Web to public environments. Students learn information and interactive design strategies and the integration of new media into publications and marketing plans. This class is conducted in a collaborative and workshop environment, with students producing interactive projects. **Prerequisites**: PBRL 2920 or ADVT 2550; and INTM 3100 or COAP 2000.

INTM 4050 Professional Practice of Interactive Digital Media (3)

INTM 4050 will prepare students to become professionals in the field of interactive digital media. This preparation will involve learning about job resources and tactics, developing and presenting a portfolio, and honing interview skills. Students will also be exposed to the wide range of entrepreneurship and employment opportunities in the field of interactive digital media and be able to identify the ideal type of role they seek. In addition, ethical and legal issues that frequently arise in the

field of interactive digital media will be presented and analyzed, and potential solutions to these dilemmas will be proposed. The course will conclude with a public presentation of final portfolios to faculty and industry professionals. **Prerequisite**: Senior standing.

INTM 4100 Programming for Web Communications 2 (3)

The first half of this course will focus on advanced XHTML and CSS development. The goal of this portion of the class is to produce a complete bulletproof set of XHTML/CSS website templates. Topics will include development workflows, best practices, browser testing, optimization, troubleshooting, and continued education. The second half of the course provides a comprehensive introduction to PHP and builds upon the XHTML/CSS templates developed in the first part of the course. This section will review the language and standard open-source development tools with the goal of providing a student an end-to-end understanding of techniques used to build a wide range of dynamic websites. Topics will span creation of flat (non-database) PHP-based websites and thereafter introduce the use of a MySQL database for dynamic sites, PHP-based content management systems, and frameworks. **Prerequisite**: INTM 3100.

INTM 4150 Advanced Topics in Interactive Digital Media (1-3)

Course description will vary depending on topic. May be repeated if topic is different. **Prerequisites**: May vary depending on topic.

INTM 4200 User Experience Design in Theory and Practice (3)

User experience design is the process used to create interactive products with the user in mind. In this course, students will start with design theory and patterns, leverage user research and other methods to organize the structure of a website, create wireframes for pages, figure out the best way to present content on individual pages, build the application using a design framework, and finally test the results with users in an iterative process. **Prerequisites**: INTM 2200 or DESN 1500.

INTM 4620 Senior Overview (3-6)

This course provides an opportunity for seniors to demonstrate their proficiency in a selected area of interactive media production. The student assumes responsibility for the production of a project under the direction of a faculty member. The projects can be collaborative and must demonstrate creative strategies using multimedia and interactive elements. **Prerequisites**: Senior standing, acceptance of the petition to proceed with senior overview, and permission of the instructor.

ISTL - Global Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ISTL 1000 Introduction to Global Studies (3)

This course serves to expose students to global issues and cultures different from their own. It also introduces students to cross-disciplinary perspectives to key theoretical and methodological issues in global studies. **GCP Coding**: **(GLBL)** (INTC).

ISTL 1550 Topics in Global Studies (1-3)

Introductory topical course in global studies. Subject matter varies from semester to semester. May be repeated once for credit.

ISTL 1600 Introduction to International Tourism and Development (3)

Tourism is a complex and multifaceted phenomenon. It is of economic importance to most countries and a major source of foreign exchange for much of the developing world. It is also the most intimate of all industries, bringing culturally diverse people together in close association, and placing large numbers of tourists in sensitive situations and socially/ecologically fragile places. In addition, tourism plays a significant role in conflicts that arise over how people and their places are represented and served with identities. This course will explore some of the social, cultural and environmental consequences of travel and tourism.

ISTL 2500 International Field Experience in Global Studies (1-6)

This course is for students embarking on travel and conducting topic-specific research through direct interaction and/or engagement with the material or people studied in a country other than that of the student's home campus. Requires prior and follow-up consultation with an appropriate faculty member approved by the head of the global studies program. To complete this course, the student must prepare a portfolio detailing the following: a comprehensive description of the intended field experience and projected itinerary, documentation of the travel and experiences, and a summary of and formal reflection on those experiences. **Prerequisite**: ISTL 1000 or approval of the director of the global studies major.

ISTL 2550 Topics in Global Studies (3)

Examines various global issues and topics from one or more disciplinary perspectives. May be repeated for credit if content differs.

ISTL 3550 Advanced Topics in Global Studies (3)

Allows students to pursue advanced studies in global studies or one of its subfields. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisites**: ISTL 1000 or permission of the instructor.

ISTL 3600 Intercultural Negotiations (3)

Human communication is a complicated process replete with challenges. These are particularly acute when those involved come from different cultural backgrounds and communicate according to different norms. In this course, students will analyze the conditions of negotiations across cultures (geographical, cultural and organizational context, identities, motivation), the potential obstacles to a satisfying outcome of these negotiations for the involved parties, and finally strategies for a meaningful resolution. In order to accomplish the course goals, students will cultivate cultural and linguistic awareness and sensitivity, learn how to interpret nonverbal cues, consider the implications of

language choices and practice the integration of perspectives and the articulation of intercultural motivations, ideas and action steps. **Prerequisites**: ISTL 1000 or ISTL 1600. Knowledge of a second language is strongly recommended.

ISTL 4500 Capstone Seminar in Global Studies (3)

Thematic topics chosen to encourage interdisciplinary engagement, such that students from different thematic concentrations in global studies make special contributions. A senior project related to both the student's areas of concentration and the seminar theme is required to fulfill the overview requirement for students majoring in global studies.

ISTL 4550 Topics Seminar in Global Studies (3)

Allows students to pursue advanced studies in global studies or one of its subfields. Subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisites**: ISTL 1000 and senior standing or permission of the instructor.

ISTL 4610 Reading Course (1-4)

Involves preparing a bibliography on a topic chosen by the student, submitting it to the instructor for approval, reading the listed books, meeting with the instructor, and writing papers. May be repeated for credit if content differs. **Prerequisites**: ISTL 1000.

ITAL - Italian

Global Citizenship Program Knowledge Areas
(bolded code)

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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

ITAL 1090 Elementary Italian: Level I (1-4)

Develops listening comprehension, speaking, reading, and writing skills. The goal is fluency in basic Italian structures needed for expression in everyday situations and the recognition of challenges in intercultural communication. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

ITAL 1091 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review and cultural contextualization. May be repeated once for credit with permission of the department chair.

ITAL 1100 Elementary Italian: Level II (1-4)

This course is designed as the continuation of Italian Elementary Level I. Students will complete the basics of grammar and expand their vocabulary beyond daily topics. The goal is fluency in the basic Italian needed for everyday situations and an understanding of the origin of specific cultural differences. May be repeated once for credit with permission of the department chair. **Prerequisite:** ITAL 1090 or equivalent.

ITAL 1101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review and cultural contextualization. May be repeated once for credit with permission of the department chair.

ITAL 2090 Intermediate Italian: Level I (1-4)

Strengthens listening comprehension, speaking, reading, and writing skills. Proceeds from the concrete basic language of everyday situations to expressions of ideas and opinions, with the goal of achieving intermediate low-level fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite**: ITAL 1100 or equivalent.

ITAL 2091 Workshop (1)

This workshop is intended for listening and speaking practice, vocabulary building and grammar review. May be repeated once for credit with permission of the department chair.

ITAL 2100 Intermediate Italian: Level II (1-4)

This course is a continuation of ITAL 2090. It continues to develop the grammatical structures of Italian, as well as vocabulary and fluency. The goal is intermediate mid-level written and oral fluency and basic intercultural competence. May be repeated once for credit with permission of the department chair. **Prerequisite:** ITAL 2090 or equivalent.

ITAL 2101 Workshop (1)

This workshop is intended for listening and speaking practice, vocabulary building and grammar review. May be repeated once for credit with permission of the department chair.

JAPN - Japanese

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
(not bolded code)

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- ** Course fulfills two skill areas

Course Descriptions

JAPN 1090 Introduction to Japanese (1-4)

Immerse yourself in the Japanese language and related cultures in this beginning-friendly course. Learn to communicate in Japanese in socially and culturally appropriate ways, rather than

simply translating from English. Using interactive techniques such as role-play, you will learn basic expressions and foundational structures relevant to daily life and community contexts. You will also study how to read and write the Hiragana and Katakana scripts, two Japanese phonetic writing systems. You will be introduced to Kanji, the system of Chinese characters. By the end of the course, you will be able to express basic ideas and develop an appreciation for intercultural communication across a variety of contexts. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

JAPN 1091 Language Lab (1-2)

This course is designed to support your Japanese learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

JAPN 1100 Basic Communication in Japanese (1-4)

Express yourself in Japanese with growing confidence. This course builds skills in writing and listening while strengthening conversational ability through interactive practice. The course focuses on providing you with the skills to communicate in everyday situations while developing an understanding of the origins of cultural differences. You will learn more Kanji, the system of Chinese characters used in Japanese reading and writing. By the end of the course, you will be able to manage simple communication tasks and converse on familiar topics in Japanese. May be repeated once for credit with permission of the department chair. **Prerequisite**: JAPN 1090 or equivalent.

JAPN 1101 Language Lab (1-2)

This course is designed to support your Japanese learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

JAPN 2090 Japanese Culture and Communication (1-4)

Take your Japanese beyond the basics and reach an intermediate level of proficiency. This course strengthens skills in reading, writing, speaking and listening through interactive discussions in Japanese, as well as the analysis of cultural materials. You will learn to communicate in a variety of everyday situations while expanding your knowledge of Kanji, the system of Chinese characters used in Japanese. May be repeated once for credit with permission of the department chair. **Prerequisite**: JAPN 1100 or equivalent.

JAPN 2091 Language Lab (1-2)

This course is designed to support your Japanese learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

JAPN 2100 Japanese Reading Course (1-4)

Develop proficiency in the foundations of the Japanese language, with a particular emphasis on reading and writing. In this course, you will strengthen your skills in intercultural communication by learning to analyze a variety of social and cultural situations and to better express your own ideas in Japanese. You will increase the number of characters you can write in Kanji. By the end of the course, you will have developed a deeper understanding of both academic and everyday contexts. May be repeated for credit with permission of the department chair. **Prerequisite**: JAPN 2090 or equivalent.

JAPN 2101 Language Lab (1-2)

This course is designed to support your Japanese learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

JAPN 2610 Intermediate Japanese: Level III (1-3)

Designed to strengthen students' comprehensive skills at the intermediate level. Students will continue to acquire basic skills in speaking, listening comprehension, reading and writing. Short essays related to readings will regularly be assigned. New Kanji characters and usage will be introduced and practiced. Culture lessons are interspersed among the language lessons. May be repeated once for credit with permission of the department chair. **Prerequisites**: JAPN 2100 or equivalent and permission of the instructor or the department chair.

JAPN 2620 Intermediate Japanese Reading and Writing (1-3)

A continuation of JAPN 2610, with special attention on the drafting, writing and rewriting process besides speaking skills. Culture lessons are interspersed among the language lessons. Final evaluation will be based on written assignments, periodic quizzes, a final exam and class participation. May be repeated once for credit with permission of the department chair. **Prerequisites**: JAPN 2610 or equivalent and permission of the instructor or the department chair.

JAPN 3090 Advanced Japanese: Level I (3)

Provides a thorough review of Japanese linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written Japanese. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: JAPN 2610 or equivalent and permission of the instructor or the department chair.

JOUR - Journalism

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
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Course Descriptions

JOUR 1020 Introduction to Media Production for Journalists (3)

Students learn basic aesthetic and technical requirements in the capturing of sound, still images and motion media for delivery to diverse media outlets. Through a series of assigned projects,

students become proficient in using equipment for acquiring sound, stills and motion media. In post-production, students learn to edit and prepare content for delivery and publishing to media outlets, such as radio, cellular phones, podcasts, web blogs, etc.

JOUR 1030 Multimedia News Reporting I (3)

This course introduces students to the world of multimedia news reporting, blending traditional journalistic principles with modern digital storytelling techniques. Students will learn to produce compelling, fact-based news stories using a variety of media formats, including text, audio, video, and graphics. The curriculum covers foundational aspects of news reporting such as researching, interviewing, and verifying sources.

JOUR 1830 Broadcast Delivery and Interpretation (3)

Students learn and practice on-air presentation techniques for effective broadcast delivery and interpretation. The course focuses on voice control, voice, and the phrasing and interpretation of copy. May be repeated for credit.

JOUR 1930 Sports Broadcasting (3)

Students learn techniques, strategies, style, and structure of sports play-by-play and color commentary. The distinguishing characteristics of the media of television and radio and their impact on style and content of sports broadcasting are considered. The course focuses on the characteristics of radio and television, sports as drama, journalism, and entertainment, and critiques of professional and student broadcasts. Assignments include radio and television coverage of Webster Gorlok athletic events. May be repeated for credit.

JOUR 2000 News Collaboratory for Non-Journalism Majors (1-3)

Students enrolled in this course will bring specialized knowledge, skills and experiences to student teams publishing multimedia news projects. Whether it be a video major helping to shoot and edit a documentary film, a biology student helping to research radioactive waste in north St. Louis County for an investigative report, or an English major editing stories on an in-depth website examining gun violence, News Collaboratory can provide experiences for students across the university to be a part of telling stories that positively impact our community. Journalism, by its very nature, is interdisciplinary. Students and the projects undertaken in the class are all likely to benefit from having people participating from an array of academic disciplines and perspectives.

JOUR 2070 History of Broadcasting (3)

Students learn the principles, events, and trends that characterize the broadcasting industry in America, including organization, structure, economics, technological developments, news and entertainment programming, audience research and public policy, regulation, and future directions.

JOUR 2110 Production Techniques (3)

Students learn how to use audio and video techniques as related to broadcast journalism. Students learn to successfully maximize available technology in production of pieces for radio and television news. **Prerequisites**: EPMD 1000 and JOUR 2410.

JOUR 2140 Multimedia News Reporting (3)

Students enrolled in Multimedia News Reporting II continue to learn news reporting and writing techniques. This course will focus on reporting and writing news for visual media. Students will produce photo essay, broadcast news-style video packages, and breaking news pieces for social media. Students will learn how to obtain and understand public records and how to use them to report with greater context. **Prerequisite**: JOUR 1030.

JOUR 2170 Multimedia News Editing (3)

This course provides a comprehensive overview of multimedia news editing, focusing on the skills and techniques required to craft accurate, engaging, and impactful stories across digital platforms. Students will learn the fundamentals of editing for clarity, coherence, and credibility, along with advanced techniques for adapting content to various multimedia formats such as video, audio, photography, and interactive graphics. Key topics include copyediting, fact-checking, headline writing, and editorial decision-making, as well as technical skills in video editing, photo editing, and audio mixing using industry-standard software. The course will emphasize ethical considerations, cultural sensitivity, and the responsibilities editors have in shaping news narratives. **Prerequisite**: JOUR 1030 and JOUR 2140 or permission of the instructor.

JOUR 2300 Journalism: Layout and Design (3)

Students learn the fundamentals of newspaper and magazine layout and design, principles of good typography, front and interior page makeup, and photo placement.

JOUR 2350 Outdoor/Nature Journalism (3)

This course has a three-fold purpose: to acquaint new journalists and writers with the best works of those who have found inspiration for their prose from the outdoors; to familiarize student writers with journalism about nature sites in the Missouri and Midwest region; to encourage developing outdoor/nature writers to experiment with expository and advocacy journalism.

JOUR 2360 History and Principles of American Journalism (3)

Students learn the historic and contemporary influences on both print and electronic journalism in the American political scene. The course content focuses on key individuals in American media development and their political impact. **Prerequisite**: Junior/senior standing or permission of the instructor.

JOUR 2380 Free Expression and the First Amendment (3)

Students learn the history and application of free expression and the First Amendment, the various areas of free speech, and the pressures to limit such expression. Included are the areas of political dissent, hate speech, funding of the arts, prior restraint, and wartime restrictions.

JOUR 2410 Introduction to Radio-TV Journalism (3)

Students learn the basics of broadcast news, broadcast style writing and the problems and challenges of electronic reporting. Lab time is required at a radio station. **Prerequisite**: JOUR 1030.

JOUR 2600 Introduction to Digital Journalism (3)

This course will help students begin to conceptualize how a multi-media, interactive on-line environment changes the dynamics of news storytelling. Students will learn how to integrate text, images, sound and video into cohesive, compelling and comprehensive news packages. Students will learn how to use converging media to enhance reporting. This is an advanced reporting course, and students will be expected to produce work consistently approaching professional quality. **Prerequisites**: JOUR 1030 and INTM 1600.

JOUR 2850 Radio-TV News Reporting (3)

Students learn how broadcast news is gathered, prepared, and reported. The course assignments emphasize procedures and strategies involved in covering events, interview skills and techniques, working with sources, and the operation of the newsroom. May be repeated once for credit. **Prerequisites**: JOUR 1020 or JOUR 1030, or permission of the instructor.

JOUR 3030 Entrepreneurial Journalism (3)

As the media industry rapidly evolves, journalists are discovering new ways to cover the news as well as innovative ways to make a living. This course explores the intersection of journalism and entrepreneurship, equipping students with the skills and knowledge necessary to create and sustain their own media enterprises. Students will learn about media innovation, business models, audience engagement and how to start and run a journalism-focused business.

JOUR 3050 Sports Reporting (3)

Students learn the principles, strategies, and techniques involved in sports reporting by analyzing a variety of sports styles and approaches and producing sports articles throughout the course. **Prerequisite**: JOUR 1030 or permission of the instructor.

JOUR 3060 Community Reporting (3)

Students learn and apply the concepts of local reporting of city government, police, fire, schools and special business districts. Students are assigned community "beats" and are expected to report regularly with stories in their assigned areas. **Prerequisite**: JOUR 2140.

JOUR 3080 Global Journalism (3)

Students learn strategies and techniques used by the United States and across the globe in the management of domestic and international news. Students listen to and evaluate broadcasts from world capitals, including Moscow, London, Tokyo and Beijing. Students also do content analysis of international newspapers and news websites from all continents. Students learn the different philosophies of freedom of the press operating in international and American news media. May be repeated for credit if taken at an international campus.

JOUR 3130 Feature Writing (3)

Students learn the longer feature and the interpretative or specialized newspaper or magazine article writing style. Student-written articles from class assignments are submitted for publication on a free-lance basis. **Prerequisite**: JOUR 2140 or permission of the instructor.

JOUR 3150 Topics in Modern Media (1-3)

This course provides the latitude to feature topics in media and journalism not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisite**: May vary with the topic.

JOUR 3190 Topics in International Journalism (3)

This course focuses on a particular facet of international media. Content may vary from semester to semester. For example, it may focus on the British Media System and History one semester, while focusing on Press Freedom from Lenin to Yeltsin in another. **Prerequisite**: JOUR 3080 or permission of the instructor.

JOUR 3220 Presentation of TV News (3)

Students learn the presentation of television news, including stand-up reporting, anchoring, and on-camera interviewing. Extensive use of video allows participants to be critiqued and individual progress to be monitored in all physical aspects of TV news delivery. **Prerequisites**: JOUR 1830, FTVP 1000 and JOUR 2850.

JOUR 3300 Newspaper Production Workshop (2-4)

The course forms the center of the journalism curriculum. In it students learn to apply the journalistic theories, principles and techniques they have learned in the classroom to newspaper production. Theories of journalism are tested and refined by the everyday practice of getting out the campus newspaper. Students meet several times during the week to gain firsthand experience in developing the skills necessary to produce a readable and attractive publication. Students are required to work a minimum of five hours per week on production of the campus newspaper. May be repeated for credit. **Prerequisite**: JOUR 2140, JOUR 2170, JOUR 2300, or permission of the instructor.

JOUR 3580 Radio News Reporting and Production (3)

Students apply principles and techniques of radio broadcast journalism in a production setting. Students write, report, edit and present newscasts and public affairs programs on the Webster University radio station. Students learn to apply broadcast journalism theories within this laboratory setting. Lab time is required at a radio station. May be repeated for credit. **Prerequisite**: JOUR 2850.

JOUR 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

JOUR 3600 Multimedia News Production (3)

Students apply principles and techniques of digital journalism in a production setting. Students write, report, edit and produce content for multimedia platforms, including print, websites, podcasts and video broadcast. Students learn to apply digital journalism theories within this laboratory setting. This course may be repeated up to three times for credit.

JOUR 3750 Environmental Journalism and Communications (3)

In this course students learn how journalists, advocacy group spokespersons, and public relations officials communicate on environmental issues. The course provides future environmental reporters with a sensitivity to the language of hazard and risk, as well as technical and quantitative knowledge about environmental issues. For future public information professionals involved with environmental issues, the course will provide insight on how the media reports on the environment. This is a writing course, and students can be expected to research and write on an array of local and national environmental concerns. **Prerequisites**: JOUR 1030, sophomore standing, SCIN 1520, or permission of the instructor.

JOUR 4170 Investigative Journalism (3)

In this course, the advanced journalism student learns the specialized techniques of seeking out hidden, untapped news sources, and interpreting specialized data and information. Students learn the skills of investigative reporting in the beat areas of the environment, medicine, business, consumer issues, politics, elections, crime and more. Students study major practitioners of investigative journalism, from Ida Tarbell and Upton Sinclair to Bob Woodward and Carl Bernstein. **Prerequisite**: JOUR 2140 or permission of the instructor.

JOUR 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 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 or MEDC 5460 for graduate students or permission of instructor.

JOUR 4610 Readings in Journalism (1-6)

May be repeated for credit if content differs. **Prerequisites**: Usually junior/senior standing, permission of the instructor and filing of official form.

JOUR 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of journalism. The student assumes responsibility for the production of a writing/research project under the direction of a faculty member. Projects may include an investigative article, a story series, or a thesis. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, permission of the instructor and filing of official form.

JOUR 4700 Professional Development in Journalism (3)

Students learn the various careers available in the field of journalism and apply this knowledge to their personal portfolio development and presentation; attend appropriate journalistic professional organizations; improve their interviewing skills; and prepare their résumés. **Prerequisites**: Journalism major and senior standing.

KEYS - Global Keystone Seminars

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

KEYS 4001 Real-World Survivor (3)

This course explores the contributing factors and ethical implications of global poverty. The United Nations Sustainable Development Goals are used as a framework to explore issues of hunger, universal education, gender equality, child and maternal health, sustainability and development assistance.

Experiential Component: Students will participate in a global poverty learning simulation. This experience takes place over fall break.

Fall Semester Only

KEYS 4002 Water: The World's Most Valuable Resource (3)

Water concerns are among the most important and controversial global issues of the 21st century. Examples of current issues include water shortages impacted by political systems; difficulties for vulnerable populations in relation to water-borne diseases; and impacts of water pollution of ecological ecosystems. This course examines the many factors that have contributed to this global water crisis.

Experiential Component: Students could test water samples; explore different types of aquatic ecosystems; interview people about water access, quality and usage; and then will compare their position relative to water usage with the majority world position.

KEYS 4003 Contemporary Slavery and Human Trafficking (3)

Slavery is illegal globally, yet more people are enslaved/trafficked today than they were at any point in history. There are approximately 27 million slaves in the world, which is more than the total number of people taken from Africa during the three centuries of the transatlantic slave trade. Work performed by slaves has become an important part of the global economy; many of the products we use and consume, from children's toys to clothes and electronic goods, are made from materials and components that have been produced by slaves. This course begins with a brief history of slavery in the ancient world through to the present time. The local, national and global economic, political, social, cultural and legal policies, structures, institutions, conditions and practices (or lack thereof) that sustain contemporary slavery and the trafficking of human beings will be examined. The question of what can and must be done to eradicate slavery will be addressed throughout the course.

Applied real-world opportunities: Documenting and understanding one's own slavery footprint will help students identify ethical dilemmas in counteracting modern day slavery in every day life. Students will have an opportunity to interact with local organizations involved in combatting slavery and human trafficking and may also participate in transcribing interviews for the Bijlmer Project.

KEYS 4004 Design for Sustainability (3)

Although architects, artists, scientists and other community members have designed ingenious, innovative solutions to meet needs, we have not fully addressed how these solutions affect interconnected systems. What are the dynamics of these systems? How can observing the systems in nature to determine form and function drive a sustainable future? How do we take a systems-based approach to design from the micro to macro? How do we design individual products? How do we design cities and buildings to provide for the health and well-being of its citizens?

Applied real-world opportunities: Participants will compare and contrast environmental, economic, and social aspects of community-based and global problems; will examine existing and green products and projects; design and implement green projects and products.

KEYS 4005 Global Gender Rights (3)

This course will examine the status of women and women's rights locally, nationally and globally. This includes analysis of the economic, political and cultural policies, structures, institutions, constraints and conditions that affect the status and rights of women. Possible topics addressed may include: violence against women, women's health, women's education and economic development, women in leadership and LGBT rights.

Experiential component: Interviews of NGO workers or service learning at homeless/women's shelters.

KEYS 4006 Placelessness (3)

This course will explore what it means to have a 'place' whether that place is a nation, an ethnic identity, a physical dwelling, or a valued and meaningful position in society. We will examine all dimensions of place starting at the highest levels of place such citizenship and working our way down to the highly individual. Along the way we will investigate how many other social, cultural, environmental and political problems intersect with our understanding of place and the various meanings attached to it.

KEYS 4007 School on a Shoestring: Educational Inequities (3)

Education is the foundation for economic, social, and personal success, and yet for millions of children primary education is inadequate or unavailable. In this course, educational inequities affecting elementary and secondary students and the systems contributing to these inequities will be examined at the local, national, and global levels. Students will consider populations particularly vulnerable to educational inequities and evaluate the unique effects they have on these populations. Students will explore possible solutions to these issues at the local, national and/or global levels.

Experiential component: Multiple observations in formal and informal education settings as well as a problem-based learning project involving the design of an experiential project for students at a local school.

KEYS 4008 Leading From Where I Am (3)

This interdisciplinary course explores leadership styles and assists students in developing their strengths in order to develop a distinctive philosophy of leadership. Students will be given the opportunity to develop their leadership through an assessment of their own strengths, projects to develop leadership and learn how to exercise leadership in teams, and reflections on these experiences.

Applied real-world opportunities: Shadowing community leaders and/or a team leadership project with a real-world application to address a challenge in the students' community.

KEYS 4009 Through the Looking Glass: Discovering Identity, Purpose and Path (3)

At this point in college, we are either firming up who we are or our lives are turning upside down. Identity is a fluid, ever changing aspect of who we are, what we want to be, and what we value. We see it in how we view others and how others view us. In this class, we will examine theories of personal, cultural, and societal identities. Through this, we will move forward into examining what we love to do, what we are good at, and how we can use this to make a positive difference in our communities.

Applied real-world opportunities: Cultural plunges, overnight retreat, and portfolio development will be involved.

KEYS 4010 The Democratic Process (3)

Students in this course will explore democratic processes at the local, national, and international levels. This course will challenge students to define what a democracy is, and what cultural and political developments make democracy possible. It will give students the chance to reflect on their own responsibilities as citizens, and to put their insights into practice as they work as part of a team to advocate for a particular issue or position of their choosing.

Applied real-world opportunities: In groups, students will choose a local or state issue that is important to them. With the guidance of the instructor, they will design a plan to advocate for a particular position. Possible activities could include participating in a political campaign, mounting a petitioning campaign, or lobbying local or state lawmakers. At the conclusion of the project, students will reflect on what effect their participation in the democratic decision-making process had.

KEYS 4011 Crossing Borders: Language and Power (3)

This course considers the relationship between language and power, particularly in the way global languages like English enable populations and societies in positions of power to protect their political, literary, philosophical and religious interests.

Experiential component: Students will design and present a conference addressing issues discussed within the course using social media to maximize audience outreach and impact.

KEYS 4012 City Life (3)

Is space merely a container of social action? Is the city merely the background, the context, of urban research? In this interdisciplinary course, we will examine the city as cultural construct and the city as the site and object of local and global social struggles. Students will explore themes and concerns in the study of urban spaces/places, including how the city has informed imaginations of the social norms, inequality, justice, and the good life. For example, the city has nurtured modernist dreams of the perfectible society, and conversely, has fed rabid fears of social disorder and violent contagion. The city is an object of contention, complexly entwined with notions of class, gender, race, and ethnicity.

Applied real-world opportunities: The experiential component will be tailored to fit the urban problem being investigated by the class. Some possibilities include: shelter and soup kitchens, work with refugees, work with local government agencies, interviews with stakeholders.

KEYS 4013 Innovation and Creativity (3)

Creu Gwir fel gwydr o ffwrnais awen (Creating truth like glass from the furnace of inspiration) — Gwyneth Lewis

What fires innovation and creativity? Often, creativity and innovation are seen as mysterious qualities that only certain people have, but creativity is a quality everyone possesses. This course offers an opportunity to learn about innovations of the past, to work creatively toward solving some problems of today, and to think about the effects of today's new ideas on tomorrow.

Applied real-world opportunities: Students will be encouraged to discover how innovation has affected their everyday lives in ways they have probably never considered — for instance, why are there wheels on their luggage? What historical, sociological, and situational forces have pushed for luggage that is small, lightweight and can easily be pulled along? Students will identify a current problem or inefficiency in the world, devise practical

solutions/improvements, get feedback from users, and modify their inventions.

KEYS 4014 Social Movements and the Impact of Technologies (3)

Students will explore social movement thematic topics including: the history of social movements, the connection between social justice and social movements, social movement theories, and ethics. Social movement case studies may consist of some of the following movements: American Civil Rights Movement, Black Panthers Movement, Apartheid, Student Activism/Vietnam Protest, Women's Movement, LGBTQ+ Movement, Environmental Movement, American Right-Wing Movement, White Nationalism, Antifa, Extremists Movements, Global Movement, and New Movements such as BLM. Those seeking social change have always made use of the communications technology of the day to promote causes. Hence, the impact of technologies will be an ongoing thread that weaves through each theme with an emphasis on technological systems including social networks and social media. Connections to current-event examples of social movement and protest activity will regularly supplement course material.

Applied real-world opportunities: Students will conduct research on a current social movement issue(s) and contribute data to that topic. Research will also include the use of technology to reach a wide audience. Students will disseminate research findings to the Webster community or other appropriate stakeholder groups.

KEYS 4015 Food for Thought (3)

We all eat and most of us love food, but do we ever think about how and where our food is produced? In this course, we stop to think about both the practical and ethical issues surrounding our food choices, including culture, nutrition, economics, marketing and distribution, environmental and human impact, and the effect of personal choice.

Experiential component: Multiple trips to food production and distribution centers, food stamp budget or social welfare simulation, and/or service learning at foodbank/soup lines.

KEYS 4016 Business, Behavior, Health and Society (3)

This course will examine the intersection of business, behavior, health, and society. We will consider the business of health (e.g., weight loss companies, 24 hour gyms, advertising of the fad-type health products and programs, and advertising of health products and of unhealthy products such as fast food). We will also examine the culture of health and illness (e.g., comparing cultures to look at healthy and unhealthy behaviors and the cultural perceptions of those behaviors). Across these questions we will consider how these issues play out in the context of contemporary societies.

Applied real-world opportunities: Students will conduct an audit of their own access to health-supporting environments (e.g., memberships) and compare this familiar access to something new (e.g., a different culture). The experiential component also includes options for assisting with human subject studies on the effects of advertising on diet or the success of weight loss or get-fit programs and creating a business plan for a health-related company.

KEYS 4017 Pedal Power (3)

This course will look at the bicycle as transportation, as exercise, and as industry. The place of bicycles in different societies will be examined, including their social, economic, political, and cultural impact. Ethical concerns related to bicycling will also be explored.

Applied real-world opportunities: Local bicycling events, such as a ride for charity, group project to identify an area of need and to plan actions/advocacy to fill that need.

KEYS 4018 Plays and Concerts and Inks, Oh my!: Encountering Art in Our Communities (3)

What is art? What is community? This course explores how a community is reflected in art and how its arts are a reflection of that community. After developing an awareness of what kinds of artistic efforts exist in a particular community, students will bolster these efforts through practical, hands-on activities.

Applied real-world opportunities: Multiple field trips to arts events, an arts advocacy team project focusing on identifying an arts lack in a community and rectifying it.

KEYS 4019 Art & Social Engagement: How Do the Arts Impact the World? (3)

Whether visual art, performance art, music, film, dance, or theater — art surrounds our lives daily and mirrors our interactions as social beings. The arts are one of the principal drivers of social change, while social engagement also forms a fundamental motive for artistic expression. This course will examine the socio-political implications of art production. To approach the cultural settings of art and social engagement, students will consider (through readings, discussion, written essays, audience involvement, and personal projects) how art histories (i.e. essays/reviews/criticism, and the academic disciplines of art history, musicology, theatre history, etc.), art receivers (viewers/audience/participants), and art producers (artists), interact in creating and experiencing works of art that address social and political events.

Applied real-world opportunities: Students will reflect on the production of socially engaged art and on themselves as primary actor/audience via discussion, audience involvement (attending/experiencing), lecture/ presentations, and group and/or personal projects.

KEYS 4020 Future Human: Humanity and Technology A.D. 2100 (3)

One of the earliest fables that has come down to us is that of the sorcerer’s apprentice, where a bumbling assistant learns how to turn on his master’s creation, but doesn’t also learn how to turn it off. Whether it is a golem, Frankenstein’s monster, or the artificial intelligences of The Matrix movies, the fear that what we create will ultimately overpower us, enslave us, or even destroy us, is evident throughout literature and art. Yet, we live in a world where we can hardly exist without the constant assistance of computers. Every day, computers become more integrated into our daily lives, such as phones that talk to us, and even into our bodies, such as cochlear implants, gene therapy cures for cystic fibrosis, contact lenses that track blood sugar, and prosthetic limbs that respond to thought. In the future, when machines become ever more a part of our selves, what will it mean to be human? What will it mean to be a machine? And will we in control, or will they?

Applied real-world opportunities: Students will be offered the opportunity to tour at least one local facility that demonstrates, in some fashion, the future of humans and their daily interactions with technology, and will be researching and interviewing people from local firms who are designing the future today.

KEYS 4021 Citizen Science (3)

This course will explore the methodologies and best practices that have been identified by the citizen science community. The course will model an integrative approach and involve the direct involvement of multiple institutions and departments to explore the relationships between the different disciplines involved such as biological sciences, education, social sciences, data management, and volunteer management. This course will also

highlight and explore current citizen science projects from the global, national, and regional level through hands-on activities and projects.

Applied real-world opportunities: Participation in a class Bioblitz event, a group project, and a group presentation will be required.

KEYS 4022 Living Generously (3)

This course explores generosity as an essential component of a happy life and global citizenship. The different ways to be generous will be examined along with the benefits for both the giver and the receiver. Programs and organizations will be analyzed to determine which ones provide the greatest relief and the most impact in improving quality of life. A personal plan for generosity will be developed.

Applied real-world opportunities: Students will experience the joy of giving through acts of kindness and generosity. Students will affect positive change in the community as a volunteer and through participation in a team project.

KEYS 4023 Critical Issues in Global Health (3)

The focus of this course will be on the current state of global health. The Institute of Medicine defines global health as "health problems, issues, and concerns that transcends national boundaries and maybe best addressed by cooperative action." The course will explore the best ways to solve the many issues and problems associated with global health. Methods of furthering productive partnerships transcending cultural differences and political boundaries will be presented.

Applied real-world opportunities: Students will conduct an audit of their own "access" to health supports and environments and compare this familiar access to a different culture). Students will complete an agency review that offers services to immigrant and/or refugee populations. There will be a team project to collect health products for distribution.

KEYS 4024 Family Violence: A Global Perspective (3)

Family violence is a global problem that occurs in virtually every country and culture. Victims of family violence face many challenges in accessing protection, healthcare, social services, and legal assistance. From a global perspective, this course provides an overview of the current knowledge related to family violence and identifies services, programs, and policies to assist children, adults, and communities. Topics include: characteristics and consequences of family violence; violence as a human rights issue; types of family violence across the lifespan; services and programs to assist individuals, families, and groups affected by family violence; and global efforts to prevent and end violence.

Applied real-world opportunities: Students will participate in a community or campus event to increase their awareness of violence prevention programs and services. Examples of community or campus events may include plays, documentaries, art exhibits, presentations, agency interviews, high-profile legal cases, or campaigns (e.g., Take Back the Night March, V-Day activities, The Clothesline Project, Candlelight Vigil and Walk). For this event, students will be encouraged to work in small groups.

KEYS 4025 Political Activism in Sports

Raised fists, kneeling during anthems, and words on jerseys. The connections between activism and sports is not new, nor are they without controversy. This course examines the debate over sports as a platform for activism. Through scholarly and popular readings, film, and discussions, the class will critically examine historical and contemporary contexts surrounding this issue. Students will also evaluate the personal, systemic and cultural factors that influence approaches to activism in sports. Students will share their own critically reflective perspectives through a combination of in-class discussion, assigned scholarly writing, presentations, personal reflections and experiential projects. **Prerequisite**: Completion of all or a substantial number of GCP requirements, or an AA degree for transfer students not required to complete other GCP requirements.

LATN - Latin

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

LATN 1090 Elementary Latin: Level I (1-3)

Introduces the language and culture of ancient Rome. The acquisition of vocabulary, grammatical forms and linguistic structures enables students to decipher complex Latin sentences and encourages them to think critically about the nature of this language, and that of their own native language. The cultural content of this course touches on the roots of Western civilization and develops students' intercultural skills. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(ROC)** (INTC).

LATN 1100 Elementary Latin: Level II (1-3)

This course is a continuation of Elementary Latin I. The remaining grammar, inflected forms and syntax of Latin are learned, while texts illustrating these various constructions are read. The texts used for translation are stories from Roman mythology and history, and excerpts from classical literature. The cultural content of this course touches on the roots of Western civilization and develops students' intercultural skills. May be repeated once for credit with permission of the department chair. **Prerequisite**: LATN 1090 or equivalent.

LATN 2090 Intermediate Latin: Level I (1-3)

This course is a continuation of LATN 1100, with increased emphasis on translation of the classical authors into thoughtful and accurate English and a deeper insight into the culture of Ancient Rome. May be repeated once for credit with permission of the department chair. **Prerequisite**: LATN 1100 or equivalent.

LEGL - Legal Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
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- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

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. Cross-listed with GRAS 2082 and GRAS 2085.

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. **GCP Coding**: **(SSHB)** (CRI). 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 and attorneys. **Prerequisite**: LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 3490 Civil Procedure Law (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 4310 Commercial Arbitration (3)

This course provides a comprehensive overview of the principles, procedures, and legal frameworks governing commercial arbitration. Students will examine the key concepts and practices of arbitration as an alternative dispute resolution mechanism. The course will cover topics such as the arbitration agreement, the arbitral tribunal, the arbitration process, the recognition and enforcement of arbitral awards, and differences in these processes in differing national or regional contexts. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4320 Comparative Banking and Finance Law (3)

This course provides an in-depth examination of banking and finance law from a comparative perspective, focusing on the legal frameworks and regulations governing financial institutions and transactions in different jurisdictions. Students will explore the similarities and differences in banking and financial laws across various countries and regions, considering the impact of globalization and international financial standards. The course covers topics such as banking regulation, financial markets, international finance, and the legal aspects of financial products and transactions. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4330 Corporate Governance (3)

This course explores the legal frameworks, principles, and challenges surrounding corporate governance in an international context. Students will examine the roles and responsibilities of key stakeholders, including directors, shareholders, and regulators, and analyze the impact of corporate governance on business ethics, accountability, and sustainable development. The course will also address emerging issues and trends in international corporate governance. **Prerequisites**: Junior standing, LEGL 2400 or POLT 2400, or permission of the department chair.

LEGL 4340 International and Comparative Employment Law (3)

This course examines and contrasts the context of employment relations in various countries, including economic, historical, legal, social, and political contexts. This course further examines and compares the roles of key stakeholders and the various processes of employment relations, including collective bargaining and arbitration, consultation, and employee involvement. **Prerequisites**: LEGL 2400 or POLT 2400, or permission of the department chair.

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 and legal professionals. This course focuses on familiarizing the student with legal reference materials by locating, analyzing and summarizing state statutes, local ordinances, court opinions and administrative rules. Students learn the essential skills of legal researching and legal and logical reasoning, and begin to develop legal writing skills. This course enables the student to apply the theory of legal research and writing to practical problems encountered in the legal environment. **Prerequisites**: Junior standing or permission of the department chair and LEGL 2400 or POLT 2400.

LEGL 4470 Methods of Legal Research and Writing II (3)

As this course is designed to train paralegals with the theoretical and practical skills necessary to be a successful paralegal in the legal environment, this course continues to develop the knowledge and skills learned in LEGL 4460 Legal Research and Writing I. Students will focus on finding, analyzing, and summarizing federal statutes, court opinions and administrative rules. Students completing this course will further develop their legal researching, reasoning, and writing skills and will gain a working knowledge of frequently used civil litigation documents (e.g. petitions, client communications, discovery documents, etc.). An emphasis will be placed on drafting these documents and using persuasive writing techniques. **Prerequisites**: Junior standing or permission of the department chair, LEGL 2400 or POLT 2400, and LEGL 4460.

LEGL 4480 Computerized Legal Research (3)

Acquaints students with the fundamental concepts of locating and accessing legal information utilizing computer technology. **Prerequisites**: Junior standing or permission of the department chair, LEGL 2400 or POLT 2400, and LEGL 4460.

LEGL 4490 Advanced Paralegal Procedures (3)

Teaches students practical skills applicable to a variety of civil law areas that are needed by paralegals. Some of those skills are case assessment, witness preparation, document acquisition, task-based billing, and recognizing the unauthorized practice of law. **Prerequisites**: LEGL 2400 or POLT 2400 and LEGL 4460, or permission of the department chair.

LEGL 4600 Legal Studies Seminar (3)

In-depth examination of carefully selected legal subjects, which will involve extensive law-related research and writing. This course is offered periodically and requires focused and intense study. May be repeated for credit if content differs. **Prerequisites**: Usually senior standing or permission of the department chair and LEGL 2400 or POLT 2400, LEGL 4460, and LEGL 4470.

LEGL 4601 International Trials: An International and Informed View (3)

This course will utilize the unique function of The Hague as a center of international trials by preparing students with an understanding of the basics of international law and the facts and issues that underpin the trials and related institutions before they observe such trials and court proceedings on location. The procedural and substantive law that controls trials in the United States and in international law will be compared. Because this course depends heavily on the specific trial being conducted at the time of the course, it is impossible to present definite class agendas.

LEGL 4602 International Criminal Law: A Human Rights Perspective (3)

This course will offer a comparison between international law as viewed by most of Europe and as viewed by the United States. The impact of those two views of international law will be studied both in theory and as they apply to tribunals, governmental organizations, and nongovernmental organizations that are located in the Hague.

LEGL 4603 International Issues Related to Women and Children (3)

This course will explore issues relating to women and children from an international perspective. Special attention directed toward comparing and contrasting law and policy on juvenile delinquency; women, children, and poverty; child labor; child soldiers; and child maltreatment.

LEGL 4604 International Jurisprudence and Law (3)

This course will study the historic background of international law, its formation, and its development, including the formation and enforcement of treaties; the role of the international courts; international human rights and the protection of individuals; conflicts in international law; and, if time permits, the law of the sea and international terrorism laws.

LEGL 4605 Constitutional and International Issues: Human Trafficking & Slavery (3)

This course will explore constitutional and human rights issues which arise as individual countries and the international community work to address issues and concerns involving slavery and human trafficking. Topics discussed include: trafficking in women and children; sexual exploitation; labor exploitation, i.e. domestic slavery, forced labor, bonded labor; racial discrimination; refugee issues/status; and other related topics.

LEGL 4606 International Law and the Environment (3)

This course will explore the development of international law on issues related to environmental concerns, including: the international lawmaking process; development of treaties and protocols related to regulation of national resources; waste management issues; environmental concerns relating to marine environments; laws related to freshwater resources; exchange of information among countries; and reporting and monitoring issues.

LEGL 4607 The Hague: Peacemaking Catalyst in International Conflict (3)

This course will explore The Hague's pivotal role in preventing, resolving, and redressing international conflicts, with heavy emphasis on law enforcement and interpretation. Numerous law-related institutions that make The Hague their home will be explored, including international courts, international law-enforcement establishments, legal think tanks, international arms-control entities, and dispute resolution organizations. Pertinent documents and analysis by leading experts in the field will be studied, discussed, and analyzed, with an eye toward the future roles these entities may play in peacemaking in the future.

LEGL 4608 Collision Course: A Critical Approach (3)

This course will lay a foundation for student understanding of basic international law principles. In addition to exploring the traditional topics of international law such as sources of international law, the role of states, and the management of international conflict, the course will also consider the application of international law as applied outside of the United States. Particular emphasis will be placed on the effect of these often colliding views on human rights around the world.

LEGL 4800 Advanced Topics in Law (3)

An advanced, in-depth study of law topics directed toward the paralegal student. Includes topics such as evidence, probate and estates, intellectual property, environmental law, family law, elder law, employment law, and alternative dispute resolution. May be repeated for credit if content differs. **Prerequisite:** LEGL 2400 or POLT 2400, or permission of the department chair. Cross-listed with GRAS 4800.

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 and legal professionals 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 Property 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 or other legal professional in the real property area by

preparing actual documents, deeds, and contacts 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. May be repeated for credit. **Prerequisite**: Completion of all paralegal certificate courses with a grade of C- or better.

LEGL 4910 Senior Overview (3)

This is a capstone course for senior legal studies students. Relying on the American Association for Paralegal Education's Core Competencies for Paralegals Programs, students will demonstrate the ability to apply the knowledge they have learned in all of their legal studies courses to practical situations. Students will complete a portfolio that contains examples of the student's work, an employment cover letter and résumé. The student's portfolio should also demonstrate the ability to do basic legal research, draft legal documents, use law office software, summarize depositions, and draft interrogatories. Finally, students will also have to show their ability to communicate effectively through oral interviews with the professor and potential employers. **Prerequisites**: Senior standing and major in legal studies.

LEGL 4920 Global Business Law and Regulation (3)

This capstone course provides an opportunity for students to apply the knowledge and skills acquired throughout their legal studies to practical situations in the context of global business. The course will emphasize practical exercises and simulations to develop students' abilities to conduct legal research, draft legal documents, use law office software, summarize depositions, draft interrogatories, and effectively communicate with potential employers. Students will create a comprehensive portfolio showcasing their work and skills, including examples of legal research, legal documents, and an employment cover letter and résumé. The course will also incorporate mock interviews to help students gain confidence in articulating their legal abilities and achievements to potential employers. **Prerequisite**: Senior standing.

LNGS - Linguistics

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

LNGS 2000 Human Language and Technology (3)

This course introduces students to the interdisciplinary field of human language technology (HLT), which encompasses linguistics, computer science, psychology, philosophy, mathematics, and statistics. Throughout the semester, students will examine the technologies that humans have developed to improve that most human of attributes: communication. The course provides an overview of basic foundations and applications of human language technology, such as morphological, syntactic, semantic, and pragmatic processing, automatic speech recognition, speech synthesis and automatic translation. Students will consider how these are connected to human speech systems and will learn about basic Python toolkits used in this field. Beyond the technical understanding, students will engage with theoretical questions around human and machine interactions. What constitutes a language, communication, intelligence? How does technology expand or limit our communicative and expressive potential? In what ways do these technologies shape our societies?

LNGS 3000 Linguistic Foundations for Natural Language Processing (3)

This course explores how technology is used to represent, process and organize human language. Students learn the foundational linguistic concepts: syntax and grammar parsing, semantic analysis, and discourse analysis. They then examine how modern technologies such as autocorrect, speech synthesis, speech recognition, machine translation and chatbots replicate these linguistic elements. The course introduces students to basic tools for manipulating speech data and key methodologies in speech and natural language processing (NLP). They also consider some of the cognitive and neural mechanisms of human language that are the most difficult for natural language processors to reproduce. Finally, the course confronts social and ethical implications of language technologies, concerning, for example, questions of privacy, accountability around machine intelligence, and the compounding of biases. Some familiarity with Python is recommended but not required. **Prerequisite**: 3 credits in the study of another language (ex. FREN, SPAN, or JAPN 1090) or in linguistics (ex. ENGL 2600 or 4190).

MATH - Mathematics

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
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- ** Course fulfills two skill areas

Course Descriptions

MATH 1010 Fundamentals of Mathematics (3)

This course develops and strengthens the concepts and skills of elementary mathematics, particularly skills related to various disciplines of the college curriculum.

MATH 1050 Basic Algebra (3)

This course introduces the basic topics of algebra, including linear and quadratic equations.

MATH 1200 Topics in Mathematics (3)

This course is for students interested in applications of elementary mathematics to everyday life. May be repeated for credit if content differs. **Prerequisite**: Approval of the instructor.

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. Students are expected to be proficient in basic algebra. **GCP Coding**: **(QL).**

MATH 1410 Introductory College Mathematics (3)

This course 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. Students are expected to be proficient in basic algebra. **GCP Coding**: **(QL).**

MATH 1430 College Algebra (3)

This course covers algebraic topics which are utilized across many disciplines in which mathematics is encountered. Topics covered in the course include sets, the real number system, functions, equations, inequalities and logarithms. Student is expected to be proficient in algebra. **GCP Coding**: **(QL).**

MATH 1440 Trigonometry (3)

This course covers trigonometric functions, graphs, identities, equations, and inverse trigonometric functions. **Prerequisite**: MATH 1430 or equivalent competence.

MATH 1470 Survey of Calculus (3)

This course introduces the ideas of calculus without the rigor associated with the course in the standard calculus sequence. Topics include limits, derivatives, and integrals of algebraic, exponential and logarithmic functions. Applications of calculus are also considered. **Prerequisite**: Proficiency in algebra.

MATH 1480 Precalculus (3)

This course covers topics including factoring, simplifying rational functions, functions and their graphs, solving linear and nonlinear equations, polynomial functions, inverse functions, the binomial theorem, logarithms, exponentials, solutions to systems of equations using matrices, solutions to nonlinear systems of equations, sequences and limits. Student will also study trigonometric and inverse trigonometric functions with emphasis on trigonometric identities and equations. **Prerequisite**: Proficiency in algebra.

MATH 1580 Formal Logic (3)

This course covers the fundamental topics in deductive logic and provides a thorough introduction to propositional and predicate logic. Cross-listed with COSC 1580 and PHIL 2020.

MATH 1610 Calculus I (5)

This course introduces differential and integral calculus of a single variable. Topics include limits, derivatives, integrals and applications. Introduces calculus of transcendental functions. Only offered in a 16-week format. May be repeated once for credit. **Prerequisite**: MATH 1480 (or equivalent) with a grade of B- or better. **GCP Coding**: **(QL).**

MATH 1620 Calculus II (5)

This course continues the study of calculus of a single variable. Topics include techniques of integration, parametric equations, polar coordinates, sequences and series, and applications. Only offered in a 16-week format. **Prerequisite**: MATH 1610 with a grade of B- or better.

MATH 2200 Statistics (3)

Statistics is the science of analyzing data and arriving at reasonable and intelligent conclusions based upon that analysis. This course will acquaint students with the mathematical concepts of statistical analysis. **Prerequisite**: Proficiency in algebra. **GCP Coding**: **(QL).**

MATH 2410 Discrete Mathematics (3)

Discrete math deals with finite numbers and finite processes. This course uses the algorithmic approach to problem solving. Topics may include sets, relations and functions; graphs and trees; counting techniques; and recurrence relations. **Prerequisite**: COSC 1550.

MATH 2440 Calculus III (5)

This course includes differential and integral calculus of several variables. Only offered in a 16-week format. **Prerequisite**: MATH 1620 with a grade of B- or better.

MATH 2450 Introduction to Abstract Mathematics (3)

This course serves as a transition course from calculus to abstract mathematics. The emphasis is on understanding and writing mathematical proofs. Topics include logic, set theory, relations, functions and elementary number theory. **Prerequisite**: MATH 1620.

MATH 2800 Differential Equations (3)

This course studies techniques for solving ordinary differential equations and considers a variety of applications. **Prerequisite**: MATH 2440.

MATH 2820 Numerical Analysis (3)

This course uses numerical methods to analyze a variety of problems. Emphasis is on understanding why these methods work and their limitations. **Prerequisite**: MATH 2440.

MATH 2850 History of Mathematics (3)

This course is a survey of the history of mathematics. Topics include the history of numbers, numeration systems, arithmetic, algebra, geometry and calculus. **Prerequisite**: MATH 2440.

MATH 3130 Real Number System (3)

Topics include rational and irrational numbers, algebraic and transcendental numbers, and sequences and their limits. Considers the real number system as a complete ordered field. **Prerequisite**: MATH 2450

MATH 3160 Linear Algebra (3)

This course covers matrices, systems of linear equations, vector spaces, and linear transformations. **Prerequisite**: MATH 2440.

MATH 3210 Data Mining Foundations (3)

This course explores the core concepts of data mining including the research methodology and process, data sources, messy data and data cleansing. It also examines algorithms in each of the main data mining groupings of classification, categorization and association rules. The course emphasizes the use of data mining concepts in real-world applications with database components. Students will present their findings and recommendations in written and oral project reports. **Prerequisite**: Junior standing.

MATH 3220 Data Mining Methods (3)

This course surveys the current techniques of problem solving using modern heuristics. It covers classic methods of optimization, including dynamic programming, the simplex method and gradient techniques, as well as recent innovations such as simulated annealing, tabu search and evolutionary computation. Besides exploring a compendium of specific techniques, this course also delves into the approaches of framing and attacking the issue of problem solving itself. Students will present their findings and recommendations in written and oral project reports. **Prerequisite**: Junior standing.

MATH 3300 Introduction to Number Theory (3)

This course studies elementary properties of integers, primes, congruencies and arithmetic functions. **Prerequisite**: MATH 2440 and MATH 2450.

MATH 3500 Introduction to Algebraic Structures (3)

This course presents concrete material designed to make the transition from college algebra to modern abstract algebra; includes an introduction to groups. **Prerequisite**: MATH 2450.

MATH 3530 Modern Geometry (3)

This course provides a review of Euclidean geometry and an introduction of non-Euclidean geometries; general axiomatic systems are considered. **Prerequisite**: MATH 2450.

MATH 3610 Probability (3)

This course focuses on mathematical models that have been developed to best deal with the phenomena of chance and random behavior. **Prerequisite**: MATH 2440.

MATH 4010 Introduction to Abstract Algebra (3)

This course presents an axiomatic study of groups, rings and fields. **Prerequisites**: MATH 3500.

MATH 4110 Introduction to Real Analysis (3)

This course provides a theoretical look at the concepts presented in elementary calculus. Topics include the real number system, limits and continuity, properties of continuous functions, and theory of differentiation and integration. **Prerequisites**: MATH 2440, MATH 2450 and junior standing.

MATH 4400 Advanced Topics (3)

This course includes a variety of advanced topics offered under different subtitles. May be repeated for credit if content differs. **Prerequisite**: Approval of the instructor.

MATH 4800 Senior Seminar (3)

This course is intended to synthesize the undergraduate mathematics curriculum. Students will discover the connections between different areas of mathematics and be able to integrate different areas of mathematics by studying advanced topics not covered in the curriculum. Topics will vary. The course includes a project which will be submitted as a paper and presented in class by the student in lecture format. **Prerequisite**: MATH 4010 and MATH 4110.

MDST - Media Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

MDST 1010 Media Foundations (3)

Students learn the history and impact of all media formats as well as the theories and thinkers behind mass communication scholarship. The course focuses on media systems, structure and ethics as well as the relationship between the media and society.

MDST 1050 Media Writing (3)

This course offers an introduction to principles, style and mechanics of writing for print, Web and broadcast formats. Drawing on critical readings, lectures, class discussions and writing exercises, students learn to write for communications fields including journalism and public relations. Working individually and in teams throughout the semester, students develop a clear understanding of the differences among media formats, and of the importance of audience. Writing and presenting aloud to the class are integral parts of this course, as are assigned readings. **GCP Coding**: (WCOM).

MDST 1160 Communication for Media Professionals (3)

This course introduces students to the essentials of human communication as they relate to a variety of media contexts. Students will explore interpersonal, group and presentational concepts and practices, with a focus on their roles in media messaging, processing and careers. Activities will include written reflections and reports, oral presentations and group activities.

MDST 1500 Applied Media Aesthetics (3)

Students learn the basic aesthetic principles involved in the production of visual media by analyzing the various audio and visual stimuli that become elements of photography, video or film forms; their nature; how these elements function individually and together; how they may be used creatively; and how a viewer may perceive them. Students learn the aesthetics of light, color, space, time, motion and sound. **Prerequisite**: EPMD 1000.

MDST 2100 Media Literacy (3)

Students learn to systematically decode, evaluate and analyze information conveyed through the channels of mass communication. They learn the process, language and effects of the media and develop a critical awareness of messages sent through channels including (but not limited to) news, advertising, film, television, websites and platforms. **GCP Coding**: **(SSHB)** (CRI).

MDST 2200 Ethics in the Media (3)

Students learn the ethical considerations applied to journalism, broadcast journalism, photography, audio, film, video, interactive digital media, the internet, public relations and advertising. Students learn to analyze the ethical dilemmas facing media professionals. **Prerequisite**: MDST 1010 or MDST 2100.

MDST 2490 Media Externship (1)

Students participate in a series of informational interviews as a means of learning the characteristics, structure, and operations of media-related professional organizations. Attendance is required at an orientation and two seminars. **Prerequisite**: Permission of the instructor.

MDST 2500 Professional Development for Media Careers (3)

This course prepares students to market themselves and their skill sets for the professional workforce. Students practice resume writing, interview and presentation techniques, and online personal branding, and collect and revise previous works to create a professional portfolio. The course culminates with a portfolio review.

MDST 2800 Media, Diversity and Society (3)

This course offers instruction on responsible media coverage and presentation of issues of diversity beyond solely race. Students both observe and create news coverage, advertisements and public relations campaigns related to diversity as it is associated with protected status groups (sex, race, age, disability, color, creed, national origin, religion or genetic information and sexual orientation). **GCP Coding**: **(SSHB)** (INTC).

MDST 3100 Social Media Strategies & Tactics (3)

With an emphasis on critical thinking about media audiences, use and effects, students analyze efforts of journalists, activists, corporate brands and politicians to inform and influence their publics through social media, and devise and implement their own social media campaigns. **Prerequisite**: Junior or senior standing.

MDST 3150 Topics (1-3)

These courses are offered periodically to feature topics in media and journalism not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites**: May vary with the topic.

MDST 3260 Global Media Practice (3)

In this course, students will cultivate information from diverse international media sources in order to engage critically with the problems presented by the production, distribution and consumption of global media products with an understanding of the social, political and economic influences that shape these globalized cultural products. This class also focuses on communication as it relates to developing relationships with global audiences across different media, including digital web content, social media and other networking platforms. Cross-listed with INTL 3260. **GCP Coding**: **(GLBL)** (INTC).

MDST 3300 Media Law, Ethics & Policy (3)

This class will provide an in-depth examination of issues surrounding the media profession as it relates to regulatory issues, ethical issues and legal issues. Students will examine and analyze common media law principles and ethical concerns relevant to today's changing — and increasingly digital — professional media environment. This class will cover topics related to current legal issues including, but not limited to, the First Amendment, contract law, copyright law, fair use, piracy, privacy, trademarks, licensing, data storage/use as well as international regulations. Junior or senior standing is advised.

MDST 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

MDST 3700 Topics in International Communications (3-6)

Students learn the cultural aspects of international media communications; international advertising; international public relations; international communications as a political tool; international communications and cultural stereotypes; and media systems as a reflection of a country's cultural, political, and economic structures. May be repeated once for credit if content differs. **Prerequisites**: May vary with topic.

MDST 4110 Digital Media and Culture (3)

This course applies the principles of media literacy to digital media, which includes interactive media, voice and image transmission devices, simulations, and video games. The course examines the technological characteristics of digital media as well as the impact of digital technology on content. The course also considers the impact of digital media on the individual and society and identifies strategies for the analysis of media messages. **Prerequisite**: Junior or senior standing.

MDST 4200 Media Research (3)

Future reporters, editors, producers, advertisers and public relations professionals must now perform legitimate research or at least understand the research of others. In this course, students will practice both qualitative and quantitative techniques for studying media audiences, content and effects, and will plan, conduct, analyze and evaluate media research. **Prerequisite**: Junior or senior standing.

MDST 4220 Genre Studies (3)

This course offers an in-depth study of genres that appear in the media. Students learn a range of approaches to the study of genre, including formulaic, ideological, historical, cultural and audience response analysis. Students conduct primary research on a particular genre using selected approaches.

MDST 4500 Political Communications (3)

Students learn the role of the media on the American political process. Topics include the history and evolution of political media, the role of the press and its influence on the political process, and how media strategies are created, developed, and produced. Political advertising campaigns are analyzed. **Prerequisite**: MDST 1010.

MDST 4620 Media Practicum/Thesis (3-4)

With the instructor's approval and input, students enrolled in this course complete an individual project, exhibit or thesis to demonstrate their proficiency in media studies or practice. Students wishing to complete their degree at Webster Vienna Private University must select the thesis option and register for 4 hours. **Prerequisites**: Junior or senior standing, successful completion of portfolio review and permission of the instructor.

MDST 4950 Internship (3-4)

Students will participate in a professional media field experience within the industry of their major with a structured academic component. The industry setting will be the primary learning laboratory for students to explore and apply the knowledge and skills of their field of study and learn about the professional world. To further develop knowledge and competencies, students will participate in regular seminars, explore concepts, apply analysis and reflection to the internship experience.

Students are offered assistance in the internship search process by the director of the School of Communications Internship Program and must secure a School of Communications approved, credit-bearing internship and submit an Internship Authorization Form before they are enrolled in the course and before beginning their internship. May be repeated for credit twice for a total of nine hours.

Prerequisites: Students generally intern during the senior year. Permission is required to enroll in the course. Each academic program/major has specific eligibility criteria for acceptance into the course and students can check with their academic advisor about eligibility.

MNGT - Management

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
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- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

MNGT 2000 Foundations for Business Success (3)

This course surveys the competencies and skill areas associated with Webster's business program. Students will explore topics related to the organization as a complex system, problem solving, interpersonal and professional communication, the role of technology in business and global and ethical issues. An additional course fee is required.

MNGT 2100 Management Theory and Practices (3)

This course presents a broad view of management theory and practices, classical to modern. It examines the basic management functions of planning, organizing, directing and controlling. It also covers such issues as ethical decision making and social responsibility, innovation, globalization, and working with a diverse work force. There is an additional course fee of $42.

MNGT 2150 Business Ethics (3)

Presents theories of the role of the firm and socioeconomic responsibilities to the stockholders, employees, customer, suppliers, the community, the nation, and the world.

MNGT 2280 Introduction to Business Law (3)

This course introduces students to legal concepts and the thought processes that influence business relationships, decisions, and practices. Ethical issues will be explored along with how such issues can influence the law. The importance of both written and oral communication of legal issues will be emphasized. The legal system, contract law, the law concerning business organizations and civil wrongs and crimes related to business will be examined in the context of court decisions. The operation of regulatory agencies and their impact on business will be also examined.

MNGT 2340 History of American Business and Management (3)

Traces the rise of business as a major American cultural institution, with consideration given to its impact on government, law, education, and social customs. Special emphasis is given to the changes in managerial thought and practice in the twentieth century and the rise of corporate bureaucracy. Cross-listed with HIST 2340.

MNGT 2400 Supervisory Management (3)

Introduces the student to the functions and responsibilities of the supervisor as a first-line manager directing the work of others. Includes supervisor-subordinate relationships, developing worker motivation and cooperation, employee training, development, performance appraisal, absenteeism, tardiness, and complaints and grievances.

MNGT 2500 Marketing (3)

Studies the marketing process as it relates to management, channels of distribution, trends in selling, consumer behavior, promotion and pricing policies, research, communications and government regulation.

MNGT 2600 Innovation Through Social Impact Organizations (3)

This course is for individuals who want to explore organizations designed to bring about change to the world. Students in this course will explore the expanding field of Social Impact Organizations — blending a social mission with a financially sustainable business organization. This course will examine existing social impact organizations, as well as introduce strategies and tools for identifying, planning, and starting a social

impact organization. Core concepts addressed in the course include recognizing opportunities for social impact, organizational structures (for-profit, B-Corp, nonprofit, and nongovernmental organizations), funding models, and social impact measurements. The course project will offer the opportunity for students to examine existing Social Impact Organizations based on the student's passion and develop a comprehensive report on the organization.

MNGT 2700 Introduction to Entrepreneurship and Small Business Management (3)

This course introduces the concept of entrepreneurship and its relationship with small business. The course focuses on activities involved in planning, organizing, establishing, and controlling a small business. Includes procedures and problems in starting a business, managerial functions, marketing, and financing a new enterprise, as well as governmental regulations.

MNGT 2900 Human Communications (3)

Deals with a variety of verbal and nonverbal communication techniques. Specific subject matter may vary from semester to semester. Such areas as the following may be covered: interpersonal communication, small group interaction, self-awareness, written and nonverbal communication techniques, and electronic communications. May be repeated for credit if content differs.

MNGT 3100 Issues in Management (1-3)

Analyzes current management issues in terms of historical background, present status, and possible solutions. Utilizes case studies in discussing each issue.

MNGT 3150 Consumer Behavior (3)

The purpose of this course is to better understand consumer behavior and the impact it has on marketing decisions. The course will study external and internal factors that impact consumption behavior, behavioral concepts as they relate to the buying situations, consumer information search methods and its influence on the decision process and how marketing is utilized to drive consumer behavior. The course will focus on the use of consumer-behavior knowledge in realistic action-oriented situations; utilizes role play, readings, case materials and simulations.

MNGT 3200 Total Quality Management (3)

Course provides students a basic understanding of total quality management theory and practices as they relate to improving customer service. Course follows a "how-to" approach to identifying "internal" and "external" customers, focusing on their needs and expectations, examining those processes that serve customers, brainstorming improvement opportunities, and prioritizing and taking actions for improvement. Students will be able to apply these concepts immediately to their own workplace situations.

MNGT 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. There is an additional course fee of $54. **Prerequisite**: MNGT 2000 or MNGT 2100.

MNGT 3420 Labor-Management Relations (3)

Studies the historical development and legal framework of labor-management relations, labor unions, and collective bargaining. Explores current trends in labor relations. **Prerequisite**: MNGT 3400.

MNGT 3440 Stress Management (3)

Studies the impact of stress conditions within organizations and how they impair effective communication and organizational perceptions of organizational behavior. Involves a holistic approach to emotional and physiological stress management. **Prerequisite**: MNGT 2100 or MNGT 2000.

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 2000 or MNGT 2100.

MNGT 3510 Management of Integrated Marketing Communications (3)

Studies the integrated marketing communications process in terms of its relation to the economy, marketing management and behavioral sciences. Includes the use, organization, planning and preparation of the various components of the IMC plan and its economic and social effects. **Prerequisite**: MNGT 2500 or ADVT 1940.

MNGT 3540 Digital Marketing (3)

This course provides a fundamental understanding of digital marketing. Students will learn the basic current approaches to digital marketing management, including online listening and monitoring, analytics, search engine optimization, search and display ads, email marketing and social media. The course is designed from a digital marketing professional approach and gives students experiences with industry-relevant hands-on assignments and exercises. **Prerequisites**: MNGT 2500 or ADVT 1940.

MNGT 3550 Public Relations (3)

Studies public relations policies and practices as an integral process of information gathering, assembling, evaluating, and reporting. Includes an overview of the role of public relations in developing favorable external public opinion toward an organization, corporation, institution, or individual.

MNGT 3580 Professional Selling (3)

This course is designed to teach students the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management. Students will gain an appreciation and understanding of successful sales and sales management behaviors. Students will develop their competence in professional

selling using practical approaches based on theoretical perspectives.

Course topics include the selling process, the buying process, creating value in buyer-seller relationships, prospecting, sales call planning, communicating the message, negotiating for win-win solutions, closing the sale, as well as customer relationship management and customer lifetime value. **Prerequisite**: MNGT 2500.

MNGT 3600 Management in the Arts (2-3)

Deals with many aspects of the business world and how they relate specifically to the fine arts. Each semester, on a rotating basis, the areas of music, art, and media studies are presented individually by instructors from those departments. Includes copyrights, contracts, studio engineering, unions, merchandising, filmmaking and film music, and artist management, according to the needs of each department. **Prerequisites**: Junior or senior standing and permission of the instructor.

MNGT 3690 Diversity, Equity and Inclusion (DEI) (3)

The course explores the concept, importance, and implications of diversity, equity, and inclusion (DEI) by introducing students to theoretical and practical ideas about DEI as they relate to organizations. This course is designed to survey DEI issues in different types of organizations and institutions, paying particular attention to legislative issues: organizational processes such as recruitment, training development, retention, and evaluation; and diversity trends from census and scientific data. There is an additional course fee of $27. **GCP Coding: (GLBL)** (ETH)

MNGT 3720 Entrepreneurial Marketing (3)

This course introduces students to the unique marketing issues faced by today's entrepreneurs when creating and growing their businesses. Students will learn the process of designing and implementing marketing concepts to address challenges facing entrepreneurial organization. This process, known as Entrepreneurial Marketing, takes into account the special challenges and opportunities involved in developing marketing strategies from the "start-up phase," through growth and maintenance phases. Students will develop a comprehensive entrepreneurial marketing plan over the course based on their own business concept.

MNGT 3730 Innovation, Creativity and the Entrepreneur (3)

This course introduces students to basic theories of innovation and creativity. The concepts are balanced between an analysis of what has been done and what can be done. The course includes an analysis of the sources of creativity as seen from multiple perspectives and from an interdisciplinary perspective. The creativity of artists and musicians is analyzed. The role played by language, and to a lesser extent, literature is also analyzed. The social contexts for creativity and economic activity are evaluated and analyzed. Practical tools for individual creativity are introduced to the student to advance their own approaches to creativity in their specific field to assist the student toward realizing what might be done.

MNGT 3740 Global Entrepreneurship (3)

The Global Entrepreneurship course will increase the probability of success for students who wish to start and grow a global business. Students will gain knowledge and insight into how a global business is born. Because global business factors increasingly impinge upon entrepreneurs, whether the venture addresses a domestic market or a global market the course in global entrepreneurship is relevant to both US-based and non-US-based students. Course provides both experiential learning and case studies involving The World Trade Center, US Export/Import Bank, and The US Chamber of Commerce. Students will develop a global entrepreneurial action plan that can be implemented. **Prerequisite:** MNGT 2700 or permission of the instructor.

MNGT 3790 Entrepreneurship Consulting (3)

In this course students will gain insight into how entrepreneurial consulting teams function. Working as a mock board of directors they will develop solutions to problems presented to them by entrepreneurs. Students learn to employ creative problem solving tools and techniques to create implementable solutions. Entrepreneurs will engage in this process and provide guidance and support to student teams to explore optimum solutions to their business problems. This course also provides an overview of the profession of consulting with a subsequent emphasis on entrepreneurial consulting techniques. The course emphasizes developing proficiencies in a range of skills required to practice as a consultant. **Prerequisites**: MNGT 2700, MNGT 3720 and BUSN 3710 or permission of the instructor.

MNGT 3800 Health Care Organizations (3)

Examines the various components of the healthcare delivery system in the United States from a historical perspective and shows how contemporary, social, economic, political, educational and scientific factors influence its organization, management, and stability.

MNGT 3820 Health Care Administration (3)

Analyzes organizational patterns of various types of healthcare 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 healthcare 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 healthcare industry. Includes economic, social, cultural, and psychological influences and the responsibilities of the patient and the healthcare 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 2000 or MNGT 2100.

MNGT 4330 International Marketing (3)

The student will be exposed to several aspects of international marketing. These will include the international marketing mix; product, pricing, distribution, and promotion; as well as emerging issues in international trade, such as trading blocs, trade barriers, and standardization/adaptation. **Prerequisite**: MNGT 2500.

MNGT 4400 Employment Law and Compliance (3)

Covers federal legislation affecting human resource management and labor-management relations, including regulation of the employment relationship, Affirmative Action, discrimination in employment, sexual harassment, employee's right to privacy,

safety compliance. Explores current trends in compliance and policy development. **Prerequisite**: MNGT 3400.

MNGT 4420 Compensation and Benefits (3)

Analyzes critical issues related to the strategic management of organization's compensation and benefit systems. Explores and examines the full context of compensation practice including system design and employee benefits. Analyzes the labor market for insights into socio-economic and political issues that influence wage and salary administration. Considers methods for building adequate and equitable compensation packages to attract and retain competent employees, reward for merit and provide incentives for development. **Prerequisite**: MNGT 3400.

MNGT 4510 Advanced Advertising (3)

Concentrates on the relationships that exist between advertising and the mass media, managerial decision making in media planning and buying, and the development of strategy in the use of advertising. Case studies included. **Prerequisite**: MNGT 3510.

MNGT 4550 Marketing Management (3)

Studies marketing management issues, methodology, and practices. Focus will be on information processing and analysis, defining marketing objectives, market selection, product management, channel management, advertising and promotion, personal selling, pricing, marketing research, and organizing the marketing effort. Cases involving marketing challenges outside of North America will constitute an important emphasis within the course. Emphasis will be on problem-solving approaches through case study work. **Prerequisites**: ACCT 2010, ACCT 2025 and MNGT 2500.

MNGT 4570 Marketing Research (3)

Studies the nature and scope of research techniques employed in gathering information concerning marketing and advertising practices and procedures. Subjects include sources and collection of data, sampling, interpretation of data, and research in areas of motivation, advertising, and consumer behavior. **Prerequisite**: MNGT 2500.

MNGT 4600 Contemporary Human Resource Strategies (3)

This overview course for the human resource management emphasis utilizes case studies and readings to survey contemporary human resource management problems, challenges, and opportunities. Discussions of changes in the economic, political, social, and technological environments assess the impact of these changes on the human resource management function from both national and international perspectives. There is an additional course fee of $96. **Prerequisite**: Completion of other courses in the area of emphasis.

MNGT 4610 Reading Course (1-4)

May be repeated for credit if content differs. **Prerequisite**: Filing of an official form.

MNGT 4800 Health Care Law (3)

Introduces the legislation and various legal issues affecting the healthcare industry. Includes legal obligations of the governing board, administration, and medical staff; consent for treatment; patients' rights; admission and discharge of patients; negligence and malpractice; licensure; liability of hospital and staff; and medical research.

MNGT 4850 Health Care Administration Overview (3)

This seminar involves case studies designed to provide a practical analysis and application of the theories and problem-solving tools acquired in the healthcare 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 analysis of firms and industries. There is an additional course fee of $42. **Prerequisite**: Completion of the other courses in the area of emphasis.

MNGT 4920 Marketing Strategies (3)

This capstone course covers a variety of marketing practices, procedures and problems. Employs an applications-based method, with emphasis on use of techniques in product image building and problem solving. Specific, substantive projects are undertaken by the students. There is an additional course fee of $42. **Prerequisite**: Completion of other courses in area of the marketing emphasis.

MNGT 4940 Global Competitive Strategies (3)

A capstone course that covers a variety of international business and management practices, procedures, and problems. Employs a case-study method with emphasis on problem-solving techniques in a global perspective. There is an additional course fee of $42. **Prerequisite**: Completion of other courses in area of emphasis.

MNGT 4950 Internship (1-6)

Prerequisite: Major in Management Department.

MNGT 4960 Entrepreneurship Capstone (3)

This capstone course is about building a roadmap for your dreams. It is an integrative, "capstone" project course designed to bring together a student's entrepreneurial education experience at Webster University. Building on this entrepreneurial education, each student will develop a comprehensive business plan based on the student's original and innovative concept. At the end of the term, each student will present their business plan before a review panel comprised of faculty, entrepreneurs, financial organizations, and the business community who will evaluate your plan using "real-world standards." **Prerequisite**: For students seeking the certificate in entrepreneurship, they must complete all of the required courses for the certificate. For students seeing the BA in entrepreneurship, they must complete all required courses for the degree.

MNGT 4970 Senior Thesis (3-9)

This course allows students to pursue significant independent research and writing projects in management. Students apply integrative and analytical skills to provide a final report. They develop the topic, design the study, and integrate the theories, tools, and concepts that they have learned during the program to analyze a management problem in a coherent, systematic, and scientific fashion. The course comes in two parts: the preparatory course with taught classes concluded by a proposal, and the individual research component. The thesis prepares students for further master-level studies. Serves as senior overview. **Prerequisites**: BUSN 2750, completion of all other courses in the area of emphasis and be within 15 credit hours of graduation. See Senior Thesis or Thesis Project in the George Herbert Walker School of Business & Technology section of this catalog for more information.

MNGT 4990 Entrepreneurship Practicum (3)

The Entrepreneurship practicum course provides students with a valuable opportunity to explore different kinds of real life business activities entrepreneurs engage in to build entrepreneurial skills, competencies and industry specific expertise. Students explore various entrepreneurial career pathways guided by entrepreneurs, industry experts and smart capital providers. **Prerequisite**: Students must submit a written application to become enrolled in the entrepreneurship practicum course. Selected students will have the opportunity to explore how they can implement their entrepreneurial action plans.

MTHT - Mathematics Education

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

MTHT 1350 Mathematics for Teachers (3)

This course provides teacher candidates with increased skills in number theory, algebra, geometry, probability and statistics. Content and skills are aligned with state certification requirements. Students must pass this course with a B- or better to meet the requirement for admission to teacher certification. **GCP Coding**: **(QL).**

MUSC - Music

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

MUSC 0200 Candidacy Examination (0)

This course serves as a midpoint assessment for music majors in the Department of Music. Students complete several tasks pertaining to performance, aural skills, writing proficiency, and professional success. Candidates should demonstrate progress toward proficiency in the department's overarching learning outcomes, which apply to all music majors.

MUSC 0300 Junior Recital (0)

MUSC 0300 is taken in the semester when a student presents a Junior Recital. This zero-credit course accounts for the additional work required for recital preparation, which includes rehearsals with performers, program notes, a recital hearing, dress rehearsal, and public performance. Performance majors are required to prepare a minimum of 25 minutes of music. Additional details about repertoire requirements, recital scheduling and approval, and other details can be found in the Department of Music Handbook. **Co-requisite**: Applied Instrument for instrumental recitals or Applied Voice for vocal recitals.

MUSC 0310 Elective Recital (0)

MUSC 0310 is designed for students who wish to present a non-required recital. This zero-credit course accounts for the additional work required for recital preparation, including rehearsals with performers, program notes, a recital hearing, dress rehearsal, and public performance. Students are required to prepare a minimum of 25 minutes of music. Additional details about repertoire requirements, recital scheduling and approval, and other relevant information can be found in the Department of Music Handbook. **Co-requisite**: Applied Instrument for instrumental recitals or Applied Voice for vocal recitals.

MUSC 0400 Senior Recital (0)

MUSC 0400 is taken in the semester when a student presents a Senior Recital. This zero-credit course accounts for the additional work required for recital preparation, which includes score preparation, rehearsals with performers, program notes, a recital hearing, dress rehearsal, and public performance. Performance majors are required to prepare a minimum of 50 minutes of music; composition majors must prepare at least 40 minutes of music. Additional details about repertoire requirements, recital scheduling and approval, and other details can be found in the Department of Music Handbook. **Co-requisite**: Applied Instrument for instrumental recitals. Applied Voice for voice recitals.

MUSC 0410 Music Education Recital (0)

MUSC 0410 is taken in the semester when a music education student presents a culminating junior or senior recital. This zero-credit course reflects the additional work required for recital preparation, including program notes, recital hearing, dress rehearsal, and public performance. Music Education majors are required to prepare a minimum of 25 minutes of music. Additional details about repertoire requirements, recital scheduling and approval, and other details can be found in the Department of Music Handbook. **Co-requisite**: Applied Instrument for instrumental recitals or Applied Voice for vocal recitals.

MUSC 0430 Composition Capstone (0)

Culminating project and public performance for the Music (BM) Composition program. Additional details about requirements, event scheduling and approval, and other details can be found in the Department of Music Handbook. **Co-requisite**: MUSC 4010.

MUSC 0500 Senior Overview (0)

This course serves as an end-point assessment for music majors in the Department of Music. Students submit an

electronic portfolio of artifacts (written assignments, performance recordings, etc.) that demonstrates proficiency in the department's overarching learning outcomes, which apply to all music majors.

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 Music Seminar (0)

Required of all piano, voice, composition, jazz, and instrumental performance majors each semester of enrollment. Graded as Pass or Fail.

MUSC 1000 Fundamentals of Notational Literacy (2)

This course introduces students to select musical elements including rhythm, pitch, major and minor scales, intervals, and chords. The goal of the course is to gain fluency in representing and in reading these elements using music notation on a grand staff. The keyboard will be used as a tool to reinforce the notational skills emphasis of the class.

MUSC 1001 A Musical Odyssey (3)

Designed for non-majors. Music is a language, and in learning a new language, one must first learn the rudiments and basic rules that govern that language. The course will cover the building blocks of the music language, to include pitch, rhythm, scales, and chords, and will conclude with a study of melody, harmony and how music is constructed. Students will gain experience with these concepts through a combination of "nuts and bolts" exercises, performance, composition, and written reflection/ critique. **GCP Coding:(ARTS)** (WCOM).

MUSC 1002 Class Piano for Non-Majors I (2)

This course is the first in a two-semester sequence designed to provide a practical orientation to piano for non-music majors with no prior keyboard experience. Students will gain an overview of basic piano technique with an emphasis in music reading skills. This course takes place twice weekly in a classroom/piano laboratory.

MUSC 1003 Class Piano for Non-Majors II (2)

This is the second course in a two-semester sequence intended to provide a practical orientation to piano for non-music majors with no prior keyboard experience. Students will gain an overview of basic piano skills through a holistic study of the keyboard, including theory, improvisation, sight reading, ensemble playing, and repertoire learning. **Prerequisite**: MUSC 1002.

MUSC 1010 Music Theory and Aural Skills I (4)

This initial music theory and aural skills class takes a sound-first approach and emphasizes analytical listening as a principal tool for understanding how various elements of music can combine to create meaning. Numerous styles of music, as well as a variety of musical elements, will be discussed. Topics include rhythm, meter, texture, melody, phrase structure, form, harmonic function, Roman numeral analysis, voice-leading techniques, and an introduction to Nashville numbers. **Co-requisite**: MUSC 1000 for music majors based on placement results.

MUSC 1015 Music Theory for Musical Theatre (3)

This course begins with a review of music fundamentals as compound meters, triads, and seventh chords. It continues with melodic embellishment, three and four part writing, melody harmonization, and realized figured bass. The course concludes with secondary dominates and non-chord tones as used in musical theatre styles. **Prerequisite**: MUSC 1000 or permission of the instructor.

MUSC 1020 Music Theory II (3)

This second music theory course explores the expansion of the Western harmonic phrase model as well as the continued discussion of the formal elements discussed in Music Theory and Aural Skills I. Topics include the use of chords in inversion, diatonic and chromatic harmonies, embellishing tones, tonicization, modulation, score reading, and formal structures in various styles. **Prerequisite**: MUSC 1010 or equivalent experience.

MUSC 1028 Introduction to Lyric Diction (1)

This introduction experience in diction for singing focuses on the articulation and the reproduction of speech sounds as represented by the International Phonetic Alphabet with application to the singing of the English language. **Co-requisite**: MUSC 2002, MUSC 2502, or MUSC 2602 Applied Voice or approval of the instructor.

MUSC 1035 Introduction to Electronic Music (2)

Practical study and application of electronic and computer music techniques. Includes study of acoustics, psychoacoustics, sound synthesis, digital audio, MIDI and historical overview of experimental electronic music.

MUSC 1050 Introduction to Music Appreciation (3)

Designed for students majoring in areas outside music. The course covers the elements, style, genre, and structures of major works of traditional Western music. In some semesters, instructors may also cover jazz, popular music, or music of other world cultures. **GCP Coding**: **(ARTS)** (WCOM).

MUSC 1051 The Sound of Surprise: An Introduction to American Jazz History to 1970 (3)

A historical overview of the development of American jazz styles to the jazz-rock fusion period including New Orleans, Chicago, and Kansas City styles, swing, bop and post-bop, cool, and free jazz. Introduces structural elements and instrumental function, and examines the innovations of major jazz figures such as Armstrong, Ellington, Young, Holiday, Parker, Davis, Coltrane, and Coleman. **GCP Coding**: **(ARTS)** (WCOM).

MUSC 1052 History of Rock and Roll (3)

A chronological overview of the development of rock and roll from its roots in American folk music and blues with an examination of each primary development up to 1965 within a social and political context. **GCP Coding**: **(ARTS)** (WCOM).

MUSC 1053 Introduction to History of Popular Music Styles (3)

Introduction to History of Popular Music Styles is designed to give an overview of popular, mass market styles of the 20th and 21st centuries, from an American point of view. Beginning with Tin Pan Alley and working through the advent of hip-hop and progressive rock, students will discover the pockets of musical trends, how each came about, the overwhelmingly popular product of American music and its international reach. **GCP Coding**: **(ARTS)** (WCOM).

MUSC 1055 Exploring Popular Songwriting (3)

This course is an introduction to popular songwriting in a variety of styles. Course activities include analysis of existing songs, creation and performance of original material, and frequent peer review of classmates' songs. **Prerequisite**: Ability to accompany oneself on guitar, piano or other suitable harmonizing instrument. **GCP Coding**: **(ARTS)** (OCOM).

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 schedule for the topics offered for a particular semester. Emphasizes listening skills by examining musical materials and structures. May be repeated for credit if content differs. **GCP Coding**: **(ARTS)** (WCOM).

MUSC 1071 Interdisciplinary Topics in Music (1-3)

This variable topics course provides and introduction to various aspects of music study with an emphasis on how the study of music connects to disciplines outside of music and how our understanding of music can be enhanced through the application of interdisciplinary approaches. May be repeated for credit if content differs, up to a maximum of 3 credits.

MUSC 1080 Class Piano I (2)

This course is intended to provide a practical orientation to piano for music majors. Students will learn basic piano technique and skills that will support learning in other music-related classes, such as scales, harmonization, transposition, sight reading, improvisation, and repertoire. The goal of this course is to establish a foundation towards required piano proficiency required of music degree programs. **Prerequisite**: MUSC 1000 or Permission of Director of Keyboard Studies.

MUSC 1085 Class Piano II (2)

This course is the second in a two-semester sequence and is intended to provide a practical orientation to piano for music majors. Students will refine their piano technique and develop more advanced skills in scales, harmonic progressions, repertoire, sight reading, improvisation, and ensemble playing. The goal of this course is to establish skills needed for required piano proficiency. **Prerequisite:** MUSC 1080 or permission of the Director of Keyboard Studies.

MUSC 1090 Beginning Guitar Class (2)

Group study of basic accompaniment using open position chord voicings. Introduction to 12 bar blues song form, the minor pentatonic and blues scales. Gaining a working knowledge of chord diagram notation, tablature notation, tuning procedures and basic musical concepts.

MUSC 1095 Intermediate Guitar Class (2)

Group study of strumming and finger-style chordal accompaniment patterns. Further exploration of the minor pentatonic and blues scale. Introduction to major and minor scales and reading standard music notation in the open position. Expansion of chord vocabulary to include extended chords (seventh, ninth, etc.) and bar chords. Gaining a working knowledge of chord diagram notation, tablature notation, tuning procedures, and basic musical concepts. **Prerequisite**: Successful completion of MUSC 1090.

MUSC 1370 Jazz Keyboard Theory I (3)

Examines theoretical principles and nomenclature associated with jazz. Emphasizes spelling, naming, aural recognition, and piano keyboard realization 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. **Prerequisite**: MUSC 1010.

MUSC 1380 Jazz Keyboard Theory II (3)

Continues MUSC 1370. **Prerequisite**: MUSC 1370.

MUSC 1500 Music Software Applications: Notation (1)

An introduction to fundamentals of computerized music notation using Finale and Sibelius software applications. **Prerequisite**: MUSC 1010 or approval of the instructor.

MUSC 1501 Music Software Applications: Digital Audio Workstations (1)

An introduction to the use of digital audio workstations in teaching and arranging music.

MUSC 1502 Music Software Applications: Presentation Tools (1)

An introduction to various software programs appropriate for music educators and performers. **Prerequisite**: MUSC 1010 or approval of the instructor.

MUSC 1700 Keyboard Skills for Pianists I (2)

This course is designed for piano majors and other advanced pianists to learn essential keyboard skills including scales, arpeggios, harmonization, transposition, score reading, sight reading, and simple accompanying. **Prerequisite**: Permission of instructor.

MUSC 1750 Keyboard Skills for Pianists II (2)

This course, a continuation of Keyboard Skills for Pianists I, is designed for piano majors or other advanced pianists to learn essential keyboard skills necessary for professional work in the performance field. Students will learn more advanced technical skills such as scales, arpeggios, chord inversions, and harmonic progressions, as well as figured bass, improvisation, sight-reading, and score reading. **Prerequisite**: permission of instructor.

MUSC 1800 Basic Musicianship for Musical Theatre Majors (2)

Studies in interval recognition, triad and seventh-chord recognition, recognition of basic elements of rhythm. Sight-singing, exercises in rhythm, melodic and 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 1820 Aural Skills II (2)

The primary goal of this course is to develop skills and fluency in sight singing, rhythmic reading, aural analysis, and other listening skills. Aural Skills II focuses on the use and recognition of diatonic harmonies, including seventh chords, common chord progressions, beginning chromaticism, and modulation; rhythmic patterns using 2 against 3, less common simple and compound meters, and syncopation; reading music in treble, bass, and C clefs; structural elements to include phrase and cadence recognition; and recognition of other musical characteristics such as timbre and texture. **Prerequisite**: MUSC 1010 or equivalent experience with permission of the instructor.

MUSC 2001 Applied Piano (1)

One half-hour lesson weekly on piano. For all students. May be repeated for credit. **Prerequisite**: MUSC 1085 or permission of the instructor.

MUSC 2002 Applied Voice (1)

One half-hour lesson weekly on voice. For all students. May be repeated for credit.

MUSC 2003 Applied Jazz (1)

One half-hour lesson weekly on a jazz instrument. For all students. May be repeated for credit.

MUSC 2004 Applied Instrument (1)

One half-hour lesson weekly on an orchestral instrument. For all students. May be repeated for credit.

MUSC 2005 Applied Organ (1)

One half-hour lesson weekly on organ. For all students. May be repeated for credit.

MUSC 2050 Songwriting Theory (3)

This course dives deeply into the mechanics of 20th and 21st century mass-market songwriting form, melodic and harmonic structure as well as lyric function, construction and the prosody of lyrics and music. Course activities include analysis of existing songs and genres, understanding of form and content of popular songs, and the composition and performance of an original work in class. **Prerequisite**: MUSC 1020.

MUSC 2060 Social and Cultural Approaches to Music (3)

Music is not just an abstract collection of sounds, but also a dynamic set of social and cultural practices. This course focuses on how to approach music from a variety of traditions, cultures, and locations, with an emphasis on learning how to situate music in its broader social and cultural context. The course helps students develop practical skills in, as well as consider the ethical considerations regarding, ethnographical study of music. **Prerequisite**: MUSC 1010.

MUSC 2070 Music in Western Culture (3)

Music may change with the times, but music of any era is influenced by what came before. In this course, students will examine musics of various times and places within and related to western culture, with a focus on historical context, stylistic characteristics, and the people who created and performed the music — and still do so today. Music of historically significant stylistic periods from medieval times through the present day will be paired with skills enabling students to read, speak, and write about music with knowledge, critical authority, and curiosity. **Prerequisite**: MUSC 1010 and MUSC 1020. **GCP Coding**: **(ROC)** (WCOM).

MUSC 2085 Keyboard Skills for Music Educators (2)

This course helps students develop essential keyboard skills for teaching and ensemble leadership in a practical, hands-on group learning environment. Students will build a foundation through practicing accompaniment skills, conducting, improvisation, score reading, harmonization, transposition, sight reading, and rote learning through the lens of teaching and leading in group music-making settings. Successful completion of this course satisfies the piano proficiency requirement for music education majors. **Prerequisite**: MUSC 1085 or Permission of Director of Keyboard Studies.

MUSC 2121 Brass Methods (2)

This course focuses on elements of playing and teaching various band and orchestra brass instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2122 Woodwind Methods (2)

This course focuses on elements of playing and teaching various band and orchestra woodwind instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2123 String Methods (2)

This course enables music education majors to set up and maintain an effective school strings program. Students will acquire rudimentary playing levels and develop tools for problem solving. The class combines "hands-on" learning with research in the field. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2124 Percussion Methods (2)

This course focuses on elements of playing and teaching various band and orchestra percussion instruments. Primarily for music teacher certification (instrumental track) preparation. Also appropriate for music composition majors.

MUSC 2126 Class Voice (1)

Designed for beginning voice students and instrumental music education majors, this course teaches the foundations of healthy vocal production including body alignment, breath management, tonal production, diction and a basic repertoire of vocal literature. The fundamental principles of vocal production will be explored with emphasis on individual performance in a class setting. **Prerequisite**: Ability to read music.

MUSC 2128 Lyric Diction I (2)

This course will continue the study of the International Phonetic Alphabet with shared and unique symbols specific to the pronunciation of the Italian and German languages. The student will acquire a foundation in the articulation of the phonemes for each language as it applies to the language. **Prerequisite**: MUSC 1028.

MUSC 2129 Lyric Diction II (2)

This course will continue the study of the International Phonetic Alphabet with shared and unique symbols specific to the pronunciation of the French and Spanish language. The student will acquire a foundation in the articulation of the phonemes for each language as it applies to the singing of that language. **Prerequisite**: MUSC 1028

MUSC 2200 Introduction to Music Education (2)

This course is an orientation to the music education profession. Students will build a foundation by viewing the profession through the lens of a teacher and student, exploring current issues relevant to music education, investigating the teacher roles of planning, teaching, assessing, reflecting, and managing; observing local school music classes; and developing a philosophy of music and music teaching.

MUSC 2300 Jazz Improvisation I (3)

Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom. **Prerequisite**: MUSC 1380 or permission of the instructor.

MUSC 2305 Jazz Improvisation II (3)

Studies harmonic and melodic materials as a means to development of improvisational skills in the jazz idiom. **Prerequisite**: MUSC 2300.

MUSC 2501 Applied Piano (2)

One hour-long lesson weekly on piano. For all students. May be repeated for credit. **Prerequisite**: MUSC 1085 or permission of the instructor.

MUSC 2502 Applied Voice (2)

One hour-long lesson weekly on voice. For all students. May be repeated for credit.

MUSC 2503 Applied Jazz (2)

One hour-long lesson weekly on a jazz instrument. For all students. May be repeated for credit.

MUSC 2504 Applied Instrument (2)

One hour-long lesson weekly on an orchestral instrument. For all students. May be repeated for credit.

MUSC 2505 Applied Organ (1)

One hour-long lesson weekly on organ. For all students. May be repeated for credit.

MUSC 2601 Applied Piano (2-3)

One hour-long lesson weekly on piano as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2602 Applied Voice (2-3)

One hour-long lesson weekly on voice as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2603 Applied Jazz (2)

One hour-long lesson weekly on a jazz instrument as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2604 Applied Instrument (2-3)

One hour-long lesson weekly on an orchestral instrument as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 2605 Applied Organ (2-3)

One hour-long lesson weekly on organ as the primary instrument. May be repeated for credit. **Prerequisite**: For music majors only.

MUSC 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 3000 Music Entrepreneurship (3)

This course is an overview of music business through the lens of music entrepreneurship, rooted in creativity, inspiration, and strategy. The skill sets learned in this course allow students to create their own opportunities in music and pursue musical and financial success. The focal point of the course is how to unlock one's "entrepreneurial muse" and how to best equip oneself for one's own musical journey. Students will create a professional portfolio and their own music business plan. Topics covered include exploration of career pathways in music, self-employment and freelancing, promotion and marketing, networking, brand, legacy, auditions, contracts, copyright, publishing, licenses, unions, taxes, finance, grant applications, fundraising, nonprofit vs. for-profit, entertainment law, retail, recording industry, and arts administration.

MUSC 3001 Applied Piano (2-4)

One hour-long lesson weekly on piano. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3002 Applied Voice (2-4)

One hour-long lesson weekly on voice. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3003 Applied Jazz (2-3)

One hour-long lesson weekly on a jazz instrument. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3004 Applied Instrument (2-4)

One hour-long lesson weekly on an orchestral instrument. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3005 Applied Organ (2-4)

One hour-long lesson weekly on organ. For music majors only. May be repeated for credit. **Prerequisite**: Successful completion of Sophomore Candidacy.

MUSC 3010 Fundamentals of 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 Techniques of the Contemporary Composer (3)

Explores a variety of expressive and technical resources composers of the past and present have employed in their music, with an emphasis on the music of living composers. Through listening, score analysis, reflective writing, and composing, students will be able to recognize and evaluate contemporary compositional techniques and integrate them into their own works. Topics include advanced harmonic and rhythmic techniques, form, notation, sketching techniques, and the production of clear and precise musical scores. **Prerequisite**: MUSC 3010.

MUSC 3060 Topics in Music Analysis (2-3)
MUSC 3065 Topics in Music Analysis (2-3)

Upper-division courses for music majors focused on specialized topics in the analysis of music. Example topics include sonata form, advanced chromaticism, twentieth-century techniques, popular music analysis, non-western analytical techniques, focused analysis of a particular major work. May be repeated when content differs. **Prerequisite**: MUSC 1010, MUSC 1020, and MUSC 1820. **GCP Coding**: (OCOM).

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 1020 or permission of instructor.

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 3160 Topics in Musicology (1-3)
MUSC 3165 Topics in Musicology (1-3)

A series of upper-level courses in musicology for music majors. Example topics include major art-music genres (symphony, mass, etc.), composers, or works; popular music artists, songwriters, albums, or genres; local music phenomena (history of the St. Louis Symphony, music of Bosnian immigrants); or specific non-western musical traditions. May be repeated when content differs. **Prerequisite**: MUSC 2070 and MUSC 2060 or departmental approval.

MUSC 3170 Jazz History (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 3210 Elementary School Music Methods (3)

Presents methods and materials for teaching vocal and general music in elementary schools; development of a resource file and techniques and strategies for lesson planning. **Prerequisite**: Acceptance to the Teacher Certification Program or permission of the director of music education.

MUSC 3220 Classroom Management in Music Settings (1)

This course focuses on principles of managing the classroom environment in music settings, with emphasis on developing classroom norms and procedures, developing and nurturing relationships with and among students, and cultivating classroom community. **Prerequisite:** MUSC 2200.

MUSC 3230 Secondary General Music Methods (2)

This course prepares students to teach general music in secondary schools, with a specific emphasis in exploring how popular/vernacular musics can be taught and learned in school. **Prerequisite**: Acceptance to the Teacher Certification Program or permission of the director of music education.

MUSC 3240 Teaching Reading in the Music Classroom (3)

This course explores effective strategies for teaching reading in the music content area. Participants will evaluate text and plan instruction that will engage learners, increase motivation to learn, and develop critical thinkers and active, independent learners through the application of specific strategies to music content materials. This course fulfills state certification requirements for elementary and secondary music teachers. **Prerequisites:** MUSC 2200, EDUC 2900 and EDUC 2300.

MUSC 3300 Advanced Jazz Improvisation (3)

This course explores advanced approaches to jazz improvisation with an emphasis on developing students' ability to communicate with clarity and authenticity in the jazz idiom. Study topics include chromaticism, pentatonicism, non-functional harmony, mixed meters, thematic structures, timbre and rhythmic variation, and use of space. May be repeated for credit up to a maximum of 12 credit hours. **Prerequisite**: MUSC 2305 or permission of the instructor..

MUSC 3410 Conducting I (3)

Provides instruction and practice in the fundamental techniques of conducting vocal and instrumental ensembles. **Prerequisite**: Music major, junior standing, or permission of the instructor.

MUSC 3420 Advanced Instrumental Conducting (3)

Advanced work in instrumental conducting leads toward proficiency in score reading, rehearsal technique and musical leadership. **Prerequisite**: MUSC 3410.

MUSC 3430 Advanced Choral Conducting and Literature (3)

This course is designed to prepare the prospective choral music teacher/conductor with the necessary musical knowledge, conducting technique and teaching/rehearsing skills for effective musical leadership of choral ensembles in the K-12 public/private school and/or church setting. **Prerequisite**: MUSC 3410.

MUSC 3510 Arranging for Popular Styles (3)

Students develop a practical, applied understanding of arranging music in popular styles, including effective voicings for instruments, rhythm section notation, intros and endings, melodic embellishment, articulations and dynamics, and how to create an emotional contour throughout the arrangement. **Prerequisites:** MUSC 1020 and permission of the instructor.

MUSC 3520 History of Popular Styles (3)

An advanced survey of popular song styles, including pop, rock, jazz, country, soul and other styles appropriate for contemporary songwriter/composers. **Prerequisites:** MUSC 1020 and permission of the instructor.

MUSC 3530 Lyric Writing (3)

Songwriters develop an ability to express concepts, emotions, and desires in lyrics; organize rhythms and rhymes into compelling verses, bridges, and choruses; and use creative approaches to process, structure and evaluation of song lyrics. **Prerequisites:** MUSC 1020 and permission of the instructor.

MUSC 4001 Applied Piano (2-4)

One hour-long lesson weekly on piano intended for performance majors. May be repeated for credit. **Prerequisite**: MUSC 0300 and two semesters of MUSC 3001.

MUSC 4002 Applied Voice (2-4)

One hour-long lesson weekly on voice intended for performance majors. May be repeated for credit. **Prerequisite**: MUSC 0300 and two semesters of MUSC 3002.

MUSC 4003 Applied Jazz (2-4)

One hour-long lesson weekly on a jazz instrument intended for performance majors. May be repeated for credit. **Prerequisite**: MUSC 0300 and two semesters of MUSC 3003.

MUSC 4004 Applied Instrument (2-4)

One hour-long lesson weekly on an orchestral instrument intended for performance majors. May be repeated for credit. **Prerequisite**: MUSC 0300 and two semesters of MUSC 3004.

MUSC 4005 Applied Organ (2-4)

One hour-long lesson weekly on organ intended for performance majors. May be repeated for credit. **Prerequisite**: MUSC 0300 and two semesters of MUSC 3005.

MUSC 4006 Applied Conducting (1-2)

Individual instruction in conducting technique, score study, aural skills and other abilities necessary for musical theatre directions. This course may be repeated. **Prerequisites**: MUSC 3410; open only to students in the bachelor of music in music direction for musical theatre major.

MUSC 4010 Studio Composition (1-3)

For students contemplating composition and related activities as occupations. Each student develops content in consultation with the instructor. May be repeated for credit. **Prerequisite**: MUSC 3010 or permission of the instructor.

MUSC 4030 Eighteenth-Century Counterpoint (3)

Practical study of counterpoint as used in the works of Bach. Includes study of the invention, chorale prelude and fugue, and extensive analysis of the music of the period. **Prerequisite**: MUSC 1020 or permission of instructor.

MUSC 4040 Music of the Twentieth Century (3)

A historical survey from Debussy, Ives, Stravinsky, and Schoenberg to Bartók, Cage, Babbitt, and Glass. Involves musical analysis of works involving twentieth-century tonality, modality, the 12-tone method, set theory, microtonality, and aleatoric elements. **Prerequisites**: MUSC 1020 and MUSC 2070 or permission of the instructor.

MUSC 4070 Choral Arranging (2)

Covers arranging for choral ensembles of various voice groupings and abilities. Projects may include arrangements of folk songs, simplification or re-voicing of previously composed choral music, adapting choral parts to accommodate boys' changing voices, limited ranges, and other exigencies. **Prerequisite**: MUSC 1020 or permission of instructor.

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 their students. **Prerequisite**: MUSC 3410 or permission of the instructor.

MUSC 4120 Piano Accompanying (2)

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

MUSC 4150 The Art Song (3)

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

MUSC 4160 Operatic Literature (3)

Studies important works from 400 years of operatic history, including Monteverdi through Glass. The history of operatic style is studied as are the development of recitative, aria, ensembles, and other aspects of operatic form. **Prerequisites**: MUSC 1020 and MUSC 2070 or permission of instructor.

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 4185 Piano in Chamber Music Literature (3)

A survey of the chamber music keyboard literature. Style analysis, performance-practice problems and editions are emphasized. **Prerequisite:** Permission of the instructor.

MUSC 4190 Orchestral Literature (3)

Examines the development of orchestral literature from the eighteenth century to the present. Study topics include sonata form, instrumentation, the concerto, the tone poem, and so forth. Major works from Haydn, Mozart, Beethoven, the German Romantic composers, and twentieth century composers such as Bartok, Hindemith, Schoenberg, Schwantner, Shostakovich, and Stravinsky will be covered. **Prerequisite**: MUSC 2070.

MUSC 4220 Instrumental Music Methods (3)

Teaching and administering the instrumental music program, grades 5-12, with emphasis placed on philosophy, facilities/equipment management, ensemble development (concert band/wind ensemble, orchestra, marching band, and chamber ensembles), and appropriate repertoire and methodology for technical and musical growth. **Prerequisite**: Two semesters of MUSC 2120.

MUSC 4250 Voice Pedagogy I (2)

Studies the human voice and its registers, classification of voices, methods of practicing, analysis, style, and selection of literature. **Prerequisite**: Junior or senior voice student or permission of the instructor.

MUSC 4255 Voice Pedagogy II (2)

Students enrolled in the Voice Pedagogy courses study the human voice through reading, writing, listening and class discussion. **Prerequisite:** MUSC 4250.

MUSC 4260 Piano Pedagogy I (3)

Examines teaching materials from beginning through intermediate levels. Students gain supervised teaching experience. **Prerequisite**: Junior or senior piano student or permission of the instructor.

MUSC 4270 Piano Pedagogy II (1)

Continues MUSC 4260. **Prerequisite**: MUSC 4260.

MUSC 4320 Jazz Education Methods (2)

A survey of pedagogical techniques, conducting and teaching materials for the development of the middle school and high school instrumental and vocal jazz program. **Prerequisite**: Permission of the instructor.

MUSC 4340 Jazz Scoring and Arranging I (3)

Covers scoring and arranging for jazz ensembles of various sizes, from combo to jazz orchestra. Material covered includes melodic and rhythmic variation, reharmonization and voicing techniques, jazz instrumentation and orchestration, elements of form, and score and part preparation. **Prerequisites**: MUSC 1020 and MUSC 1380.

MUSC 4350 Jazz Scoring and Arranging II (2)

Continues MUSC 4340. **Prerequisite**: MUSC 4340.

MUSC 4370 Advanced Topics in Music Entrepreneurship (3)

A series of upper-level topics courses in music entrepreneurship for music majors. Example topics include marketing for musicians, how to run a private teaching studio freelancing, music, administration, non-profit, crowd funding, grant writing. May be

repeated when content differs. **Prerequisite**: MUSC 3000 or permission of the instructor.

MUSC 4610 Reading Course (1-3)

Individual student exploration of a specific area or repertoire of music literature. May be repeated for credit. **Prerequisites**: Usually junior standing and filing of official form.

MUSC 4611 Senior Thesis (2)

This course serves as a capstone for the BA in music degree. Students research, write and present to the public a substantial thesis document that demonstrates a mastery of bibliographic, analytical and writing skills. Students share their research through a prepared presentation or lecture-recital. Thesis topics are chosen by the student in consultation with the instructor. **Prerequisites**: MUSC 1020, MUSC 2070 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 1020, MUSC 2070, and MUSC 2060.

MUSC 4613 Speaking About Music (1)

The course focuses on a variety of ways musicians can communicate their ideas through speaking and formal means of presentation. Activities in this class will span from the creation and presentation of the 30-second “elevator speech” to a lengthier public lecture presentation, which will feature the use of presentation software, musical examples and a question/answer session. **Prerequisites**: MUSC 1020, MUSC 2070, and MUSC 2060.

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 1020, MUSC 2070 and MUSC 2060.

MUSC 4650 Advanced MIDI Applications: Film Scoring (3)

Examines the technique of composing music for film and video. Includes discussion of synchronization, MIDI applications, post-scoring, and film music aesthetics. **Prerequisites**: AUDI 1650 and AUDI 3650.

MUSC 4705 The Vienna Musical Experience (3)

Vienna is the music capitol of Europe. This course guides students in discovering the breadth and depth of musical experiences while studying abroad in Austria. **Prerequisite**: Junior standing.

MUSC 4710 Practicum in Music Directing (2)

Practical experience as music director or assistant music director for musical theatre productions, under the supervision and guidance of faculty. May be repeated for credit. This course may be repeated for credit. **Prerequisites:** MUSC 3410; open only to students in the bachelor of music in musical theatre music direction major.

MUSC 4750 Vienna: Language of Lieder (3)

A three-week study program in the center of Europe's musical life -- the program is designed for advanced undergraduate and graduate students of singing, professional singers and teachers. The primary thrust is to help singers develop their abilities to perform Lieder (German art songs, written for solo voice and piano). **Prerequisite**: permission of the instructor.

MUSC 4800 Advanced Topics (2-3)

Course content varies each semester. See current course schedule 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**: Permission of the Instructor.

MUSC 4900 Webster University Chorale (1)

This choir is open to undergraduate singers in the University community. The Chorale performs a variety of choral literature representing many periods and styles, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4910 Webster University Chamber Singers (1)

This select chamber choir is open to all students by audition. The Chamber Singers perform a cappella and accompanied choral masterpieces from the Renaissance to the present, sometimes in cooperation with other Webster choirs. May be repeated for credit. **Prerequisite**: Audition.

MUSC 4920 Webster University Aurelia (1)

This choir is open to undergraduate and graduate students in the University community. Aurelia performs a variety of choral literature for treble voices, representing many periods and styles, sometimes in cooperation with other Webster choirs. Treble voices only. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4930 World Music Performance Ensemble (1)

A performance ensemble course synthesizing various aspects of music history, theory, performance practice and/or vernacular and world music traditions.

MUSC 4940 Webster University Orchestra (1)

The Webster University Orchestra is comprised of student musicians, faculty members, and community members. The orchestra presents concerts 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 4945 New Music Ensemble (1)

Explores contemporary acoustic, electronic, MIDI and improvisational works by Webster students and faculty, as well as major composers from the 20th and 21st centuries. Membership is open to instrumentalists and singers from classical, rock, and jazz backgrounds.

MUSC 4950 Webster University Chamber Music Ensembles (1)

The Department of Music offers numerous smaller ensembles, including New Music Ensemble, Guitar Ensemble, String Quartet, Sax Ensemble, Woodwind Quintet, and the like. Enrollment in each of these ensembles is by permission of the appropriate instructor. Additional information is available from the Department of Music.

MUSC 4955 Webster University Jazz Singers (1)

A select vocal jazz ensemble focusing on jazz charts for mixed voices. Emphasis is placed on improving vocal technique, ensemble singing, development of improvisational skills, an ongoing emphasis in building sight reading, overall musicianship skills, improvisation and the study, listening, and performance of a

variety of vocal jazz styles and vocal jazz repertoire. **Prerequisite**: Permission of the instructor.

MUSC 4960 Webster University Jazz Combos (1-2)

Jazz Combos are groups of three to eight musicians that develop jazz performance and improvisation skills through faculty-led rehearsals, workshops, and performance. The makeup of the groups is determined by student performance levels (determined by audition) and typically include rhythm section (piano, bass, drums) and horns, guitars, or vocalists. Combos rehearse for two hours each week and take part in workshops with faculty and guest artists and public performance opportunities each semester. Repertoire for each group may be determined by faculty assignment, student interest, and/or area-wide assigned repertoire. May be repeated for credit. **Prerequisite**: Audition. **Co-requisite**: MUSC 0990.

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)

This course empowers students to present artistic performances and demonstrate improved skills in musicianship, vocalism, role preparation, characterization, and stagecraft. Exercises in singing-acting, character research, and role preparation assignments (including foreign language translation), as well as the study and rehearsal of selected individual scenes from the lyric theatre will culminate in a public presentation. May be repeated for credit. **Prerequisite**: Audition or permission of the instructor.

MUSC 4995 Opera Workshop and Acting for Singers (1)

This course empowers students to present artistic performance and demonstrate improved skills in musicianship, vocalism, role preparation, characterization, and stagecraft. Exercises in singing-acting, character research and role preparation assignments (including foreign language translation), as well as the study and rehearsal of selected individual scenes from the lyric theatre, will culminate in a public presentation. May be repeated for credit. **Prerequisite**: Audition or permission of instructor.

MUTH - Musical Theatre

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

MUTH 1030 History of American Musical Theatre (3)

This course studies American musical theatre, from its origins in nineteenth-century America through the twenty-first century. We survey books, lyrics, scores, choreography and design to highlight how individual composers and their styles have contributed to the form. We focus also on the changing cultural context framing musical theatre production. **GCP Coding**: **(ROC)** (WCOM).

MUTH 2410 Musical Theatre Dance Styles I (2)

This course introduces students to the various genres and styles of musical theatre dance. It may be repeated once for credit. **Prerequisite**: Two semesters of Jazz I, its equivalent or permission of the instructor.

MUTH 2420 Musical Theatre Dance Styles I (2)

This is a continuation of MUTH 2410. It may be repeated once for credit. **Prerequisite**: Two semesters of Jazz I, its equivalent or permission of the instructor.

MUTH 3010 Conservatory III (5)

This set of classes concentrates on specific needs in musical theatre: musical theatre performance styles; major periods of acting styles, with advanced training in specific Musical Theatre movement skills such as combat, clowning, period dance, etc. Students also engage in specific work with dialects and non-regional speech. **Prerequisites**: CONS 2020 and approval of area faculty.

MUTH 3020 Conservatory III (5)

MUTH 3020 continues the experiences described in MUTH 3010. **Prerequisite**: MUTH 3010.

MUTH 3410 Musical Theatre Dance Styles II (2)

This course focuses on contemporary musical theatre (1950s, 60s & 70s, 80s and 90s) genres of Broadway-style dancing using original Broadway choreography. It may be repeated once for credit. **Prerequisite**: MUTH 2420, its equivalent or permission of the instructor.

MUTH 3420 Musical Theatre Dance Styles II (2)

This course focuses on contemporary musical theatre (1990-present) genres of Broadway-style dancing using original Broadway choreography. It may be repeated once for credit. **Prerequisite**: MUTH 3410, its equivalent or permission of the instructor.

MUTH 4010 Conservatory IV (5)

In their final year of the training sequence, students engage with advanced theatrical styles and performance needs, preparation for the audition and portfolio review process and performance and production work suited to meet their needs. Particular attention is paid to preparation for the job market. **Prerequisite**: MUTH 3020.

MUTH 4020 Conservatory IV (5)

MUTH 4020 continues the experiences described in MUTH 4010, with more specific work on audition and preparation for the job market. **Prerequisite**: MUTH 4010.

NSAM - Natural Science and Mathematics

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

NSAM 0100 NSAM Articulations I (0)

This zero-credit course is applied to each semester of enrollment while in the Department of Natural Sciences and Mathematics (NSAM) at Webster University for students pursuing programs for specific articulation agreements with designated partner institutions. This course allows for the communication of information from NSAM and/or the partner institution. Graded pass/fail, successful completion of this course requires responsiveness to any communications from NSAM and/or the partner institution. **Prerequisite**: Department approval.

NSAM 0200 NSAM Articulations II (0)

This zero-credit course is applied to each semester of enrollment at specified partner institutions while completing articulation agreements. This course allows ensures students maintain Webster credentials for the purposes of communicating with department faculty, petitioning for graduation, etc. Graded pass/fail, successful completion of this course requires responsiveness to any communications from NSAM and/or the partner institution. **Prerequisite**: Department approval.

NURS - Nursing

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

NURS 2000 Introduction to Healthcare (3)

This course is an overview designed to begin socialization of novice nursing students into the healthcare environment. Events, context and issues impacting the evolution of the nursing and healthcare delivery system including current settings of healthcare delivery are examined. Definitions and models of health, client, the nursing process and clinical judgment are explored. Self-care as a concept is explored with emphasis placed on daily self-care behaviors to promote wellness and resiliency. **Prerequisite**: Admission to the Nursing program.

NURS 2100 Fundamentals of Nursing Care (3)

In this course, the role of data collection through the development of communication, interviewing, history-taking and physical examination to the nursing process is emphasized. Factors impacting variations in response to illness and disease prevention and health promotion behaviors including "lived experience" and social determinants of health are introduced. In addition, major ethical principles and the ANA Code of Ethics to guide care and a model for exploring and resolving ethical dilemmas are studied. **Prerequisite**: NURS 2000.

NURS 2200 Pharmacology Concepts (3)

This introductory course examines the principles of pharmacokinetics and pharmacodynamics for major drug classes. Assessment and management of the therapeutic and toxic effects of pharmacologic interventions are emphasized. The principles of safe medication administration, including drug dosage calculations, are studied. **Prerequisite**: Admission to the Nursing program.

NURS 2300 Pathophysiology (3)

This course focuses on the human biological processes occurring in the body, and alterations in those processes. Diseases and their causes, and homeostasis of the human body are studied.

Students will practice: 1) making clinical decisions using current, reliable sources of pathophysiological information, 2) selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes and 3) communicating with clients and other health professionals regarding pathophysiological processes. **Prerequisite**: NURS 2200.

NURS 2400 Interprofessional Collaboration (3)

This course focuses on the effective collaboration skills needed for interprofessional practice. Students practice relationship building strategies, effective communication techniques, and group processing skills to provide high quality, safe, evidence-based patient-centered care. **Prerequisite**: Admission to the Nursing program.

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 3100 Clinical Judgment in Nursing 1 (4)

Students build on concepts learned in previous courses to begin to form and refine hypothesis for the care needs of clients experiencing alterations in health in the simulated and acute care setting. Emphasis is placed on the nursing process, clinical judgment and the role of the professional nurse in providing client and family-centered safe, quality nursing care. **Prerequisite**: NURS 2100, NURS 2300, NURS 2400.

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 3300 Fluid, Electrolytes, & Therapeutic Nutrition (3)

The course examines individuals or populations at risk for fluid, electrolyte, digestive or nutritional imbalances as a result of physiological, genetic, environmental, social or cultural influences. Emphasis is placed on the care of clients with pathologies caused by or causing fluid and electrolyte imbalance and/ or digestive or nutritional impairments. Topics include fluid, electrolyte and nutrient delivery via oral, enteral, parenteral and other routes, and interactions among foods, nutrients, fluids, medications, and supplements. **Prerequisite**: NURS 2100, NURS 2400.

NURS 3360 Healthcare Policy, Finance & Regulation (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. **Prerequisite**: NURS 2300.

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 3460 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 3500 Issues in Women's Health (3)

Presents an overview of society's impact on women's health with discussion of how the women's health movement has introduced alternatives to medical control.

NURS 3560 Clinical Judgment in Nursing 2: Lifespan 1 (3)

This course and practicum experience focuses on biological, psychosocial and developmental concepts applicable to the nursing care of clients throughout the continuum of care. Emphasis is placed on the nursing process, clinical judgment and the role of the professional nurse in providing client and family-centered nursing care. The concepts of health, including promotion and maintenance with attention to age-appropriate concerns, genetics, cultural diversity, legal/ethical and family processes are examined. **Prerequisite**: NURS 3100.

NURS 3570 Clinical Judgment in Nursing 2: Lifespan 2 (3)

This course and practicum experience focuses on biological, psychosocial and developmental concepts applicable to the nursing care of clients throughout the continuum of care. Emphasis is placed on the nursing process, clinical judgment and the role of the professional nurse in providing client and family-centered nursing care. The concepts of health, including promotion, maintenance, restoration/rehabilitation, palliation and end-of-life are incorporated with attention to age-appropriate concerns, genetics, cultural diversity, legal/ethical, end-of-life issues and family processes are examined. **Prerequisite**: NURS 3100.

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 3700 Clinical Judgment in Nursing (4)

This course focuses on understanding and applying the concepts of population-focused, public health and community nursing practice across the life span. Students examine variables that influence the health of families and communities focusing on health promotion, health education and disease reduction interventions. The impact of healthcare policy on accessibility, accountability and affordability will be examined. Students analyze prevalent population health issues, explore population interventions and participate with the community as client to promote quality, culturally proficient, and preventive healthcare. Frameworks of community and public health are examined and community assessments are conducted using a systems approach that promotes health literacy and embraces cultural and spiritual diversity. **Prerequisite**: NURS 3560, NURS 3570.

NURS 3800 Data Analysis & Informatics in Nursing (3)

This course provides an overview of the use of technology and technology-based health applications in the provision of safe and effective client care. The role of technology and informatics in providing data for assessment, planning, documentation and evaluation of client, family, and community outcomes will be explored.

NURS 3900 Clinical Judgment in Nursing 4 (4)

This course builds on concepts from NURS 3700 Clinical Judgment 3, on understanding and applying the concepts of population-focused nursing practice to vulnerable populations, to address health and healthcare disparities, to consider the role of the nurse in addressing global health and in preparing for and responding to natural and manmade disasters and pandemics. Students continue to analyze prevalent population health issues, explore population interventions and participate

with the community as clients to promote quality, culturally proficient, and preventive healthcare. **Prerequisite**: NURS 3700.

NURS 4060 Gerontology (3)

Explores topics pertinent to healthcare 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 4070 Clinical Judgment in Nursing 5: Specialty Care 1 (3)

This course builds on concepts covered in previous courses and focuses on more complex and unstable patient care conditions, related to mental health and chronic illness, some of which may result in death. These patient care conditions require strong noticing, focused assessments, rapid decision-making skills and effective, efficient nursing interventions. **Prerequisite**: NURS 2300.

NURS 4080 Clinical Judgment in Nursing 5: Specialty Care 2 (3)

This course builds on concepts covered in previous courses and focuses on more complex and unstable patient care conditions, occurring in the acute care setting, related to mental health and chronic illness, some of which may result in death. These patient care conditions require strong noticing, focused assessments, rapid decision-making skills and effective, efficient nursing interventions. **Prerequisite**: NURS 3900.

NURS 4100 Quality & Safety in Nursing (3)

This course introduces concepts related to patient safety and quality care. Methods to improve patient outcomes with a focus on continuous quality improvement by the interdisciplinary team is emphasized. Students will use healthcare data and evidence in a quality improvement and/ or change initiative. **Prerequisite**: NURS 3560, NURS 3570.

NURS 4110 Interprofessional Collaboration (3)

This course focuses on effective collaboration skills needed for interprofessional practice. The roles and perspectives of the nurse and other healthcare 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 4200 Organizational & Systems Leadership (3)

This course focuses on the knowledge and skills essential for effective informal and formal nursing leadership in diverse and complex healthcare settings. The theories and concepts of leadership and management are explored and applied in clinical reflections. **Prerequisite**: NURS 4070, NURS 4080.

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 the 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 healthcare 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 4260 Genetics, Genomics, & Health (3)

Genetics and genomics are life-span issues with potential implications for individuals, from pre-conception through death. This course provides an overview of the financial, ethical, legal, cultural and social implications of genetic testing and genetic diseases. **Prerequisite**: NURS 2300.

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 4460 Disaster Management: A Global Perspective (2-3)

This course introduces students to the unique challenges in preparing for, mitigating and responding to natural, technological and human-made disasters. The consequences of disastrous events are considered as well as strategies for decreasing vulnerabilities and increasing resilience at all phases of a disaster.

NURS 4600 Advanced Seminar in Nursing (2-3)

Elective course designed for in-depth study of a specific area or issue in nursing. May be repeated for credit if content differs.

NURS 4610 Advanced Readings in Nursing (1-3)

Individual student exploration of a specific area of interest in nursing. May be repeated for credit if content differs. **Prerequisites**: NURS 3010, permission of the department chair and filing of official form.

NURS 4800 Capstone Portfolio (1)

Students critically reflect on learning and professional growth throughout the program through development of a portfolio of academic work. Reflection on coursework, including practice experiences, at the end of the program facilitates professional development and demonstrates achievement of end-of-program outcomes.

NURS 4860 Role Transition (3)

This culminating course provides students with opportunities to reflect on and gain the knowledge and skills necessary to transition from student to registered. Content includes current issues in healthcare, professional practice issues for registered nurses, transition into the workplace and RN licensure exam preparation. **Prerequisite**: NURS 4070, NURS 4080.

NURS 4900 Apprenticeship (6)

Through preceptorship experiences, this course provides students with opportunities to demonstrate competencies, to provide complex patient care, to balance the demands of a professional nurse, and to reflect on provided care, as they transition to the profession of nursing. Students integrate knowledge and skills acquired throughout the program including critical thinking and clinical judgment, and the use of information technology, cultural

competence, leadership, and collaboration skills in the provision of quality, safe client care. **Prerequisite**: NURS 4070, NURS 4080.

PBRL - Public Relations

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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- **ROC**: Roots of Cultures
- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
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- OCOM: Oral Communication
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- ** Course fulfills two skill areas

Course Descriptions

PBRL 1010 Fundamentals of Strategic Communications and Public Relations (3)

Students learn strategic and tactical communications skills necessary for the practice of corporate communications and public relations in business, organizational, and non-profit settings. Topics covered include the history and theory of public relations, strategic communications processes, stakeholder analysis and issues management, and communications tactics such as media relations, publications, community relations, consumer relations, employee communications, and online internet communications.

PBRL 2400 New Media Messaging (3)

This course focuses on new media platforms as they emerge and are used as tactical communications tools in strategic communications and public relations. New media such as social media will be identified and integrated into the course. Students will become familiar with the development and use of new media, will learn how to prepare content specifically for these new technological applications and integrate the use of new media into strategic communications plans. Analytics will be used to measure the effectiveness of these tactics in accomplishing organizational goals and objectives. **Prerequisite**: PBRL 1010.

PBRL 2800 Organizational Internal Communication (3)

Students learn to use the tools of mass media to communicate to employees, volunteers, and special organizational internal publics, and how those internal messages are used to achieve the goals and objectives of businesses and not-for-profit organizations. Students learn the theories of organizational communication and the techniques used to conduct an internal audit of the communication climate in an organization. **Prerequisite**: MDST 1010.

PBRL 2920 Writing for Public Relations (3)

Students learn the writing skills of public relations by adapting writing style and format to specific stakeholders and to a variety of public relations situations. Students examine professional copy and produce their own writing for inclusion in their portfolios. Each student receives instructor's critique of their writing and has a chance to critique fellow students' work. **Prerequisites**: MDST 1050, JOUR 1030 and PBRL 1010.

PBRL 3150 Topics (1-3)

These courses are offered periodically to feature topics in public relations not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisites**: May vary with topic.

PBRL 3500 Public Relations Research (3)

Students learn the basic concepts of public relations research using the internet for instruction and assignment. Students learn how to gather and apply data to public relations program design and evaluation. The course presents primary and secondary data collection methods used in PR research, as well as basic statistical concepts for data analysis. Students also learn to interpret, to report, and to apply findings to specific public relations cases and situations. **Prerequisite**: PBRL 1010.

PBRL 3599 Independent Study (Juniors or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

PBRL 3600 Public Relations Case Studies, U.S. and Global (3)

Students in this course will study cases in public relations throughout the world to gain a better understanding of how the fundamental theories of public relations have been applied by real nonprofit, corporate, government and agency organizations. Industry best practices will be highlighted, and students will distinguish between successful and unsuccessful applications of theory. Knowledge acquired in this course will be applied by students in their capstone course, PBRL 4920 Public Relations Campaigns, where they create campaigns for real clients. **Prerequisite**: PBRL 1010.

PBRL 3920 Public Information Production (3)

Advanced public relations students learn to use the tools of mass communication (audio, video, film, animation, print, interactive, and photographic media) to provide informational and promotional messages to target audiences. Focuses on writing and producing public and professional information materials. **Prerequisite**: PBRL 1010.

PBRL 4050 Special Events (3)

Students learn the theory and organizational strategies of special events as a function of public relations. Topics include client consulting, objective setting, budgeting, sponsorships, vendor negotiations, and follow-up procedures. Students apply these concepts by developing an actual event. **Prerequisite**: PBRL 1010.

PBRL 4250 Media Relations (3)

Students learn effective message-framing communication techniques and apply these concepts to a series of real-world simulations in which they learn to attract, work with, and be interviewed by radio, television, and newspaper reporters. Students will also learn how to use new forms of media communication as outlets for their organization's messages, including websites, Web portals, webcasts, blogs, podcasts, news consolidators, and search engines. **Prerequisite**: PBRL 1010 or PBRL 5322 for graduate students.

PBRL 4300 Crisis Communications and Issues Management (3)

Students learn techniques for identifying the stages of crisis communications for an organization starting with the process of issues identification and management and continuing through the creation of strategies and tactics necessary to retain and enhance organizational name equity with key stakeholders before, during and after an image crisis hits the organization. The student's ability to integrate social media and media relations tactics is demonstrated with the creation of a final crisis plan for an organization of the student's choice. **Prerequisite**: PBRL 1010.

PBRL 4500 Health Communication (3)

This course provides an overview of the field of health communication with attention to analysis and practice of health communication relationships and messages. Emphasis is placed on physician-patient communication, health journalism, and corporate communication, communication by nonprofit organization and government health agencies, and public health education campaigns. **Prerequisite**: PBRL 1010.

PBRL 4610 Readings in Public Relations (3-6)

May be repeated for credit if content differs. **Prerequisites**: Media major, junior standing, permission of the instructor and filing of official form.

PBRL 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in public relations and/or communications campaigns. The student assumes responsibility for the production of a project under the direction of a faculty member. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, the filing of official form and permission of the instructor.

PBRL 4700 Professional Development in Public Relations (3)

Students learn the various career options in the field of public relations and develop and present their personal portfolios. They learn the value of participating in professional public relations organizations; improving their interviewing skills; and preparing their résumés. **Prerequisites**: Public relations major and senior standing.

PBRL 4920 Public Relations Campaigns (3)

The culmination of the public relations curriculum, students in this course operate as a public relations agency, serving the needs of an actual client. The course offers students the opportunity to apply learned theories to developing a complete public relations campaign. Emphasis is placed upon concept, strategy, tactics, and presentation skills. **Prerequisite**: PBRL 1010.

PBRL 4960 Global Strategic Communication Campaigns (3)

Advanced preparation in strategic communication within the parameters of a global perspective on message creation, globalization, audience analysis and consideration, dissemination of information, public relations, corporate communication, social marketing, public diplomacy and international relations. **Prerequisites**: PBRL 1010 and PBRL 2920.

PHIL - Philosophy

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
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- ** Course fulfills two skill areas

Course Descriptions

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 2020 Formal Logic (3)

Studies techniques of deductive inference in a symbolic notation, including propositional calculus and some operations with quantifiers. Covers theory of logic, including such topics as axiomatization, rules of inference, the distinctions between use and mention and validity and truth, semantic interpretations, completeness, and consistency. Cross-listed with MATH 1580 and COSC 1580.

PHIL 2080 Topics in Philosophy (3)

Study of text or topic in a special area of philosophy. Contents and methodology on an introductory level. May be repeated for credit if content differs.

PHIL 2110 Introduction to Ethics (3)

A topical introduction to ethics. Topics to be covered may include: the nature of ethical reasoning, duty, and obligation; excuses, mitigating circumstances, and personal responsibility; conflicts between obligations and between duty and self-interest; conflict between personal and community moral standards; and the objectivity or subjectivity of values. Replaces BUSN 2110. **GCP Coding**: **(ROC)** (ETH).

PHIL 2300 Social and Political Philosophy (3)

Introduces philosophical issues and concepts of political thought from antiquity to the present day through examination, from different perspectives, of democracy, sovereignty and authority, justice, liberty, and the relationship between the individual and the state. Cross-listed with POLT 1070. **GCP Coding**: **(ROC)** (CRI).

PHIL 2320 Contemporary Moral Problems (3)

Examines the opposing positions typically taken in discussions of contemporary moral problems, such as euthanasia, the death penalty, pornography, animal rights, and world hunger. The focus is on developing and critically analyzing reasons used to support a moral position. **GCP Coding**: **(SSHB)** (ETH).

PHIL 2330 Technology, Ethics and Value (3)

New technologies challenge existing conventions and old ideas, and carry with them new opportunities and threats. This course is about how technologies embody values, about how thinking critically about technology can and should influence our conduct, and about how we might influence the course or consequences of technological change. We will focus on the intersection of computing and information technology with marketing, genetics, informatics, money, work, and play. We can learn things about our lives — about things we take for granted and about new possibilities for us — through our philosophical study of technologies. **GCP Coding**: **(SSHB)** (ETH).

PHIL 2331 Visions of Technology in Film and Philosophy

How should we view technology? Various technologies open possibilities for self-expression and identity formation and transform hierarchies of authority, the meaning of work, personal privacy, and the distribution of power. Through films and readings, this interdisciplinary course aims at understanding the personal and social consequences of investing ourselves in technologies, how we evaluate them, as well as how they are illustrated cinematically and how cinematic representations and ideas shape our views. Students should leave this course with a more nuanced critical understanding of technology and with increased literacy about film and film aesthetics. **GCP Coding**: **(ARTS)** (CRI).

PHIL 2340 Bioethics (3)

This course explores the ethical issues that arise with changes in medical technologies and healthcare policies. Students explore the philosophical concepts of autonomy, duty, justice, and care as they apply to patients and physicians. Topics covered may include stem cell research and cloning technologies, organ transplantation, experimentation on animals, prenatal diagnosis and abortion, euthanasia and assisted suicide, access to experimental treatments, and allocation of scarce resources. **GCP Coding**: **(SSHB)** (ETH).

PHIL 2350 Introduction to the Philosophy of Leadership and Management (3)

Leadership and management are enormously consequential activities. We all want both to have good leaders and managers and to be good leaders and managers, given the opportunity. This course looks at leadership and management through the lens of social philosophy, asking at the most general level, "How shall I move my group in the right direction?" The course takes up several important conceptual and normative issues in organizational management and leadership, and will also look at practical implications. Classic philosophical texts will be considered as well as more recent work in philosophy and in management and political theory. **GCP Coding**: **(SSHB)** (OCOM).

PHIL 2360 Environmental Ethics (3)

This course considers how one ought to live, given what we know (and are learning) about ourselves in the physical and natural world. Students explore the values, rights, responsibilities, and obligations relevant to environmental problems such as climate change, air pollution, waste disposal, land degradation, water depletion and pollution, threats to biodiversity, and population growth. **GCP Coding**: **(PNW)** (ETH).

PHIL 2370 Feminist and Gender Theory (3)

Feminism. Few words provoke the amount of anger, excitement, fear, celebration and qualification that the "F" word does. In this course students learn several theories of feminism, critically analyze them, and apply them to concrete social and political problems.

PHIL 2390 Philosophy of Sex and Love (3)

For all the time we spend organizing our lives around sex and love — online and off — most of us spend surprisingly little time thinking about what "sex" and "love" mean. We rest on platitudes about love, while asking very little about what it is, and what it should be. Sex is on many people's minds, but what counts as good sex is often narrowly crafted by those of dominant social statuses, with alternatives obscured by taboos and silence. Students should come to this course with an open mind and willingness to consider Western, traditional, and/or mainstream views of sex and love through challenges from queer, feminist, anti-racist and decolonial perspectives. **GCP Coding**: **(ROC)** (CRI). Cross-listed with GRAS 2390.

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 How to Live: Global Wisdom from the First Philosophers (3)

Do you want to be happy? Do you want to be free? Do you want to live a meaningful life? Learn how to achieve these remarkable feats from ancient wisdom from around the globe. We study world renowned philosophers like Socrates, Lao Tzu, and the Buddha, to help us to achieve greatness. Look beyond the modern world to find the deeper truths that we need today. **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 Transcendentalism Pragmatism (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 Public Engagement and Philosophy Proseminar (1)

This course develops practical and career-relevant communication, problem solving, and organizational skills, as well as professional and cognitive skills associated with analytical reading and effective writing and speaking in the discipline of philosophy and practice of engaging publics. Students in this Public Engagement and Philosophy course make interdisciplinary connections and articulate how their academic study relates to career goals. Students also plan and manage the Undergraduate Philosophy Conference. May be repeated for credit.

PHIL 3080 Current Topics in Philosophy (3)

Upper-level study of influential texts or topics in a special area of philosophy, such as epistemology, metaphysics, ethics, aesthetics, philosophy of science, philosophy of social sciences, political philosophy, or logic. May be repeated for credit if content differs.

PHIL 3100 Literature and Philosophy (3)

Philosophical treatments of selected stories, novels, poems, plays, or films. Emphasizes the discovery of philosophical commitments in such works and the critical examination of their intelligibility, defensibility, and truth value. The question of the ineluctability of form is also raised.

PHIL 3110 Philosophy and Film (3)

Philosophic problems will be approached through their presentation in selected films. Emphasizes the discovery of philosophic commitments and claims in the works studied, the defensibility of those commitments and claims, and film as a mode of presentation for philosophic ideas. May be repeated for credit if content differs.

PHIL 3120 Philosophy of 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 3300 Knowledge and Justice (3)

Contemporary approaches and issues in theory of knowledge and adjacent areas of inquiry, such as epistemic justice, extended cognition, foundationalism, coherentism, social theories, externalist theories, naturalized epistemology, feminism and epistemology, situated cognition, minimal rationality, and relativism. In addition to learning about epistemology, students will explore how theory of knowledge can attend to power imbalances and respond to local and global problems. The course also helps students to create and advance their own theories of knowledge.

PHIL 3310 Philosophy, Science and the Public Good (3)

What was philosophy of science in the past century, and what could or should it be from now on? This course considers the legacy of twentieth-century philosophy of science (particularly accounts of confirmation, theories, and how or whether science gives us knowledge); epistemological, historical, sociological, and political challenges to science (including whether “it’s just a theory” and whether science is driven by profit motive); and the prospects for deriving a satisfactory philosophy of science — one that is informed by the social and cultural situation of science — from remnants of last century’s work and from exploring alternatives. Important perspectives include logical positivism, historicism, analogical modeling, the semantic conception of theories, and intersectional feminist science studies. Considers what socially relevant philosophy of science would be today and examines what it would take for philosophers of science to take roles beyond the academy as public intellectuals.

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. Cross-listed with HRTS 3340.

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 Intersectional 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, anti-racist, and queer philosophy, learning to identify interlocking threads of connection between various oppressed groups. Required readings include intersectional analyses of sexism and misogyny, racism and white supremacy, cisgenderism and cisnormativity, heterosexism and heteronormativity, classism, ableism, and colonialism.

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 3400 Human Rights and the Environment (3)

Examines the ideological and practical overlap between human rights frameworks and environmental sustainability. What does it mean to have a "right" and to whom or to what does that notion apply? Should human beings have a right to a sustainable environment? Could it make sense to say that non-human animals and other living beings, such as trees and rivers, have rights? Students analyze specific cases as well as the effects of racism, sexism, classism, and nationalism on people's physical health and the health of their environments.

PHIL 3420 Philosophy of Race and Ethnicity (3)

This course takes a philosophical approach to a variety of issues concerning race and ethnicity. Course topics might include Race and the Prison, Black Feminism, Black Nationalism, Native American philosophy, Latin American philosophy, or Critical Race Theory. The course may also focus on specific thinkers, such as Martin Luther King, Jr. or Malcolm X.

PHIL 3590 Theories of Human Rights (3)

Examines the historical development of theories of human rights and their relation to civil liberties; international law; social organization; and different conceptions of community, individualism, and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. Cross-listed with POLT 3590. **Prerequisite**: POLT 1070, PHIL 2300 or GNST 1600.

PHIL 3650 Philosophy of Mind (3)

This course is an investigation of various philosophical questions concerning the nature of mind, consciousness and self. The course travels a winding path from the classical mind-body problem (How does mind relate to matter?) to issues concerning the relationship of consciousness to biological life, the environment and brain (Is consciousness in our heads?) and the relationship of technology and culture to the mind (Can technology "extend" our minds, in some sense?). In the last section of the course, we will think about questions concerning the self, hallucination and dreaming (Is the self real or an illusion, like a dream?). We'll address these issues through reading and discussing both theoretical-discursive readings in the philosophy of mind and the philosophy of neuroscience, and various case studies from Oliver Sacks. We will also view two films that place mind, consciousness and self in surprising and puzzling dramatic, aesthetic and philosophic contexts.

PHIL 4050 Topics in the History of Philosophy (3)

Advanced undergraduate study of texts or topics from the history of philosophy. Specific topics are decided on in consultation between philosophy majors and faculty prior to offering the course. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of philosophy or permission of the instructor.

PHIL 4450 Internship (1-6)

Places students in a position in a business, school, or in a public policy, social service, or similar organization. Placement will be such as to stimulate philosophical and critical reflection. Work is supervised by the faculty advisor, and the work will be the topic of discussion in a philosophy seminar or tutorial designed to facilitate reflection on and learning from the practical experience. **Prerequisite**: Permission of the instructor.

PHIL 4600 Capstone (3)

A critical examination of a significant text, issue, or sub-discipline in Philosophy. Students develop an original paper of approximately 25 pages to be shared with their student cohort and faculty. **Prerequisite**: Advanced standing and permission of the instructor.

PHIL 4610 Reading Course (1-5)

May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

PHOT - Photography

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

PHOT 0100 Photography 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 main campus.

PHOT 1000 Fundamentals of 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. **GCP Coding**: **(ARTS)** (OCOM).

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, and printing in the darkroom. This is a one-weekend class.

PHOT 1010 Digital Basic Photography (3)

This course covers basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images. This course may not count toward the BA in photography electives. **GCP Coding**: **(ARTS)** (OCOM).

PHOT 1500 Digital Imaging and Printing (3)

Students learn the theoretical and practical aspects of digital images and printing. Students develop a theoretical understanding of this technology and learn to apply these principles. Students learn to control, modify and manipulate images for both corrective and creative purposes.

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 2200 Lighting Techniques (3)

Cameras and lights are the primary artistic tools of the photographer and as such Lighting Techniques will focus heavily on the aesthetics of cameras and lighting in documentary, portrait, product, and narrative style environments.

PHOT 2870 International Photojournalism (3)

Students learn the traditions of photojournalism, and use digital cameras to create photo stories. Major figures in international photojournalism are considered, and attention is paid to major themes. Previous photographic or computer experience is desirable, but not a prerequisite. (It is advisable to take PHOT 3190 prior to or concurrently with this course.)

PHOT 3100 Documentary Photography and Photojournalism (3)

Students will learn journalistic and documentary methods in photography. Practical assignments in nonfiction, newspaper, and magazine photography with critical analysis of how photographs produce outstanding news and feature stories and how photographs can uniquely tell the stories of real people, places and things. **Prerequisite**: PHOT 1000.

PHOT 3150 Topics in Photography (1-3)

These courses are offered periodically to feature topics in photography not covered by regularly offered courses. May be repeated for credit if content differs. **Prerequisite**: PHOT 1000.

PHOT 3180 Topics in Scientific Photography (3-6)

Specific topics are offered on a rotating basis. Topics have included macrophotography, introduction to ophthalmic photography, etc. May be repeated for credit if content differs. **Prerequisite**: PHOT 2000.

PHOT 3500 StoryLab (3)

The Webster University StoryLab is a unique opportunity for School of Communications students from every discipline to come together and work on storytelling projects, both of their own design as well as helping others realize their vision. Students can use this course to develop professional examples of work, do storytelling projects like films, podcasts, YouTube shows, advertising campaigns, investigative journalism, scripts, concept development for television shows, documentary photography and video, radio shows, and anything else you can imagine. Students will develop and pitch ideas, and work together across disciplines to complete projects from ideation though development and into production and implementation. StoryLab functions like an actual laboratory environment where the telling of compelling stories is the whole focus. May be repeated for credit as content differs. **Prerequisite**: PHOT 1000 and sophomore or higher status.

PHOT 3599 Independent Study (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually an individual pursuit of a specific content area. Requires the filing of official form and permission of the instructor. May be repeated for credit if content differs.

PHOT 4610 Readings in Photography (3-6)

May be repeated for credit if content differs. **Prerequisites**: Media major, junior/senior standing, permission of the instructor and filing of official form.

PHOT 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in a selected area of photography. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects may include an exhibit or a thesis. **Prerequisites**: Senior standing, acceptance into the major through portfolio review, permission of the instructor and filing of official form.

PHYS - Physics

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

PHYS 1710 College Physics I (3)
PHYS 1711 College Physics I: Lab (1)

An introduction to physics using an algebra-based approach to explore the fundamental laws of nature. Topics covered include: kinematics, mechanics, forces, circular motion, energy, momentum, oscillations and sound waves. This course will focus on developing problem solving skills and strategies applicable to a wide range of scientific problems. Laboratory required. Offered in the fall semester. **Prerequisites**: MATH 1430 or permission of the instructor. **Co-requisites**: PHYS 1710 and PHYS 1711 must be taken concurrently.

PHYS 1720 College Physics II (3)
PHYS 1721 College Physics II: Lab (1)

Continues and builds on PHYS 1710 and PHYS 1711 using an algebra-based approach to explore the fundamental laws of nature. Topics covered include: voltage, resistance, direct and alternating currents, DC electrical circuits, magnetism, light, optics, lenses and wave interference and diffraction. This course will focus on developing problem solving skills and strategies applicable to a wide range of scientific problems. Laboratory required. Offered in the spring semester. **Prerequisites**: PHYS 1710 permission of the instructor. **Co-requisites**: PHYS 1720 and PHYS 1721 must be taken concurrently.

PHYS 2030 University Physics I (3)
PHYS 2031 University Physics I: Lab (1)

An introduction to physics using a calculus-based approach to explore the fundamental laws of nature. Topics covered include: vectors, kinematics, mechanics, dynamics, forces, torque, circular motion, energy, momentum, oscillations, harmonic motion and sound waves. This course is mathematically intensive and focuses on developing problem solving skills and strategies. Laboratory required. Offered in the fall semester. **Prerequisites**: MATH 1610 or permission of the instructor. **Co-requisites**: PHYS 2030 and PHYS 2031 must be taken concurrently.

PHYS 2040 University Physics II (3)
PHYS 2041 University Physics II: Lab (1)

Continues and builds on PHYS 2030 and PHYS 2031 using a calculus-based approach to explore the fundamental laws of nature. Topics covered include: voltage, resistance, direct and alternating currents, AC/DC electrical circuits, magnetics and electromagnetism, electric and magnetic fields, light, optics, wave interference and diffraction, and atomic spectroscopy. This course is mathematically intensive and focuses on developing problem solving skills and strategies. Laboratory required. Offered in the spring semester. **Prerequisites**: PHYS 2030 or permission of the instructor. **Co-requisites**: PHYS 2040 and PHYS 2041 must be taken concurrently.

PHYS 4700 Independent Research in Physics I (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4700/CHEM 4700/PHYS 4700 for the one that is most consistent with their chosen project. For PHYS 4700, the topic should have a primary basis in physics. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

PHYS 4710 Independent Research in Physics II (1-4)

A specialized course for students working on an independent, research-oriented project in a topic of current interest. Students should select among the equivalent courses BIOL 4710/CHEM 4710/PHYS 4710 for the one that is most consistent with their chosen project. For PHYS 4710, the topic should have a primary basis in physics. Also offered during the summer term. May be repeated once for credit if content differs. **Prerequisite**: Permission of the instructor.

POLT - Political Science

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence

- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

POLT 1000 Topics in Politics (3)

Introduces the study of contemporary politics, focusing on understanding current events or enduring themes (power, war, justice, etc.) of politics. Students practice oral skills or writing skills needed to effectively engage in political discourse and communication. May be repeated for credit if content differs.

POLT 1050 Introduction to International Relations (3)

This course examines how state and non-state actors confront contemporary global problems. It also introduces students to the subfields of international relations: international security, international political economy, foreign policy, international relations theory, international organizations and international law. Cross-listed with INTL 1050. **GCP Coding**: **(GLBL)** (CRI).

POLT 1060 Introduction to American Politics (3)

Presents the basic concepts, structures and functions of the United States political system and an analysis of the role of individuals in the practice of American politics. **GCP Coding**: **(SSHB)** (CRI).

POLT 1070 Introduction to Political Theory (3)

Introduces philosophical issues and concepts of political thought from antiquity to the present through examination, from different perspectives, of democracy, sovereignty and authority, justice, liberty and the relationship between the individual and the state. Cross-listed with PHIL 2300. **GCP Coding**: **(ROC)** (CRI).

POLT 1080 Introduction to Comparative Politics (3)

This course is an introduction to the systematic and analytical study of states/societies in the world using the comparative method. Students learn to compare countries on such topics as state legitimacy and capacity, ethnic conflicts, political ideologies and institutions, economic poverty and development, political violence, the impact of globalization and environmental problems. **GCP Coding**: **(SSHB)** (CRI).

POLT 1200 Careers in History, Politics and International Relations (1)

This one-credit-hour course provides students majoring in history, political science or international relations with the opportunity to explore career paths, including those related to their academic disciplines. Through a series of assignments, students will identify their interests and skills with various careers. The course will include guest speakers from a variety of careers, as well as individuals from Webster University's Career Services.

POLT 1550 Introduction to Political Argumentation and Debate (3)

Introduces students to the basic principles of debate, emphasizing the development of research, critical thinking and oral presentation skills. Students research one or more contemporary public policy issues and are expected to attend and participate in campus debates on those issues. The course is open to students of all majors. **GCP Coding**: **(SSHB)** (CRI).

POLT 1750 State and Local Government (3)

Studies the politics, organization and activities of state and local governments in the United States.

POLT 2050 Contemporary American Politics (3)

Examines various issues and processes in American politics, with the subject matter varying from semester to semester. May be repeated once for credit if content differs.

POLT 2060 Politics and Gender (3)

Interdisciplinary examination of women in the public sphere. Draws on studies in history, political science, sociology and psychology in order to understand more fully the role of women in politics and society.

POLT 2070 Politics of Race and Ethnicity (3)

Interdisciplinary examination of race relations and associated political issues. May be broadly focused on a variety of racial relations or on two or more historical contexts, or may adopt a more specific focus, e.g. black/white relations within the context of history and politics in the United States.

POLT 2090 Issues in Political Science (3)

Examines various issues and processes in political science. Specific topics vary from semester to semester. May be repeated for credit if content differs.

POLT 2100 Model U.N. (0-3)

Studies the structure, operations, and politics of the United Nations. Attention will focus on current U.N. issues, and students will be required to participate in classroom simulations. Students will attend the Collegiate Midwest Model U.N. and represent a country as U.N. delegates. May be repeated once. Cross-listed with INTL 2100.

POLT 2250 Politics in the Industrialized World (3)

Examines the politics of those countries customarily considered part of the affluent north. Topics may include evolution of political party systems, the evolution of communist systems, environmental and peace movements, economic integration of countries, planning and market mechanisms, trade policies, ethnic conflicts, governmental influence in collective bargaining systems, the welfare state and tax revolts. May be repeated for credit if content differs.

POLT 2300 Politics in Film and Fiction (3)

Students in this class learn about key concepts and theories in politics such as the origin and role of government, ideologies, political interaction, revolution and justice using the lens of fiction found in film, novels, television, comics and games.

POLT 2400 Introduction to Law (3)

Overview of the history and functioning of the American legal system. Covers such topics as the substantive law of torts, contracts, criminal procedure and terminology, the court system and the nature of legal reasoning. **GCP Coding**: **(SSHB)** (CRI). Cross-listed with LEGL 2400.

POLT 2500 Interdisciplinary Approach to Politics (3)

Integrates the contributions of other disciplines — history, psychology, sociology, economics, literature, media, philosophy — into the study of politics and the role politics plays in the nongovernmental arena. May be repeated for credit if content differs.

POLT 2550 Politics of the Developing World (3)

Focuses on how the majority of the world's people — those living in the poorest nations — are governed. Topics include colonialism and neocolonialism, tradition and modernity, dependency and the nature of contemporary revolution in the Third World. May be repeated for credit if content differs.

POLT 2600 Research Methods and Approaches in Political Science (3)

Introduces the student to the research methods, models and frameworks of contemporary political analysis. **Prerequisite**: Sophomore standing.

POLT 2610 Reading Course: Introductory (1-6)

Content and methodology are at an introductory level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

POLT 3010 American Constitutional Law (3)

Studies central constitutional principles, with emphasis on constitutional formation, judicial power, federalism, legislative powers and executive powers. Examines major Supreme Court cases. **Prerequisite**: 6 credit hours in the department or permission of the instructor.

POLT 3020 Civil Liberties and the Law (3)

Focuses on the liberties guaranteed by the Bill of Rights. Examines First Amendment protections for speech, press and religion. Explores the significant changes in approach to due process and equal protection of law. Emphasizes case law and political analysis of judicial decision making. **Prerequisite**: 6 credit hours in the department or permission of the instructor.

POLT 3310 Conduct of Foreign Policy (3)

Examines the techniques and problems of foreign policy decision making in the contemporary nation-state system. **Prerequisite**: INTL 1050 or POLT 1050.

POLT 3320 American National Institutions (3)

Offers an in-depth study of one of the following topics: the presidency, Congress, political parties and elections, or judicial politics. The topic varies from semester to semester and may be repeated for credit if content differs. **Prerequisite**: POLT 1060 or permission of the instructor.

POLT 3330 Judicial Politics (3)

The central focus of this course is the American judicial system and the relationship between the judicial branch of government and its political environment. It may include an examination of the roles of judges, lawyers and interest groups in the process of judicial policy making; the structure and function of the courts in the federal system; political jurisprudence, the politics of judicial selection and judicial decision making and strategies. **Prerequisite**: POLT 1060 or POLT 2400.

POLT 3400 Comparative Politics (3)

Examines political institutions and issues in two or more political systems, or focuses in-depth on the politics of a country or geographic area. May be repeated for credit if content differs. **Prerequisites**: POLT 1080, POLT 2250, or permission of the instructor.

POLT 3550 Competitive Political Argumentation and Debate (3)

Prepares members of the debate team for participation in intercollegiate debate. Students research and debate topics selected by the College Educational Debate Association. Students are required to attend regional and national debate tournaments. May be repeated for credit. **Prerequisites**: POLT 1550 and permission of the instructor.

POLT 3590 Theories of Human Rights (3)

Examines the historical development of theories of human rights and their relation to civil liberties, international law, social organization and different conceptions of community, individualism and the state. Also examines the most significant human rights documents in their historical context. May focus on specific cases and questions of current concern. Cross-listed with PHIL 3590. **Prerequisite**: POLT 1070 or PHIL 2300.

POLT 3650 Internship (1-15)

Students are placed in private or public service organizations. Such experience is designed to augment a student's knowledge of political organization, policy formation, decision making, paralegal practices and related areas. A total of 6 credit hours of internship may be used to satisfy departmental degree requirements, with a maximum of 3 credit hours counting as upper-level coursework. **Prerequisites**: Junior standing and permission of department chair; specific prerequisites will vary according to topic.

POLT 4000 Research Requirement (0)

Required of all political science majors in conjunction with a designated 3000-level or 4000-level course. Recognizes successful completion of the departmental research requirement.

POLT 4100 Advanced Studies in International Politics (3-4)

Allows students to pursue advanced studies in international politics or one of its subfields. Specific subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science (international or comparative focus) or permission of the instructor.

POLT 4200 Advanced Studies in Political Theory (3-4)

Allows students to pursue in-depth study in political theory. Specific subject matter varies from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science, including a prior course in political theory, or permission of the instructor.

POLT 4300 Advanced Studies in American Politics (3-4)

Allows students to pursue advanced studies in a variety of subfields of American politics. Specific topics vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science, including a prior course in American politics, or permission of the instructor.

POLT 4350 Advanced Studies in Judicial Politics (3)

Allows students to pursue advanced studies in the subfield of judicial politics. Specific topics may vary from semester to semester. Requires students to complete a research paper in the area. May be repeated if content differs. **Prerequisite**: POLT 1060 or POLT 2400.

POLT 4400 Advanced Studies in Comparative Politics (3-4)

Allows students to do advanced-level work in comparative politics. Specific topics vary from semester to semester. May be repeated for credit if content differs. **Prerequisite**: 6 credit hours of political science, including a prior course in comparative politics, or permission of the instructor.

POLT 4600 Political Science Seminar (3)

Offered periodically when specific expertise is available. Topics of interest to students regarding contemporary politics are studied. May be repeated for credit if content differs. **Prerequisite**: Usually senior standing or permission of the instructor.

POLT 4610 Reading Course: Advanced (1-6)

May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official form.

POLT 4620 Overview (0-1)

Designed to improve students' skills in analysis and oral communication within the disciplines of history, political science and international relations. Consists of a series of informal discussions with department faculty, culminating in a formal oral examination. Subject matter varies yearly. **Prerequisites**: Senior standing and major in history, political science, or international relations.

POLT 4700 Senior Thesis (4)

Allows senior students to pursue significant independent research/writing projects in political science (including legal studies). **Prerequisites**: Senior standing and approval of the department chair

PSYC - Psychology

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

PSYC 1000 Learning Strategies (1-3)

Provides students with a structure for discovering and developing the learning strategies and the time management techniques necessary for becoming self-directed learners. The course content is focused on developing new ways of analyzing, integrating, and applying learning strategies to various learning situations, and developing modes of communication and critical thinking that encourage lifelong learning. This course is not applicable to a major or minor in psychology.

PSYC 1025 Strategies for Academic Achievement (1)

This course will assist students in improving behaviors and strategies necessary for restoring their status to good academic standing, enhancing their ability to successfully develop critical decision-making skills and developing strategies for their academic and career goals. Students will gain experience by improving their communication skills to develop solutions to academic and non-academic barriers as well as perceived campus barriers. This course will require one hour of support per week either on-ground or online through NetTutor or the Online Writing Center. Recommended for students on Academic Probation and open to all interested students. This course is not applicable to a major or minor in psychology. **Prerequisite**: At least one semester at Webster and/or recently placed on Academic Probation.

PSYC 1050 Psychology Overview (1)

Provides students a brief overview of the field of psychology. This self-paced course is designed for students taking the MCAT for admittance into the health science field. This course is not applicable to a major or minor in psychology.

PSYC 1100 Introduction to Psychology (3)

This course provides an overview of the breadth and diversity of contemporary psychological science, serving as a foundational entry point for students progressing to more advanced and specialized courses. Key topics include the research processes and methodologies in psychological science, the biological bases and social contexts of behavior, lifespan development, learning and memory, cognitive science, psychological health and disorders, and psychological research literacy. **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 (3)

Provides students with career information for the field of psychology. Students are given guidance on how to search for and apply to graduate programs and internships, create personal statements, develop a résumé, and find jobs within the field of psychology. Designed to be taken in a student's freshman or sophomore year. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2000 Issues in Contemporary Psychology (1-4)

Introductory-level course designed to provide a brief, intensive overview of specific areas of contemporary psychology. Uses a number of approaches to provide students with a chance to explore how psychological principles are applied to a specific topic or area of interest. Topics vary each semester. May be repeated for credit if content differs.

PSYC 2125 Psychology of Sexual Orientation and Gender Diversity (3)

The purpose of the course is to introduce students to the psychological and social issues relevant to sexual orientation and gender diversity. Students will be encouraged to think critically about topics such as developmental issues, identity, families, relationships, intersections with race and ethnicity, mental health, physical health, minority stress, work and career concerns, and attitudes toward minority communities. Throughout the course, cultural and international issues will be discussed, and an emphasis will be placed on an empirical approach to the science and practice of psychology. Cross-listed with GRAS 2125.

PSYC 2150 Psychology of Sleep (3)

Sleep inhabits one third of our life. Sleep is not a passive behavior. On the contrary, it is quite active. This course focuses on sleep as a part of the daily sleep/wake cycle. This course examines the history of sleep and sleep research, developmental aspects of sleep, physiological bases of sleep, the functions of sleep, the effects of various drugs on sleep, sleep disorders, and dreaming. **GCP Coding**: **(PNW)** (CRI).

PSYC 2200 Child Psychology (3)

Examines physical, emotional, cognitive, and social development of the child from conception to adolescence. The complex interaction between heredity and environment is considered. Emphasizes language development, achievement, personality, and gender behavior. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2250 Adolescent Psychology (3)

Examines the physical, emotional, intellectual, and social changes of adolescence. Lectures and class discussions consider the characteristics and problems of contemporary adolescents and implications for emerging adulthood. Special issues such as addiction, adolescent-parent relationships, and achievement are considered. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2300 Lifespan Development (3)

Studies the development of the individual from conception through adulthood. Examines intellectual, emotional, and social aspects of behavior in terms of the complex interaction of heredity and environment. Content includes the application of prominent theories of human development to the individual's development over the life span. Reviews current research in critical areas of human behavior (e.g. attachment, aggression) and uses it to enhance the student's understanding of the human developmental process.

PSYC 2400 Educational Psychology (3)

Focuses on the psychological nature of the child within an educational framework. Considers learning, cognition, motivation, personality, and emotions in an effort to see the child as a whole person functioning in the school environment. Uses a cross-cultural approach to examine the goals and values of American education. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2450 Psychology of Interpersonal Communications (3)

Examines the behavioral and social sciences theories of communication with an emphasis on interpersonal relationships. The course focuses on developing awareness of communication techniques and more accurate perception of self and others. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2475 Topics in Sex and Gender (3)

Special topics in the study of sex and gender will be offered in this course. Topics include women, femininities, men, masculinities, sexualities (heterosexualities, gay, lesbian or bisexualities), etc. May be repeated for credit if content differs.

PSYC 2600 Social Influence and Persuasion (3)

Examines the factors that facilitate conformity, techniques to ensure compliance, and the conditions that produce obedience to authority. Strategies utilized by salesmen, politicians, lawyers, special interest groups, and the media will also be examined. The course also explores the nature of propaganda, use of subliminal messages in advertising, and role of social influence and persuasion in cults. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2625 Methods of Conflict Resolution (3)

This course introduces communication and negotiation techniques to resolve conflicts in a mutually acceptable manner. Emphasis will be placed on mediation and facilitation as models of third-party intervention in community, commercial, organizational, legal, and political conflicts. Course will examine different areas of professional practice and determine what guidance and insight can be found in the growing body of research and theory on assisted negotiation and dispute resolution research. Students will learn and practice effective communication, problem solving, and listening skills. There will be ongoing opportunities for students to test their understanding and develop skills through simulations. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2650 Nonverbal Behavior (3)

Examines the role of "unspoken dialogue" in human interaction and the influence nonverbal behavior has on interpersonal communication. The course focuses on how nonverbal concepts like physical appearance, gestures, movement, and facial expressions underscore the "spoken dialogue."

PSYC 2700 Psychology and Women (3)

Focuses on the psychological impact of being female and problems surrounding expectations through infancy, young adulthood, middle age, old age, and death. Explores scientific findings and sexist myths about male and female differences, special dilemmas such as fear of achievement, aggression, and leadership, as well as traditional and non-sexist child rearing and other topics. Cross-listed with GRAS 2700.

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 Psychology of Peace and Conflict (3)

Examines the key concepts, themes, theories, and practices involved in psychological study of peace and conflict. Explores these issues across a wide range of interpersonal, community, national, and international contexts. Includes multiple levels of analysis from micro to macro, and multidisciplinary perspectives. **GCP Coding**: **(GLBL)** (INTC).

PSYC 2950 Psychology of Adulthood and Aging (3)

Approaches adulthood from an interdisciplinary perspective, stressing the interaction of psychological, sociocultural, and biological aspects of human development. Examines theoretical models of development, such as stage and process theories of change. Compares research methods of observing adult behavior and reviews recent studies of adult development. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 2975 Sophomore Assessment (0)

Provides a midway assessment experience for psychology majors by providing a means for students to demonstrate their knowledge of the field and apply psychological knowledge in preparation for a career. Students will take a series of measures (quizzes, exercises, papers) to assess their standing in the discipline. Course must be completed prior to PSYC 4950. **Prerequisites**: PSYC 1100, PSYC 1800 and PSYC 2825; or permission of the instructor.

PSYC 3000 Topics in Psychology (3)

Analyzes in-depth issues and topics in the field of psychology. Topics vary each semester. May be repeated for credit if content differs. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3025 Psychology and Ethics (3)

Psychology and Ethics is designed to introduce students to ethical sensitivity, reasoning, thinking, 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 principles, guidelines, and professional ethics code as they relate to various professional endeavors such as research, therapy, consultation, and teaching; how to engage in ethical decision-making processes; and how to apply ethical principles and 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 within multicultural contexts as well as identifying factors impacting ethical motivation, competence, and the implementation of decisions. **Prerequisite:** PSYC 1100 or permission of the instructor.

PSYC 3075 Stress Management (3)

Introduces students to the major sources of stress in contemporary society and presents approaches to gain control over their personal responses to stress. Specific strategies for reducing stressors and managing stressful life events are covered. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3125 Psychological Disorders (3)

This course introduces students to psychological disorders, examining the physiological, psychological, and sociocultural factors that influence their development. Students will evaluate scientific research to understand the current state of evidence for conceptualizing and treating psychological disorders, and will discuss abnormal psychology, disorders, and treatment from multicultural and international perspectives. The course surveys major diagnostic categories, focusing on symptomatology, demographics, etiology, and treatment approaches. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3150 Positive Psychology (3)

Focuses on human strengths and well-being. Positive psychology is complementary to traditional psychology approaches that attempt to explain and treat dysfunction and illness. Research has shown that the absence of illness does not equal wellness. Positive psychology is the field of psychology that examines factors that create a sense of well-being and optimal functioning. Also included in this field is the study of happiness, resiliency, human virtues, and transcendent meaning in life. Positive psychology courses typically include a strong experiential component. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3175 Community Psychology (3)

Community psychology views knowledge and understanding of the social context in which individuals and families live as necessary to understanding those individuals. From this framework, it is not possible to effectively intervene with an individual who is experiencing problems without also understanding and intervening in aspects of the community that are involved in the identified problem. Community psychology has four main components: prevention and competence promotion, community building with citizen participation and empowerment, human diversity, and strong research to evaluate programs. Among key values in the field of community psychology are individual wellness, the importance of a sense of community, and social justice. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3225 Holocaust (3)

Examines the Holocaust and the groups of individuals involved in this genocide (e.g. perpetrators, victims, bystanders, resistance fighters) from a psychological/sociological perspective. Issues explored include: the question of what enabled individuals collectively and individually to perpetrate the Holocaust, the nature of extreme prejudice, the psychology of propaganda, the impact of extreme victimization on the victim (during the Holocaust, upon liberation, and in later years), and the question of what enabled some individuals/groups/countries to actively become involved in resistance while others remained passive bystanders and others sympathizers/collaborators. The roles that psychology, psychologists, and psychiatrists played during the Holocaust are also examined.

PSYC 3275 Genocide (3)

Examines the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We examine the questions of what enables individuals collectively and individually to perpetrate mass violence and genocide as well as examine the impact of apathetic bystanders on human violence. Genocides studied include the Armenian genocide, the Holocaust, the auto-genocide in Cambodia, the Rwandan genocide, the genocides in the former Yugoslavia, and others.

PSYC 3300 Psychology of Religion (3)

Introduction to the major issues, theories, and empirical approaches to the psychology of religion. Illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions, and behaviors, and can influence their interactions on both interpersonal and intergroup levels. Utilizes psychological theory to understand the role that religion, faith, and spirituality play in different areas of human activity such as health and the recovery from physical illness, psychotherapy, sexuality, interpersonal relationships, violence, racial prejudice, personality development, adolescent behavior, aging and mental health. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3325 Applied Learning Theory (3)

This course explores the principles of basic learning theory, including classical and operant conditioning, with an emphasis on scientific thinking and its application to clinical, educational, family, and social contexts. Students will examine human learning capacities in comparison to those of various animal species, evaluating the basic philosophical and conceptual approaches underlying learning. The course emphasizes the role of habituation, sensitization, and other forms of stimulus learning, and discusses how classical and instrumental conditioning contribute to behavior manipulation and environmental adaptation. Students will also articulate the processes involved in knowledge acquisition, storage, and retrieval, including the formation and storage of memories, while considering nature- and nurture-based factors that shape complex mental representations. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3350 Cognitive Psychology (3)

This course delves into the fundamental phenomena and foundational literature in cognition, with a strong emphasis on scientific thinking and research methods. Students will explore key topics such as pattern recognition, perception, information processing, attention, and memory processes, including encoding, storage, and retrieval. The course also covers discrimination, concept learning, creativity, decision-making, and the role of grammar, meaning, and sound in language. A comparative analysis of human cognitive abilities with those of various animal

species is included. By the end of this course, students will be able to explain the reasoning behind different methods used in cognitive psychology, discuss the components of attention and memory organization, and identify basic heuristics and models of reasoning and decision-making. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3450 Psychology and Law (3)

This interdisciplinary examination of psychology and the law focuses on the psychological underpinnings of legislation, common law, and the administration of justice. Discussion of the relationship between law and human behavior is integrated throughout. Attention is also given to the various ways in which the law informs and regulates the practice of psychology professions. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3475 International Psychology (3)

Assumptions, theories, methods, and interventions of traditional western psychology are critically examined for relevance to people outside the Western world. Recommendations for training global psychologists are reviewed. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3525 Memory (3)

This course introduces the fundamental issues and theories surrounding human memory, with a strong emphasis on scientific thinking and research. Students will explore how memory functions, succeeds, and fails, examining the neuroscience of memory alongside various types of memory, including sensory, short-term, working, long-term, episodic, semantic, and autobiographical. The course also addresses the relationships between memory and reality, memory and development, and memory and amnesia. Through a combination of lectures, discussions, and interactive demonstrations, students will engage with key phenomena and foundational literature in learning and memory, considering both animal and human research. Major topics include habituation, the physiological bases of learning and memory, classical and instrumental conditioning, information processing, and the differences between short-term and long-term retention. By the end of the course, students will be able to identify the processes involved in knowledge acquisition, storage, and retrieval; evaluate conceptual approaches to memory; and explain the factors influencing the formation, storage, and loss of memories. **Prerequisite:** PSYC 1100 or permission of the instructor.

PSYC 3550 History, Philosophy, and Systems of Psychology (3)

Examines the contributions of philosophy, physics, physiology, and other disciplines and intellectual traditions to the development of the subject matter, problems, and methodology of contemporary psychology. **Prerequisites**: PSYC 1100, PSYC 2825, and 6 credit hours of psychology; or permission of the instructor.

PSYC 3575 Industrial/Organizational Psychology (3)

Examines the basic theoretical foundations of individual and organizational behavior, exploring the diversity of organizational structures and how various structures affect the individual. The course focuses on the individual within the organizational setting, group and interpersonal relations, and the psychology of work. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3600 Social Psychology (3)

This course explores how individuals influence and are influenced by their social environments, with a strong emphasis on scientific thinking and empirical research. Students will examine the social nature of individuals, including attitudes, attitude change, and prejudice, as well as dyadic relationships and small group dynamics, such as conformity, decision-making, and leadership. The course will delve into seminal research studies in social psychology, including Milgram's, Asch's, and Festinger's studies, detailing their methodologies, results, and impact. Students will describe key concepts related to the self, attribution, social cognition, cognitive dissonance, and decision-making. The course will also cover social influence and persuasion, including compliance, obedience, social norms, and group dynamics, as well as social interactions such as altruism, aggression, stereotyping, prejudice, and discrimination. Additionally, students will explore the applications of social psychology into areas such as health, law, business, and environmental issues. By the end of the course, students will be able to apply theories and research to personal and societal issues. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3610 Independent Reading Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs. **Prerequisites**: PSYC 1100 and permission of the instructor.

PSYC 3625 Motivation and Emotion (3)

Explores the processes and principles essential for understanding motivation and emotion. The course will examine the psychology of emotion and motivation with an overview of research and theory from diverse perspectives (e.g., humanistic, behavioral, social, cognitive, biological, environmental). Includes a critical review of research and application of these theories to human behavior. **Prerequisite:** PSYC 1100 or permission of the instructor.

PSYC 3650 Prejudice and Discrimination (3)

Examines the essential features, principles, facts, and theories that surround stereotyping, prejudice, and discrimination. Theoretical approaches considered will include those from psychology, sociology, and international human rights. Consequently, the course will include discussion of intergroup relations as they pertain to different racial and ethnic groups throughout the world. In addition, the course examines discrimination based on appearance, gender, age, ability, and sexual orientation. Cross-listed with HRTS 3210.

PSYC 3675 Professional Seminar in Psychology (3)

This professional seminar engages students in a critical exploration of contemporary issues and trends in professional psychology. Students will be immersed in the current job market, refining competitive application materials, and developing strategies to prepare them for a career in psychology and related fields. By the end of the course, students will have developed a nuanced understanding of the complexities inherent in professional psychology and the skills necessary for effective work in a dynamic field. Designed to be taken in a student's junior or senior year.
Prerequisites: PSYC 1800; junior or senior standing; or permission of the instructor.

PSYC 3700 Altruism and Aggression (3)

Examines antecedents of aggressive behavior — why people aggress and what steps can be taken to prevent or control this destructive behavior. Topics to be covered may include child abuse, racially-based violence, terrorism, antisocial personalities (i.e., psychopath), sexual aggression, spousal abuse, drugs and aggression, and the media's impact on violence. Also explores the conditions that lead to helping behavior. The role of empathy,

gender, race, and attractiveness in bystander intervention will be examined. The concept of true altruism (i.e. helping without regard to potential rewards) will also be debated. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3725 Psychology of Judgment and Decision Making (3)

This course provides a comprehensive survey of current theories of human judgment and decision making, with a strong emphasis on scientific thinking and empirical research. Students will explore how individuals make personality judgments about themselves and others, attribute causation to human behavior, and estimate uncertain outcomes. The course examines judgment and decision making processes under various social conditions, focusing on how cognitive processes contribute to both accurate and inaccurate judgments. Students will evaluate theoretical concepts in relation to real-world societal applications and demonstrate enhanced skills in critically analyzing psychological research. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3775 Personality Theory (3)

Examines the structure, dynamics, and development of personality and explores the assumptions about human nature that underlie the various theories about personality. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3825 Psychological Research Design and Analysis (3)

This course provides students the opportunity to engage deeply with a chosen body of knowledge or a specific area of interest within psychology. Through a combination of independent study, guided research, and collaborative discussions, students will develop advanced skills in critical analysis, literature review, and research proposal development, when applicable. Students will have the option to: 1) propose and develop a research project aligned with their interests and goals or 2) craft a thorough, critical literature review on a topic of their choice. For students creating a research proposal, this process will encompass conceptualization to implementation through: refinement of research questions, design methodologies, and data collection/analysis strategies. For students conducting a thorough, critical literature review, this process will include a comprehensive evaluation of existing research, identification of gaps in the literature, and the synthesis of findings to generate new insights or theoretical perspectives. Students will be expected to demonstrate mastery of the subject matter, articulate their findings clearly, and present their work in both written and oral formats. This course is designed to foster independent thinking, scholarly inquiry, and professional-level communication skills in psychology. **Prerequisites**: PSYC 1100, PSYC 2750, PSYC 2825; or permission of the instructor.

PSYC 3850 Sensation and Perception (3)

This course examines how the human brain receives, processes, and interprets sensory information from the environment, with a strong emphasis on scientific thinking and research methodologies. Students will explore the functioning of human sensory systems, including vision, audition, taste, smell, and touch, along with the foundational principles of psychophysics. The course delves into how we perceive the world, covering 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, imagery, and stage models of information flow, will also be discussed. By the end of the course, students will be able to identify the mechanisms involved in sensory pathways, distinguish the various levels of processing required for seeing and hearing, explain theories of color perception, and describe the factors influencing touch, taste, and olfaction. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3875 Psychology Lab (1-3)

Lab is designed to complement a 3000-level core course, allowing the instructor and student to work collaboratively toward the development of a course-related project. May be repeated for credit if content differs.

PSYC 3900 Introduction to Counseling (3)

Introduces a variety of counseling theories, techniques, and skills. Focuses on the problems and issues facing a professional counselor in a variety of settings (including individual and group counseling, family counseling, counseling handicapped individuals, career counseling, and consulting). Provides students with opportunities to explore new dimensions in counseling and to confront and clarify their own reasons for wanting to do this kind of work. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 3975 Trauma Psychology (3)

This course provides an introduction to psychological trauma from the lens of clinical science. Students will examine the historical and contemporary conceptualizations of psychological trauma and consider factors (physiological, psychological, and sociocultural) that influence both negative, and positive, outcomes after potentially traumatic experiences. The course will review the evidence base for effective posttraumatic stress disorder treatments. Emphasized topics include race-based and gender-based trauma as well institutional betrayal and courage. Empiricism and human diversity will be emphasized throughout the course. **Prerequisite**: PSYC 1100 or permission of the instructor. Cross-listed with GRAS 3075.

PSYC 4000 Advanced Studies in Psychology (3)

Designed for in-depth study of a specific area or issue in psychology. Topics vary each semester. May be repeated for credit if content differs. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4050 Multicultural Psychology (3)

Introduces students to the field of multicultural psychology, which examines the interplay between culture, social identity, and human behavior. This class explores the fundamental principles, theories, and practical applications of multiculturalism and social justice issues within psychology. Students will examine their own identities, beliefs, assumptions, and behaviors as influenced by their sociocultural background. Students will also build multicultural knowledge, awareness, and skills essential for engaging with individuals from diverse sociocultural backgrounds. Topics covered include: ability, age, ethnicity, gender, nationality, race, religion, sex, sexual orientation, spirituality, socioeconomic status, and other dimensions of diversity inherent in American society. By delving into the dynamics of socialization, privilege, oppression, intergroup conflict, communication, and advocacy, students will develop a nuanced understanding of the complexities surrounding multiculturalism and social justice. **Prerequisite**: PSYC 1100 or permission of the instructor. Cross-listed with GRAS 4050.

PSYC 4075 Queering Psychology: Theory, Identity, and Practice (3)

This course explores the intersection of psychology and queer theory, examining how traditional psychological frameworks can be reimagined to better understand 2SLGBTQIA2+ identities and experiences. Students will delve into historical and contemporary perspectives, analyzing the impact of societal norms and cognitions of queer identities. Through critical discussions, case studies, and community engagement, we will challenge heteronormative and cisgenderist assumptions in psychology and

advocate for more inclusive practices. **Prerequisite**: PSYC 1100 or permission of the instructor. Cross-listed with GRAS 4075.

PSYC 4150 Political Psychology (3)

Surveys many of the important topics from the field of political psychology. Political psychology is focused mainly on the intersection between psychology — particularly personality and social psychology — and political behavior. The field of political psychology has been strongly influenced by political and psychological theories as well as important political events and social issues. The course examines many of the important theories that have relevance to political behavior and provides the opportunity to apply these theories to important events and issues.

PSYC 4225 Introduction to Helping Professions (3)

This course is a survey of the helping professions in areas related to psychology. These helping professions include: clinical psychology, counseling psychology, school psychology, professional counseling, mental health counseling, addictions counseling, marriage and family counseling, clinical social work and psychiatry. The course will familiarize students with the history of the helping professions, common roles and settings in which clinicians work and current "hot topics" for clinicians. Theoretical orientations, assessment and diagnosis, prevention, intervention, research methods, multiculturalism and ethics common to these professions will be discussed. This course will help students explore their interests in the helping professions. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4300 Health Psychology (3)

This course examines the fundamental issues and current literature in health psychology, with a strong emphasis on scientific thinking and critical analysis. Students will explore the social and cultural bases of illness, as well as factors that influence wellness, such as stress, pain, and personality. The course also addresses critical issues related to healthcare providers, including communication, utilization, and ethics. Throughout the course, students will identify, describe, and apply primary theories of health psychology, compare and contrast major perspectives within the field, and assess the credibility of health information presented in the media. Additionally, students will explore the distinctions and applications of common research methods in health psychology and critically analyze factors affecting health and disease. Special attention will be given to understanding how culture, social identity, demographics, and disparities contribute to health behaviors and access to care. By the end of the course, students will be equipped to design a health-behavior self-modification program. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4375 Evolutionary Psychology (3)

Explores the key concepts, issues, and lines of research within the field of evolutionary psychology. The course will examine the relevance of evolutionary thinking to a range of psychological phenomena which may include problems of survival, long term mating strategies, short-term sexual strategies, parenting, kinship, cooperative alliances, aggression and warfare, conflict between the sexes, and prestige, status, social dominance, development, cognition, and language. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4400 Human Sexuality (3)

This course examines human sexual behavior within cultural, social, and political contexts, with a strong emphasis on scientific thinking and ethical considerations in research. Students will explore a wide range of topics, including historical and cross-cultural sexual attitudes, reproductive health and rights, the diversity of sexual experiences, gender differences and roles, sexual orientation, and the intersection of sex with disease, law, and social responsibility. The course also addresses the physiological bases of sexual behavior, including anatomy and sexual differentiation, as well as sexual behaviors across the lifespan — from childhood through old age. By the end of the course, students will understand the ethics and politics of researching human sexuality, discuss contraception, pregnancy, and childbirth behaviors, and learn about various sexual experiences, sexually transmitted infections, and the major theories and research on sexual orientation. Additionally, students will explore the process and ethics of sex therapy and examine sexual behaviors that intersect with the law. **Prerequisite**: PSYC 1100 or permission of the instructor. Cross-listed with GRAS 4400.

PSYC 4425 Community Practicum (3)

Students engage in service learning work at a community agency and have an opportunity to experience agency operations firsthand. A variety of field placements are available, depending on the student's background and interests. Students are responsible for securing their own placement before the semester begins and are expected to spend time at their placement every week of the regular semester. Classroom component will include discussion of placement experiences or issues and the skills and ethics of service work. May be repeated for credit if content differs. **Prerequisites**: PSYC 1100, permission of the instructor and approval of placement proposal.

PSYC 4550 Drug and Chemical Dependency (3)

This course introduces the history, pharmacology, and physiological effects of various commonly abused substances, with a strong emphasis on scientific thinking and analysis. Students will explore the behavioral and social implications of drug use and abuse, including treatment approaches and methods. Key topics include the basic pharmacological changes associated with drug use, the impact of psychoactive substances on the nervous system, and the regulation of drug use. Students will also examine the physiological, behavioral, and social effects of common drugs such as alcohol, nicotine, caffeine, over-the-counter medications, and oral contraceptives. The course will cover the use and misuse of psychotherapeutic drugs, as well as the history, effects, and treatment methodologies related to stimulants, depressants, tranquilizers, and mood modifiers. Additionally, students will analyze the history, behavioral and physiological effects, and social implications of narcotic drugs, as well as the definitions, classifications, and effects of hallucinogens. Finally, the course will address the determinants of drug usage in the United States and globally. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4610 Advanced Independent Readings Course (1-5)

Designed for individual student exploration of a given body of knowledge or a specific area of interest. Selected topics agreed upon between student and a member of the departmental faculty. Topic of the course, detailed learning outcomes, and means of evaluation to be negotiated between student and faculty member. Intended for majors. May be repeated for credit if content differs. **Prerequisites**: PSYC 1100 and permission of the instructor.

PSYC 4650 Biopsychology (3)

Examines the physiological concomitants of behavior and acquaints the student with the methods and major findings of the interaction that has recently taken place between biology and psychology. **Prerequisite**: PSYC 1100 or permission of the instructor.

PSYC 4700 Psychological Tests and Measurements (3)

This course provides an in-depth survey of psychological testing, focusing on the principles of test construction, evaluation, and application. Emphasis is placed on the scientific methods used to assess the characteristics, administration, and interpretation of psychological and educational tests. Students will explore the theoretical and historical foundations of psychological measurement, including the development and use of objective tests, rating scales, and attitude scales. The course will cover psychometric statistics, such as types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations. Students will learn to evaluate the validity and reliability of psychological tests, make ethical decisions regarding their use, and critically assess multicultural, gender, and diversity issues in testing. By the end of the course, students will be able to select, administer, score, and interpret various psychological instruments used in educational, clinical, counseling, and organizational settings**. Prerequisites**: PSYC 1100 and PSYC 2825; or permission of the instructor.

PSYC 4750 Advanced Statistics (3)

Examines data analysis techniques for complex research designs, emphasizing the application of advanced statistical techniques, such as complex analysis of variance and multivariate statistics. Introduces the student to the use of statistical software as a tool for data analysis. **Prerequisites**: PSYC 1100, PSYC 2750, PSYC 2825; or permission of the instructor.

PSYC 4825 Psychological Science Thesis (3-6)

This course offers students the opportunity to conduct independent research in psychological science, guiding them through the entire research process from enacting a research proposal developed in PSYC 3825 to presentation and potential publication. Students will use their research project proposal as a starting place to put their research ideas into action. Students will navigate the Institutional Review Board (IRB) process to obtain ethical approval. Students will also engage in rigorous data collection and analysis, using appropriate quantitative or qualitative methods. Students will present their findings in a comprehensive research report formatted according to APA guidelines and through a formal oral presentation. Additionally, students will prepare their work for possible submission to a peer-reviewed outlet (e.g., conference, journal). Throughout the course, students will develop critical thinking, project management, and professional communication skills, preparing them for advanced study or careers in psychological science. This hands-on experience fosters independent research skills and a deep understanding of the research process in psychology. **Prerequisites**: PSYC 1100, PSYC 2750, PSYC 2825, PSYC 3825 and 6 credit hours of Psychology; or permission of the instructor. **Co-requisite**: PSYC 4750 must be taken concurrently or prior to taking PSYC 4825.

PSYC 4875 Advanced Psychology Lab (1-3)

Lab is designed to complement a 4000-level core course, allowing the instructor and student to work collaboratively toward the development of a course related project. May be repeated for credit if content differs.

PSYC 4900 Senior Overview (3)

Provides a culminating experience for psychology majors, allowing students to synthesize and apply psychological knowledge in preparation for a career. Students will use their psychology skills and knowledge to become familiar with the research, theories, and methods associated with an area of personal interest. **Prerequisites**: PSYC 1100 and psychology senior status; or permission of the instructor.

PSYC 4925 Senior Capstone: History, Philosophy, and Systems of Psychology (3)

At first glance, psychology appears to be a highly disjointed discipline. However, psychology is unified through its historical traditions and systems of thought. This course will explore the roots of modern psychological thought and methodology. We will trace these roots from their origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools and systems of psychology (e.g., Functionalism, Structuralism, Gestalt, etc.), we will explore how cultural and political forces shaped the development of various psychological theories. We will also examine the lives and works of the men and women whose work created psychology's foundation. **Prerequisites:** PSYC 1100, PSYC 2825, and 18 credit hours of psychology; or permission of the instructor.

PSYC 4950 Senior Assessment (1)

Provides a senior assessment experience for psychology majors by providing a means for students to demonstrate their knowledge of the field and apply psychological knowledge in preparation for a career. Students will take a series of measures (quizzes, exercises, papers) to assess their standing in the discipline. **Prerequisites**: PSYC 1100 and psychology senior status; or permission of the instructor.

RELG - Religious Studies

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

RELG 1041 Religion and Globalization (3)

In this course we will explore the changing role and nature of religions in the context of globalization. We will study different aspects of what constitutes globalization and how these have impacted religions. Examples are the spread of and increased access to liberal values, the rise of the nation state, changes in subjectivity/identity, colonialism and science. We will end the course with making a prognosis on the future development of religions in the globalized world. The course will be based on reading recent scholarship on these issues, our analysis of specific cases and various individual and group activities through WorldClassRoom.

RELG 1050 Experience and Values (3)

Provides frameworks for examining, understanding and clarifying personal experience and values, including the students' own experience and values, to introduce the connections between

religious teachings and personal living and decision making. May be repeated for credit if content differs.

RELG 1051 Spiritual Paths and Journeys (3)

This course raises some of the largest and most perplexing questions human beings are capable of asking themselves about the meaning and purpose of existence. Perhaps one of the dilemmas we must each face is that we are capable of raising questions for which we cannot seem to find definitive answers. But this course understands that the word "answer" doesn't simply refer to a set of beliefs about the world but instead also refers to a response to the world's condition. This personal search for meaning and patterns of direction in our life is sometimes called "spirituality" and comes equipped with a multitude of definitions. We will explore various responses which have been offered by significant religious traditions, as well as raise the larger question as to whether the word "spirituality" needs to be separated entirely from the world of religious language. This course will help do some self-exploration, clear thinking about your own assessments of "answers" previously offered and explore issues which may not find neat and tidy answers, you are invited to do so in a focused manner.

RELG 1060 World Religions (3)

Concerns origins, historical development of worship, ethics, theology, scriptures and institutions of the world religions: Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity and Islam. **GCP Coding**: **(GLBL)** (WCOM).

RELG 1080 Thinking Through Religions (3)

This course introduces students to separating plausible and implausible claims to truth in different religions. Students will evaluate the validity of religious truth claims, religious language, religious authorities, spiritual experience, conflicting claims in science and religion and ethical judgments. **GCP Coding**: **(ROC)** (ETH).

RELG 2030 Contemporary Topics (3)

Involves inquiry into current religious developments, such as liberation theology, black theology, women's theology, contemporary religious thinkers and Native American religious thought. May be repeated for credit if content differs.

RELG 2031 Violence in the Name of God (3)

This course examines the association of violence with religion. Although it focuses almost exclusively on contemporary events, the historical antecedents for the use of violence to promote religion or the use of religion to justify violence come from the first historical records.

This course will not examine those antecedents but will provide analytical value for students who examine human history or look to explanations of contemporary human behavior.

The course looks at seven specific case studies of religious violence which are meant to be representative of the categories and types of violence associated with religion. The eighth case (and the eighth week) will be provided by student projects which are meant to be shared with the entire class. The course provides the maximum amount of substantive information so that students might make data driven comparisons to contemporary and historical incidents of religious violence. **GCP Coding**: **(SSHB)** (CRI).

RELG 2032 Global Christianities (3)

Global Christianities will familiarize students with anthropological scholarship on Christianized peoples throughout the world, not merely in the United States, but also in Africa, Latin America, Melanesia and Eurasia. Through the course, students will be introduced to new ways of looking at Christianity and how it is practiced in a wide range of cultural contexts.

RELG 2050 Religion and Human Values (3)

Investigates the theories and processes of moral decision making. Analyzes specific issues such as war and peace, nonviolence, sexuality, race, medical experimentation, and poverty in relation to such values as freedom, justice and equality in an organized society. May be repeated for credit if content differs.

RELG 2055 Intersections Between Religions and Ecojustice (3)

The course will consider different religious and philosophical perspectives on ecojustice, defined as the right relationship of humans with one another and with nature; it will help students understand the place and responsibility of institutions/systems and human beings in relation to this issue. The course will show how Religions source of cultures and contributes to our understanding of human nature, and how religious teaching and holy books (along with literature, art, music and philosophy) have given us the concept of human values and have thus influenced human societies. **GCP Coding**: **(ROC)** (ETH).

RELG 2056 Religion in the Workplace (3)

According to the UN Global Compact and the UN Alliance of Civilizations, religion in the workplace is becoming an increasingly important issue for companies. This is driven by demographics, an increased role in religion in public life and the globalization of operations. This course explores contemporary issues and global perspectives regarding religion in the workplace: religious diversity (including the non-religious) in organizational cultures; employee rights, discrimination and legal remedies; differences between religion and spirituality in the workplace; globalization and interreligious encounters; and special issues in the 21st century workplace and civil society. **GCP Coding**: **(SSHB)** (ETH).

RELG 2070 Introduction to Eastern Religions (3)

Provides a basic framework for approaching the major religious and philosophical traditions of Asia. The student is exposed to the ideas, rituals and practices of Hinduism, Buddhism, Jainism, Confucianism, Taoism and Shintoism. By studying the religious issues of India, China and Japan, one gleans an awareness and appreciation of the historical and cultural heritage of Asia. **GCP Coding**: **(ROC)** (INTC).

RELG 2075 Introduction to Buddhism (3)

Covers comprehensively the full range of historical, doctrinal, practical and cultural forms of Buddhism, and its geographic spread around the globe. Includes consideration of the lives and teachings of the Buddha, major scriptures and forms of practice and devotionalism, and Theravada, Mahayana, Vajrayana, syncretic and Western Buddhisms. **GCP Coding**: **(ROC)** (ETH).

RELG 2080 Introduction to Western Religions (3)

Provides a basic framework for approaching the major religious and philosophical traditions of the West, meaning those derived from the Mediterranean and Arabic worlds. The student is introduced to the ideas, rituals, and practices of Judaism, Christianity, and Islam, with reference also to Greek and Roman religions, Zoroastrianism, and related religions. By studying the religious issues of the Near East, the Middle East and Europe, one gleans an awareness and appreciation of the historical and cultural heritage of the Americas and the West. **GCP Coding**: **(ROC)** (ETH).

RELG 2085 Introduction to Judaism (3)

This course offers a general introduction to Judaism, focusing on questions of Jewish identity and culture or cultures, especially in

the contemporary United States: What makes someone Jewish? Are there beliefs, practices, or sacred narratives which all Jews have in common? How (if ever) do people become Jewish, and how (if ever) do they stop being Jewish? Why do most American Jews accept Jewish Buddhists but reject Jewish Christians? And what does it mean when someone claims to be “culturally Jewish?” Viewed through the lens of Jewish identity, students will learn about topics ranging from Jewish ritual and liturgy to the role of women in Jewish life to the stereotypes of Jews in Western art and literature. The course will also address ways in which Jewish identity has influenced and has been influenced by other world religious traditions. **GCP Coding**: **(ROC)** (INTC).

RELG 2090 Introduction to Religions of Small Scale Societies (3)

This course will review the wide variety of belief systems found in traditional tribal societies. Throughout most of human history, people have lived in small-scale societies which have followed religious practices commonly integrated into their ecosystems. Horticulturalists, pastoralists and hunter-gatherers have been commonly dependent upon their relations with other animals and the food sources available in the ecological niche in which they live. The belief systems of these peoples have provided fertile ground for the development of the major religions found in the world today.

RELG 2100 Religion and Literature (3)

Studies the important interrelationships of literary forms and the world's religions. Examines religious reflection on various complexities of existence as depicted in selected genres or examples of literature. Typically considers literary themes in religious terms, or vice versa, and the ways in which creative writings and religious ideas amplify and interrogate each other. May be repeated for credit if content differs. **GCP Coding**: **(ARTS)** (INTC).

RELG 2101 Science Fiction and Religion (3)

Explores significant relationships between science fiction and the world's religions. Examines how science fiction uses religious themes to develop plot, character and action, and how understanding religious themes can illuminate and amplify the message and values of science fiction. **GCP Coding**: **(ARTS)** (INTC).

RELG 2150 Existence and Meaning (3)

Introduces key religious perspectives on human life and thought through a sustained analysis of religious ideas, thinkers, or cultural forms. Examines defining conditions of human existence and our roles as meaning-makers and interpreters of inherited meanings, especially those of religious teachings. May be repeated for credit if content differs.

RELG 2200 Religion and History (3)

Surveys the social, political, philosophical, and cultural events of a keystone period in the history of Western civilization. May be repeated for credit if content differs. Sometimes cross-listed with HIST 2210.

RELG 2201 Islam and the State (3)

This course examines the intersection of Islam, politics, and government. Believers in Islam view their faith as a comprehensive guide to life — but should this include politics and government? If so, how should Islam be applied to the State, the modern structure of governance? Is Islam compatible with democracy? With capitalism? With socialism? With national identities and material power? In this course, we study various theoretical interpretations of these issues and gain exposure to the diversity of thought on how Islam should be applied to the State. We also look at the history of Islamic governance — in particular, the institution of the Caliphate. Finally, we conduct four case studies of contemporary Islamic governments and see how well theory is put into practice: Saudi Arabia, Iran, Taliban Afghanistan and the new "Islamic State" founded by the al-Qaeda offshoot ISIS, or ISIL in parts of Iraq and Syria. We will also ponder the role of sectarianism in the politics and governance of the Muslim world today. Students have an opportunity to research other cases of contemporary Islamic governance via the mandatory research paper.

RELG 2350 Sacred Texts (3)

Explores the foundational texts, scriptures or classics of one or more religious traditions with particular attention to literary, historical and critical issues and how these texts have remained sacred or normative within their tradition. May be repeated for credit if content differs.

RELG 2400 Religion and the Arts (3)

Studies the important interrelationships of the arts and world religions. The use of the visual and allied arts for communication and edification has been a primary concern both positive — e.g. the glorification of Rome during the counter-reformation — and negative — e.g. the Islamic proscription of images — for all religions. May be repeated for credit if content differs. **GCP Coding**: **(ARTS)** (INTC).

RELG 2401 Religion and Media Culture (3)

How have changes in the way we communicate knowledge transformed how we practice and see religion? For instance, how has the ability to reach virtually anyone anywhere through internet or television changed the way Christian churches do missionary work? 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 and the world's religions. May include considerations of sacred space, spiritual relationships with the earth, doctrinal views of eco-responsibility, environmentalism and forms of eco-activism. May be repeated for credit if content differs.

RELG 2431 Ecology and Spirituality (3)

This course provides frameworks for examining, understanding and clarifying personal experience and values, including the students' own experience and values, to introduce the connections between religious teachings and personal living and decision making.

RELG 2440 Religion and Social Action (3)

Examines key instances and ideas in which religion or religiously inspired groups or movements have sought to influence or change a particular society or social behavior. May include consideration of appropriate and effective methods for achieving social change. Examples include (but are not limited to) Engaged Buddhism, Liberation Theology, the civil rights movement, utopian religious groups and peace activism. May be repeated for credit if content differs.

RELG 2450 Death and Dying (3)

Examines variation in the definition of life and death and deals with the processes that facilitate and accompany the transition from life to death. Provides multiple cross-cultural and religious perspectives.

RELG 2500 Gender, Culture, and Religion (3)

Discusses diverse representations of gender in selected religious traditions and cultural contexts. Considers their influence on religious conceptions of personhood and divinity, relationships between humans, cosmic and natural orders and representations of the divine. Cultural and social definitions of gender roles, and resistances to those definitions, may also be included. May be repeated for credit if content differs.

RELG 2501 Gender, Belief Systems, and Globalization (3)

What is happening to women's and men's experiences of spirituality in this complex world of transnationalism, migration and religious syncretism? And how do gender expectations shape those experiences? What impact do religion-based social movements have on women as well as men? And how are religions creatively responding to the many serious issues we face as a global community? These are the sort of questions we will pursue in this course. **GCP Coding**: **(SSHB)** (WCOM).

RELG 2610 Reading Course: Introductory (1-6)

Content and methodology are at an introductory level. May be repeated for credit if content differs. **Prerequisites**: Permission of the instructor and filing of official departmental form.

RELG 3030 Topics in Religion and Society (3)

Examines religious belief, ritual and organization through the study of social structure and cultural values. May be repeated for credit if content differs.

RELG 3050 Topics in Religion and Philosophy (3)

Studies philosophical reflections on religion, including analysis of claims and concepts used to support or challenge religious beliefs. May focus on philosophers, such as Camus, Dewey, Nietzsche, Otto or Whitehead, or on topics, using arguments from classical, European, American and Asian sources. May be repeated for credit if content differs.

RELG 3051 Religion and Human Rights (3)

Advanced study of the philosophic and political background of the concept of human rights and the relationship of human rights to religion. Examines important issues in current religious debates about human rights. Reviews the work of the most important governmental and nongovernmental institutions currently involved in human rights protection and promotion. Examines several current problem areas in human rights and religion.

RELG 3070 Topics in Religion and Psychology (3)

Investigates religious beliefs and behavior and the influence of religion on the life of the individual. May be repeated for credit if content differs.

RELG 3090 Traditions (3)

Presents the historical background and developments, the cultural contexts and distinctive features of a selected religious tradition, including its ideals, rituals, practices, major historical figures, symbolic representations and influences in the lives of adherents. The specific emphasis is announced each time the course is offered. May be repeated for credit if content differs.

RELG 3211 African Christianities (3)

This course will focus on the introduction, spread and practice of Christianity in Africa. Many times when we talk about Christianity in Africa, there is a tendency to portray it as a product of colonialism. In this course we discuss Christianity as an African religion. We examine the religious innovations that have shaped what can be aptly called African Christianity. From its initial introduction in the 2nd century and its adoption as the Ethiopian State Religion in the 4th century AD to today, Christianity in Africa has proved to be a potent force for change, conflict and a source of empowerment for many. This course will help you make sense of these developments.

RELG 3600 Field Experience in Religion (1-6)

For students undertaking travel and research into a specific religious topic through direct contact with the material or people studied, outside academic confines. Requires prior and follow-up consultation with a faculty member approved by the department chair, and preparation of a portfolio. Application for approval includes a description of the intended field experience and projected itinerary. Final product must include documentation of the travel and experiences and a summary of and formal reflection on those experiences. May be repeated for credit if content varies.

RELG 3605 International Field Experience in Religion (1-6)

See description of RELG 3600 above for requirements. Intended for students undertaking travel and research into a specific religious topic, outside the student's home campus. Highly recommended for religious studies majors and minors, especially juniors, to enhance an understanding of religion in global contexts. May be repeated for credit if content varies.

RELG 4400 Spiritual Paths and Classics (3)

Focuses on classics in spiritual practice and development chosen from specific religious traditions, so as to reflect on the paths and teachings they set forth. Builds on introductory courses in spiritual exploration and in world religions. Topics may include:

Chinese mysticism (especially Taoism), Islamic Sufism, the English Christian mystics, Zen and other Buddhist schools, utopian religious communities or Hindu yoga(s). May be repeated for credit if content differs.

RELG 4550 Advanced Study in Religion (3)

An open-topic seminar course, examining in detail aspects of a religious tradition or traditions introduced in prior courses. May be repeated for credit if content differs.

RELG 4551 Religion and Global Issues (3)

This course will allow students to look at some issues of global importance. Research topics include among other things:

- Veiling in France
- Religious justification of violence
- The internet and religion

This course will center on the writing of a seminar paper on such a topic. Students will be guided through the process, and will help one another with papers as they develop. Students will also study and practice writing longer papers, following APA style, avoiding pitfalls in writing and providing and receiving helpful feedback.

RELG 4560 Practicum (3-5)

Supervised internship in direct practica with individuals and groups. Placement may include teaching, pastoral work, or social activism. **Prerequisites**: 9 credit hours of religious studies and permission of the department chair.

RELG 4610 Reading Course: Advanced (1-6)

May be repeated for credit if content differs. **Prerequisites**: Approval of the instructor and filing of official departmental form.

RELG 4700 Senior Project (3-6)

Involves preparation and presentation of a major project to serve as senior overview. **Prerequisites**: Senior standing and permission of the department chair.

RELG 4800 Portfolio Review (0-1)

A portfolio of student work in Religious Studies to be turned in during the final semester of study in the Department. Required of all Religious Studies/Religion and Global Society majors. This course may be taken for credit, or no credit.

SCIN - General Science

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

SCIN 1030 Science in the News (3)

This course helps students develop, as responsible global citizens in the 21st century, the knowledge and skills necessary for making informed ethical judgments about issues related to the physical and natural world as presented through science news and media. Students will draw on a rich variety of sources in science journalism and make use of a dialogical ethical reasoning methodology to analyze social, political, and ethical policies; weigh values; and make informed judgments about issues such as human evolution, genomic medicine, climate change, and clean energy. **GCP Coding**: **(PNW)** (ETH).

SCIN 1010 Topics in Physical Science (3)
SCIN 1011 Topics in Physical Science: Lab (1)

Explores physical science topics of general interest. May be repeated if content differs.

SCIN 1100 Earth Science and the Environment (3)
SCIN 1101 Earth Science and the Environment: Lab (1)

An introduction to planet Earth in space, the study of the structure of Earth, the geological processes that control the development of Earth's surface, and weather and climate. The student will be exposed to the following scientific disciplines: geology, oceanography, meteorology, climatology, and astronomy. The student will become familiar with the scientific basis for many day-to-day physical phenomena. Open to non-majors. Laboratory required. **Co-requisites**: SCIN 1100 and SCIN 1101 must be taken concurrently.

SCIN 1120 Natural Disasters (3)

This course discusses how and when natural disasters occur, how to identify and recognize them, and what Earth processes lead to natural disasters and global change. Natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, floods, meteorite impacts, forest fires, and climate change will be studied in detail. The goal is to help students develop both an understanding of natural hazards and disasters and enhance their understanding of scientific approaches to problem solving. Recent events and historic catastrophes will be studied through lecture, internet, and video. Emphasis will be placed on the scientific principles responsible for particular disaster types, along with risk assessment and disaster planning related to future natural disasters. **GCP Coding**: **(PNW)** (WCOM).

SCIN 1140 Science Units for the Elementary School (2)

Familiarizes students with science units available for use in the grade level where they intend to teach. Each student selects a particular unit and, through individual work, explores the content of that particular unit and how it relates to the conceptual organization of the discipline from which it comes. The structured part of the course treats the content from one particular area (e.g., seeds or heat) and how this content can be treated in different frameworks.

SCIN 1150 Astronomy (3)

Presents information about the universe, along with the methods used to obtain the information. Observations of the sky and activities to be completed outside the class are used to acquaint students with phenomena visible to the naked eye. These observations are then used to find patterns in the sky. Includes laboratory.

SCIN 1210 Water: The World’s Most Valuable Resource (4)

Water concerns are one of the most important and controversial global issues of the 21st century. As evidence, recent years

have witnessed: critical shortages of, and limited access to, water used for drinking and agricultural production; increasing incidents of local communities struggling with corporate control over water resources; difficulties for poorer human populations related to water-borne diseases; and significant increases in the cost of water through utilities. Many factors have contributed to this global water crisis, including: environmental conditions; governmental policies; political conflict; corporate and community interests; market forces and international trade; conventional agricultural practices; and socio-cultural beliefs, values, and behaviors. In a seminar format, this course will explore the role that these factors have played in contributing to our current water challenges. In addition, policy measures will be considered and evaluated for their potential to effectively address these challenges and promote more sustainable and socially just practices. While course materials will be drawn from multiple disciplines, anthropological, environmental, and public health contributions and perspectives will be emphasized. The course will include laboratory experiences that will supplement and strengthen the theoretical content of the course. **GCP Coding**: **(PNW)** (WCOM).

SCIN 1400 Physics for Poets (3)
SCIN 1401 Physics for Poets: Lab (1)

This is an introductory course of physics for non-biology majors. It does not require calculus or college algebra, and is intended for those wanting to explore laws of the physical world that include laws of motion, Newton's laws, kinetic and potential energy, friction, and sound. There is an accompanying lab that directly applies theory concepts studied in lecture. **Co-requisites**: SCIN 1400 and SCIN 1401 must be taken concurrently. **GCP Coding for SCIN 1400**: **(PNW)** (CRI).

SCIN 1410 Light, Sound, and Electricity (3)

This is an intensive study into the science of sound and light, along with a basic introduction to electricity. Topics covered include octave distribution, dynamic range, light control by lenses and mirrors, color imaging, and the physiology of color. Students will also be able to examine the construction of electric circuits and study the laws of parallel and series circuits. This is an ideal course for all theatre and music majors, as well as photography, film/video, business, language, and education majors. This is all within your reach. **GCP Coding**: **(PNW)** (CRI).

SCIN 1450 Introduction to Nanotechnology (3)

This course is designed for students to study the basic principles of nanotechnology. There will be a focus on nanoparticles, their unique properties and tools, and nanofabrication. Nanotechnology applications to medicine, information technologies, energy production, and consumer products will be covered. **GCP Coding**: **(PNW)** (CRI).

SCIN 1470 Earth and Universe (3)
SCIN 1471 Earth and Universe: Lab (1)

This is an introduction to basic principles of physics, astronomy and geology. During the first part of the course, fundamental laws of the physical world, including laws of mechanics, dynamics, energy, thermodynamics, electricity, and magnetism, will be discussed. The second part of the course covers basic concepts of astronomy, including a brief history of astronomy, solar system, celestial objects, and processes of modern astronomy. During the third part of the course, the fundamentals of geology, including composition of the earth, plate tectonics, oceans, and weather, will be discussed. The labs in this class are designed to introduce concepts and hands-on experiences related to the laws of mechanics, dynamics, energy, thermodynamics, electricity, magnetism, the solar system, and modern astronomy. Composition of the earth, oceans, and weather will also be covered. **Co-requisites**: SCIN 1470 and SCIN 1471 must be taken concurrently, and together they constitute a Global Citizenship Program course. **GCP Coding**: **(QL).**

SCIN 1510 Global Climate Change (3)

This course will be an in-depth investigation into the science of global climate change, its symptoms as determined by scientific observations and data throughout the world, and what the proposed solutions are. The course is not meant to follow a politically charged agenda or ideology. The course will use the internet, published data, films, media, guest speakers, field trips, and inquiry to investigate the science and measure the examples, effects, outcomes, and proposals that define global climate change. Intended for non-majors. Offered in spring semester. **GCP Coding**: **(PNW)** (CRI).

SCIN 1520 Environment (3)
SCIN 1521 Environment: Lab (1)

Concerns problems of the world's ecosystems. Includes the nature of ecosystems, pesticides, water pollution, air pollution, solid waste, nonrenewable natural resources, energy, nuclear power, radioactivity, agriculture, human food supply, and environmental health. Laboratory required. Intended for non-majors. Counts as an environmental studies course and an American Studies course. **Co-requisites**: SCIN 1520 and SCIN 1521 must be taken concurrently.

SCIN 1600 Physical Geology (3)
SCIN 1601 Physical Geology: Lab (1)

Examines the development of landforms, the types and characteristics of rocks in the earth's crust, and the use of topographic and geologic maps. Laboratory required. **Co-requisites**: SCIN 1600 and SCIN 1601 must be taken concurrently. **GCP Coding for SCIN 1600**: **(PNW)** (WCOM).

SCIN 1610 When Rivers Run Wild: Watersheds, Floods, and Risk (3)

This course focuses on rivers and watersheds, covering the ecological and human dimensions of issues such water pollution and flooding. Students will analyze local rivers both as natural systems and as resources for human activity, drawing on science as well as public policy and political systems to analyze the challenges and possibilities for sustainable water management on the local level and ;beyond. **GCP Coding**: **(PNW)** (CRI).

SCIN 1800 Living On vs. Off the Grid (3)

This hybrid travel course investigates on-grid vs. off-grid living toward complete sustainability. We will examine how on-grid systems within traditional homes supply water, process waste, generate power, and maintain thermal comfort, and compare these to alternative sustainable systems (black water, grey water, solar power, thermal mass, catch water, etc.) in off-grid homes. Students will complete the majority of their course work in Taos, New Mexico over spring or fall break where they will receive instruction, participate in discussions, execute hands-on experiments, and learn alternative building methods in an off-the-grid home independent of public utilities. Throughout the week, students will travel to various sites around Taos to see exemplifications of concepts discussed in class. This course will have lectures, assignments, discussions, and an exam online prior to the travel portion. Upon their return, students will take another exam and complete an assignment based on their travel experience. **GCP Coding**: **(PNW)** (INTC).

SCIN 2530 Global Ecologies and Sustainable Living (3)

The course focuses on how different societies around the planet interact with their local and global ecosystems: how those natural systems enable and constrain specific cultures and their ways of life; how various cultures impact their natural environments; how

humans meet basic needs such as food, energy, water, shelter, and transportation in different locales; and to what degree the ways they meet them are sustainable. Examples of zones for focused study include temperate, arid, tropical, mountainous, and Mediterranean rural and urban regions of the world. **GCP Coding**: **(PNW)** (CRI).

SCIN 4060 Methods in Science Teaching (3)

Introduces methods of science teaching. The student is assigned to a teacher in the discipline of his or her interest for individual study. **Prerequisites**: Science major and acceptance to the Teacher Certification Program or permission of the director of teacher certification and field experiences.

SCIN 4610 Reading Course (1-4)

May be repeated for credit if content differs. **Prerequisites**: Permission of the department chair and filing of the official form.

SCPT - Scriptwriting

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
- **PNW**: Physical & Natural World
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- **ROC**: Roots of Cultures
- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

SCPT 2900 Scriptwriting (3)

Students will learn the basics of scriptwriting, including formatting and story structure, and will explore writing in various media, including narrative short, television, animation, comic book and video game scripts.

SCPT 3110 Script Analysis (3)

Students learn the elements of a screenwriter's craft by studying scripts. The course focuses on how scriptwriters develop engaging and believable characters, how they build conflict, how they create and build tension and suspense, and how they write effective dialogue. **Prerequisite**: SCPT 2900 or permission of the instructor.

SCPT 3150 Topics (3)

These courses are offered periodically to feature topics in scriptwriting not covered by regularly offered courses. May be repeated for credit, if content differs. **Prerequisites**: May vary with topic.

SCPT 3300 Writing the Short Script (3)

Students will analyze successful short fiction and nonfiction scripts and then produce their own scripts suitable for short form video and film, including documentaries, comedies and dramas.

SCPT 3400 Television Scriptwriting (3)

Analyzing successful current and classic television series, students learn the basic principles of writing for television drama and comedy. The course examines the structure of television genres, including situation comedies, dramatic programs, and made-for-TV movies. Other topics include characterization, pacing, scene construction, dialogue, and action. The final project consists of writing a television script.

SCPT 3500 Writing Screenplays for Film (3)

Students learn the essential elements of a successful script for a feature film, including how to structure an effective narrative, how to create engaging characters, how to develop and maintain suspense and tension, and how to engage an audience's emotional response. Students will write a finished script for the first act of a feature film.

SCPT 3599 Independent Study (Junior or Seniors) (1-12)

Independent study involves research work on a specialized subject or project, artistic work, or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. Requires the filing of official form and permission of instructor. May be repeated for credit if content differs.

SCPT 4090 Screenplay Development (3)

Students learn the development of the screenplay, including script proposals, adaptation of scripts from other material, and the process of revising screenplays. **Prerequisite**: SCPT 3500.

SCPT 4400 Advanced Television Scriptwriting: Genres (3)

Each section of this course focuses on one specific television genre (i.e., situation comedy, domestic drama, science fiction, daytime drama). Students learn the structure of the genre as well as conventions, plot, pacing, dialogue, and characterization. Students will write and revise scripts suitable to the genre. May be repeated for credit if the genre differs. **Prerequisite**: SCPT 3400.

SCPT 4500 Advanced Scriptwriting (3)

Building on the essential foundation of writing a screenplay that students learn in SCPT 3500, students learn the elements of writing a full feature screenplay, including how to refine their first act and how to build effective second and third acts. Students work on projects, culminating in the completion of finished feature-length screenplays. May be repeated for credit. **Prerequisite**: SCPT 3500.

SCPT 4620 Senior Overview (3-6)

Provides an opportunity for seniors to demonstrate their proficiency in writing for film or television. The student assumes responsibility for the production of a project under the direction of a faculty member. Projects will be dependent on the medium that student chooses. Course may be repeated once, up to 6 total credit hours. **Prerequisites:** Senior standing, acceptance into the major through portfolio review, and permission of the instructor. Students and their instructors must submit a proposal for the overview project for the approval of the department chair.

SCPT 4700 Professional Development in Scriptwriting (3)

Students will learn the elements of marketing their original scripts to the film and television industry and of making a career as a writer in film or television. The course will teach the basics of pitching stories, writing script coverage, as well as refining their work to create a professional portfolio.

SPAN - Spanish

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
(not bolded code)

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- ** Course fulfills two skill areas

Course Descriptions

SPAN 1070 Intensive Introduction to Spanish: Level I (1-3)

This is a beginning-level course offered in a variety of formats. It teaches listening comprehension, speaking, reading and writing skills. The goal is to develop basic linguistic structures and vocabularies for specific needs: e.g. travel, business, medicine, law enforcement. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

SPAN 1080 Intensive Introduction to Spanish: Level II (1-3)

This course is a continuation of SPAN 1070. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 1070 or equivalent.

SPAN 1090 Introduction to Spanish (1-4)

Immerse yourself in the Spanish language and related cultures with this beginner-friendly course. Learn how to structure sentences in Spanish and recognize differences in vocabulary and pronunciation across variants of Spanish. Explore cultural links between Hispanic-speaking countries and the region where you are studying. Students will develop skills in speaking, listening, reading and writing and be able to express basic ideas in Spanish by the end of the course. May be repeated once for credit with permission of the department chair. **GCP Coding**: **(GLBL)** (INTC).

SPAN 1091 Language Lab (1-2)

This course is designed to support your Spanish learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

SPAN 1100 Basic Communication in Spanish (1-4)

Express yourself in Spanish with growing confidence. This beginning-level course builds conversational competence through interactive practice. You will also strengthen skills in Spanish writing and aural comprehension. You will be able to apply the language and intercultural skills you acquire to practical contexts — everyday social interactions, travel and study abroad. By the end of the course, you will be able to manage simple communication tasks and converse on familiar topics. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 1090 or equivalent. **GCP Coding**: **(GLBL)** (OCOM).

SPAN 1101 Language Lab (1-2)

This course is designed to support your Spanish learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

SPAN 2090 The Hispanic World (1-4)

Take your Spanish language skills beyond the basics towards an intermediate level of proficiency through an exploration of the diverse Hispanic world. This course develops your Spanish skills in reading, writing, speaking and listening through interactive discussions and the analysis of culturally relevant materials (articles, videos, songs, graphic novels and more). Engage with guest speakers from countries and regions around the globe. Throughout the course, you will use the Spanish language to explore and reflect on diverse cultural practices and perspectives. By the end of the course, you will be able to identify the main ideas in texts on this topic and be able to hold simple conversation with native speakers. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN1100 or equivalent.

SPAN 2091 Language Lab (1-2)

This course is designed to support your Spanish learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

SPAN 2100 Between the Lines: An Intermediate Spanish Reading Course (1-4)

Develop intermediate reading proficiency in Spanish by engaging with a wide variety of contemporary texts. Learn how to decode the significance of cultural artifacts (social media posts, short fiction, websites), academic and journalistic writing (articles), and bureaucratic forms. Looking for information and meaning in these texts will help you navigate different registers of the Spanish language (administrative, informal), reinforce your writing skills, and expand your vocabulary for a wide range of situations and tasks. Selected texts will also provide insight into contemporary Hispanic cultures. By the end of the course, you will be able to use Spanish language to interpret and reflect on diverse texts and perspectives. May be repeated once for credit with permission of the department chair. **Prerequisite**: SPAN 2090 or equivalent.

SPAN 2101 Language Lab (1-2)

This course is designed to support your Spanish learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

SPAN 2170 Intermediate Conversational Spanish (1-3)

Develops the vocabulary, linguistic structures, and cultural understanding needed for more successful communication in everyday situations. Includes a variety of audiovisual materials and task-oriented activities. It is strongly recommended that this course be taken concurrently with SPAN 2100. May be repeated for credit if content differs. **Prerequisite**: SPAN 2090 or equivalent.

SPAN 2250 La cocina española e hispanoamericana (1-3)

A course on the art of Spanish and Latin American cooking, taught in Spanish. The contributions of the various cultural traditions — European, Arabic, Jewish and Indoamerican — one finds at the basis of Spanish and Latin American cooking are explored. May be repeated for credit if content differs. **Prerequisite**: SPAN 2100 or equivalent.

SPAN 3090 Advanced Spanish: Level I (1-3)

Provides a thorough review of Spanish linguistic structures. The goal is to strengthen previous language knowledge and to lead students to advanced levels of proficiency in spoken and written Spanish. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: SPAN 2100 or equivalent.

SPAN 3091 Advanced Language Lab (1-2)

This course is designed to support your Spanish learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

SPAN 3100 Advanced Spanish: Level II (1-3)

This course is a continuation of SPAN 3090. May be repeated once for credit if content differs or with permission of the department chair. **Prerequisite**: SPAN 3090 or equivalent.

SPAN 3101 Workshop (1-2)

This workshop is intended for listening and speaking practice, vocabulary development, grammar review and cultural contextualization. May be repeated once for credit with permission of the department chair.

SPAN 3150 Culture and Civilization of the Spanish-Speaking World (1-3)

Presents an integrated picture of the social, economic, political, and cultural forces that have shaped the Spanish-speaking world. Includes a variety of audiovisual materials, guest speakers, and media articles and reports. May be repeated for credit if content differs. **Prerequisite**: SPAN 3100 or permission of the instructor.

SPAN 3151 Advanced Language Lab(1-2)

This course is designed to support your Spanish learning by focusing on real-time speaking and listening practice. Through guided activities and conversational application, students will strengthen their ability to communicate across a variety of scenarios.

SPAN 3170 Advanced Conversational Spanish (1-3)

This course gives students the opportunity to improve their skills in conversational Spanish. It includes a variety of audiovisual materials and task-oriented activities. May be repeated for credit if content differs. **Prerequisite**: SPAN 3100 or permission of the instructor.

SPAN 3250 Introduction to Literature (1-3)

Introduces the student to a variety of authors and literary works from the Spanish-speaking world. It develops the understanding and appreciation of literature in a wider cultural context. It also provides opportunities for discussion, and the development of listening comprehension and writing skills. May be repeated for credit if content differs. **Prerequisite**: SPAN 3100 or permission of the instructor.

SPAN 4090 Topics in Advanced Language (1-3)

Develops skills in advanced composition, conversation, vocabulary, and grammar. May also focus on the history of the Spanish language or contemporary linguistics. May be repeated for credit if content differs. **Prerequisites**: SPAN 3100 or permission of the instructor.

SPAN 4170 Conversation and Culture (1-3)

An umbrella course taught in a variety of formats, e.g. intensive Spanish weekends or intensive workshops. This course further develops speaking skills in highly specialized content areas such as in-depth study of a particular country or a group of related countries, the music or folklore of certain areas in the Spanish-speaking world, the films of a particular director, or a set of historic events that caused important socio-political changes. May be repeated for credit if content differs. **Prerequisite**: SPAN 3170 or permission of the instructor.

SPAN 4250 Topics in Literature (1-3)

Studies different periods as well as different genres (essay, poetry, drama, fiction, documentary and testimonial literatures, etc.) of Spanish and Spanish-American literary studies. Introduces elements of literary criticism, textual analysis, and cultural history essential to the understanding and appreciation of literature. The content of this course varies and is presented in rotation. May be repeated for credit if content differs. **Prerequisite**: SPAN 3250 or equivalent.

SPAN 4650 Advanced Topics (1-3)

Focuses on specific themes in the culture and literature from the Spanish-speaking world, e.g., Jewish and Islamic Spain, the narratives of discovery and conquest, revolution and change, contemporary Spain or Latin America through films, dictatorship in fiction, the culture of food, contemporary theatre from Spanish America, the novels of development, etc. May be repeated for credit if content differs. **Prerequisites**: SPAN 3150, SPAN 3250 or equivalent.

SPCM - Speech Communications

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
- **GLBL**: Global Understanding
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
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- ** Course fulfills two skill areas

Course Descriptions

SPCM 1040 Public Speaking (3)

Students learn the organization, development, and delivery of a variety of formal public speeches. The course includes

public speeches and a variety of other speaking exercises to help students adapt to audiences and contexts, solve delivery problems and build confidence. Activities also help the student to develop realistic evaluations of various speaking occasions. **GCP Coding**: **(ARTS)** (OCOM).

SPCM 1280 Interpersonal Communication (3)

Students learn to apply the contexts and skills associated with interpersonal communication competence, the intrapersonal constructs necessary for effective interpersonal communication, as well as skills and behaviors associated with relating with others. A focus is placed on relational development and dynamics. Topics include self-disclosure, listening, nonverbal communication and conflict. **GCP Coding**: **(SSHB)** (WCOM).

SPCM 2000 Forensics (1-3)

Students participate in a variety of oral communication events as members of the Webster University forensics program. Activities include several oral interpretation and public address events. Students may also participate in parliamentary team and other debate formats. Some travel may be required. May be repeated for credit.

SPCM 2200 Group Communication (3)

Students learn the role of communication within group interactions and the skills necessary for competent group communications. The course blends discussion of theory with practical application. Topics include conflict, group roles, problem solving and leadership.

SPCM 2400 Persuasion (3)

Students learn the fundamentals of the persuasion process as it relates to communication contexts. Emphasis is placed on both social-scientific and rhetorical dimensions of persuasion. A focus of the course is on mediated messages, including print and film, as well as political processes and social movements.

SPCM 2600 Nonverbal Approaches to Media Analysis (3)

This course introduces students to principles of nonverbal communication in the media. Students learn to recognize and identify nonverbal communication in both the media and the world around them. Students will learn what it means to be a competent nonverbal communicator. Instruction combines lecture, discussion and experiential activities.

SPCM 3100 Communication as Storytelling (3)

Students learn the techniques and strategies involved in storytelling. Topics include development of narrative structure; stylistic considerations; formula; audience considerations; and performance techniques.

SPCM 3300 Navigating Relationships (3)

This course is a comprehensive look at the nature of communications in relationships through a combination of readings, discussion, presentations, and reflective activities. Students learn the nature of relational formation, growth, and deterioration. Additionally, communications issues within specific contexts are examined, including friendships, family, romantic and marriage/domestic partner relationships.

SPCM 3500 Presentations for Media Professionals (3)

This course focuses on building skills that contribute to presentational effectiveness within media contexts and professions. The course is an intensive speaking course with an emphasis on activities specific to media-related professions, such as requests for proposals and portfolio presentations.

SPCM 3550 Communication Strategies for Professional Settings (3)

Students learn the presentational and behavioral skills that are central to communication effectiveness in business and professional settings. The course includes discussion and skills development in interviewing, oral presentations, uses of visual aids and audiovisual technologies, as well as other areas to be determined by the instructor.

SPCM 3600 Rhetoric (3)

Students learn the role language and argument play in message formation and communication strategies by tracing the development of rhetoric from the ancient Greeks to modern public address. Students learn theoretical criticism, recurring problems in the grounding, status, and application of constructs in rhetorical theory, and the emerging functions of rhetorical theory and criticism. Students analyze films, social movements, speeches and other rhetorical media.

SPCM 4500 Conflict Resolution (3)

Students learn the fundamentals of communications used in conflict resolution. The course considers the role of communication in interpersonal conflict, including identifying barriers to effective communication and communication strategies for conflict resolutions. Topics discussed include personal conflict style, constructive and destructive conflict communication, forgiveness and reconciliation, anger and violence, as well as pacifism and civil disobedience.

SPCM 4600 Communication Theory (3)

This course brings together speech communication concepts within theoretical units. Students learn the theories and perspectives of communication within which specific concepts interact. Course discussion includes intrapersonal, rhetorical, relational, cultural and mass communication contexts. Emphasis is placed on models and other illustrations of theories. **Prerequisites**: 9 credit hours of SPCM coursework or permission of the instructor.

SPTC - Sports Communication

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
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- ** Course fulfills two skill areas

Course Descriptions

SPTC 1800 Sports Communication (3)

This course provides an introduction to communication within sports contexts. Students explore the evolution and likely future of sports communication strategies and messages, along with how this communication is important within society. This includes examinations of communicating as media practitioners within sports contexts, as well as the culture of sport. **GCP Coding**: **(SSHB)** (OCOM).

SPTC 2000 Sports Announcing and Reporting (3)

Students will engage in the study and practice of sports messaging, including readings and resources that will lend insights into important aspects of the current landscape of sports communication. Student work will include a combination of speaking, writing, and production. Much of the course will include messaging that focuses on Webster University athletic teams and programs.

SPTC 2300 Youth Sports Culture (3)

The genesis of much of what we study and know about sports culture is grounded in youth sports. This course examines a range of subjects related to youth, family, and sport including but not limited to the family dynamic, sport and identity development, equity and access, coaching communication, scholastic and pay-to-play contexts, and officiating. The course seeks to draw connections between the culture of youth sports and its influence on individuals, families, communities, and the larger context of sports beyond high school. A combination of writing and speaking assignments that reflect on assigned readings and viewing of narratives will highlight the impact of youth sports on how we engage sports fandom, communication, and participation.

SPTC 2400 Culture of Sports and Society (3)

This course examines how culture and identity considerations contribute to an understanding of sports communication. Students will analyze sports messaging and contexts with a focus on demographic and sociological factors. Students will complete written and speaking assignments that reflect their understanding and analysis of the way sports cultures reflect the identities of fans, players and the social contexts connected to them.

SPTC 2500 Practicum in Sports Announcing (1-3)

This course provides students with opportunities to do play-by-play and color commentary for athletic contests in a variety of sports, with a concentration on Webster University athletic competitions. This course may be repeated for credit, up to 12 hours of credit. A student may count three hours toward his/her sports communication major or minor. This course may be taken for one to three credit hours per term. **Prerequisite**: SPTC 2000.

SPTC 3150 Topics in Sports Communication (3)

Students will engage in the study of a particular aspect of sports communication not included within the sports communication curriculum. The course will include readings and other resources that will lend insights into important aspects of the current landscape of sports communication. Student work will include a combination of writing, speaking, and discussion. May be repeated for credit.

SPTC 3200 Communicating Baseball (3)

This course examines the various ways baseball is communicated within society. Topics ranging from literary and film depictions of the game, to the contemporary economic and political debates that surround the major leagues are included in the course. A variety of group and individual presentations, combined with class discussion and writing activities make up the exploration of the many issues germane to the rhetoric of baseball.

SPTC 3600 Sports Analytics (3)

This course provides students with the ability to understand and communicate the analytics now being used in all sports. The different types of analytics and how they are used in the major sports will be explored. The course will include an emphasis on practical applications of analytics to allow students to practice communicating the data in their chosen medium. **Prerequisite**: SPTC 1800.

SPTC 3737 Communicating Sports and Business (3)

This course introduces students to the business of sports from the perspective of communicating that relationship. Students will explore a range of topics ranging from player contracts to stadium naming rights, and from NCAA policies to sports sponsorships. A combination of class discussion, presentation, writing and experiential activities will allow the student to have a broad understanding of the ways business relationships and considerations are essential elements within the messaging of sports.

SPTC 4600 Sports Media Strategies (3)

This course provides a study of sports messaging through the application of communication theories. Students will critique sports communication within a variety of contexts, examining communication strategies that shape how individuals understand and assess sports messages.

SPTC 4610 Readings in Sports Communication (1-3)

Students will be part of a directed study of a specific area of sports communication. The course will feature individual or small group engagement with an instructor in an area not included within the existing sports communication curriculum. A contract signed by the instructor, student, program coordinator, and department chair will outline specific details for each section of this course.

SPTC 4616 Sport Communication Research and Analysis (3)

This course focuses on systematic analysis of sport communication contexts and events. Using communication models and research methodologies, students learn about a variety of communication that represent the breadth of the sport communication discipline and professional context. **Prerequisite**: 6 hours of SPTC coursework or permission of the instructor.

SPTC 4620 Senior Overview in Sports Communication (3-6)

Students will complete an intensive project related to their sports communication degree program. The project will reflect a combination of critical analysis and individual application of concepts within the project. The course will be completed under a mentorship of an approved sports communication instructor.

STAT - Statistics

Global Citizenship Program Knowledge Areas
(bolded code)

- **ARTS**: Arts Appreciation
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- **SSHB**: Social Systems & Human Behavior

Global Citizenship Program Skill Areas
(not bolded code)

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- ** Course fulfills two skill areas

Course Descriptions

STAT 1100 Descriptive Statistics (3)

This course introduces the core concepts of statistics. It covers methods used to describe data (mean, median, standard deviation, etc.) and methods used to present data (graphical displays like histograms, other plots and others). This course covers basic probability rules used in statistics. The students will develop the ability to reason using statistical information. They will acquire the skills to evaluate the many advertising and new reports of statistical studies that are encountered in daily life. **GCP Coding**: **(QL).**

STAT 3100 Inferential Statistics (3)

This course covers statistical concepts including measures of central tendency and dispersion, probability distributions, the Central Limit Theorem, Sampling, Estimation, Hypothesis testing, Analysis of Variance (ANOVA), Correlation and Regression Analysis. **GCP Coding**: **(QL).**

SUST - Sustainability Studies

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
(not bolded code)

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- ** Course fulfills two skill areas

Course Descriptions

SUST 1000 Introduction to Sustainability Studies (3)

Introduces students to the interdisciplinary field of sustainability studies, which focuses on the goal of transforming human societies so that we may equitably meet current human needs (such as health, energy, food, shelter and transportation) while preserving the natural systems required to meet the needs of future generations. Includes 1) frequent writing assignments to allow students to express their understanding of the complex systems that provide the foundation for environmental and human health and well-being and 2) experiential elements (field trips and a campus sustainability project) that allow them to apply and test classroom theories and information. Guest speakers will represent different disciplines that contribute to sustainability studies. **GCP Coding**: **(PNW)** (CRI).

SUST 1100 Enhancing Campus Sustainability (3)

Students will learn principles of sustainability and then use their local campus of Webster University and the surrounding community as their laboratory to analyze opportunities to improve environmental practices relating to energy, water, air, and/or materials use. Working in teams, they will select specific areas of campus sustainability to research and analyze; each team will then develop a proposal making recommendations to improve sustainability in that area.

SUST 1200 Topics in Sustainability (1-4)

This course introduces students to important topics in the area of sustainability, such as environment, sustainable development, water systems, climate change, energy, pollution, waste, biodiversity. May be repeated if content differs.

SUST 2200 Issues in Sustainability (1-4)

This course offers insight into a variety of issues central to sustainability studies. Content will vary but will look at the role of social, political, environmental, communication, educational, economic, and ethical factors in the development of sustainability. May be repeated if content differs.

SUST 3200 Advanced Topics in Sustainability (1-4)

This course offers an advanced examination of topics in sustainability studies. Content will vary but will require in-depth study of the particular issues in sustainability and the role of social, political, environmental, communication, educational, economic or ethical factors in creation of problems and possibilities for solutions. May be repeated if content differs.

SUST 4200 Seminar in Sustainability (1-4)

This seminar entails advanced study on a particular topic in sustainability. May be repeated if content differs.

SUST 4500 Sustainability in Action (3)

Serves as the keystone for the sustainability studies minor, providing students the opportunity to integrate and apply the skills and knowledge they have developed through the rest of the program. In addition to studying examples of successful sustainability initiatives both locally and globally, students will choose individual service-learning projects, either off- or on-campus, in which they analyze and address specific challenges to sustainability. Each project will include some elements of written and/or oral communication. **Prerequisite**: All other requirements for the sustainability studies minor or permission of the instructor.

THEA - Theatre

Global Citizenship Program Knowledge Areas
(bolded code)

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Global Citizenship Program Skill Areas
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- ** Course fulfills two skill areas

Course Descriptions

THEA 1000 Production Applications (1-2)

Production crew assignments are intended to bolster a student's understanding of the theatre-making process. Crew assignments are determined at the beginning of each semester by the Crew Committee in the Sargent Conservatory of Theatre Arts. **Prerequisites**: Permission of the instructor.

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. The 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 2080 Studio Acting II (3)

This course is a continuation of Studio Acting I. It takes the fundamentals learned in THEA 1080 and applies them to scene and monologue work from play scripts. **Prerequisite**: THEA 1080.

THEA 2620 Practicum: First-Years or Sophomores (1-16)

On-the-job experience, an internship, fieldwork, an apprenticeship and direct participation in community or professional activity are all possible within the framework of a practicum. Evaluation is usually based on the quality of the student's performance in the chosen practicum setting and on reflective analysis of the experiential learning. The experience may be repeated for credit if the content differs. **Prerequisite:** Permission of the department chair.

THEA 2630 Independent Study: First-Years or Sophomores (1-16)

Independent study involves research work on a specialized subject or project, artistic work or study of an interdisciplinary nature. In contrast to a practicum, the emphasis in an independent study is usually on individual pursuit of a specific content area. The experience may be repeated for credit if the content differs. **Prerequisite:** Permission of the department chair.

THEA 3030 Topics in Theatre (2-3)
THEA 3040 Topics in Theatre (2-3)

This series deals 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 course may be repeated for credit if the content differs.

THEA 3070 Creative Dramatics: Social Issues (3)

This course focuses on researching current social issues that affect teens. The class then writes, produces and performs a social issues review at local high schools. **Prerequisite**: Permission of the instructor.

THEA 3710 Directing I (2)

This course acquaints students with the basic principles of directing. These principles of analysis, composition, movement and picturization are explored in class. The student then applies these principles by directing short scenes during the class. The class then discusses the scenes. The student director defends the choices made or concurs that another choice may have been more effective. Scenes are reworked in class. **Prerequisite**: CONS 2020 or acceptance into the directing program, or permission of the instructor.

THEA 3720 Directing II (2)

This course is a continuation of THEA 3710. The student continues to direct scenes and apply the basic principles. The final project is to direct a 10-minute scene and to go through the full directorial process. The best scenes are presented to the Conservatory. **Prerequisite**: THEA 3710.

THEA 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. The experience may be repeated for credit if the 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. The experience may be repeated for credit if the content differs. **Prerequisite:** Permission of department chair.

THEA 4710 Directing III (2)

This course 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 and teacher; problems of involved physical staging; and director's 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 is videotaped from casting to performance and discussed in class. This work is performed for the Conservatory with no budget and modular furniture. Directors from the Repertory Theatre St. Louis and Conservatory are guest lecturers. **Prerequisite**: THEA 3720.

THEA 4720 Directing IV (2)

This course is a continuation of THEA 4710. **Prerequisite**: THEA 4710.

TRFR - French Translation

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

TRFR 4090 Introduction to Translation Studies (3)

This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore the use of search engines, dictionaries, glossaries, and parallel documents. Students will be able to compare and contrast linguistic structures in French and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite**: Intermediate-high proficiency in French (the equivalent of FREN 3090). Methods for determining the proficiency level may include an oral interview, a written test, and a writing sample.

TRFR 4100 Legal Translation (3)

This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the specifics and intricacies of the French legal system, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate effectively legal and civil documents and supporting materials focusing on terminology, linguistic structures, and social functions. The course will guide students in developing a portfolio of legal translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4150 Medical and Scientific Translation (3)

This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medicine translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include patient information, instructions for medicine and instrumentation, labels, medical research abstracts, consent forms, and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4170 Financial and Commercial Translation (3)

This course is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structures, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4180 Technical Translation (3)

This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The course will guide students in developing a portfolio of technical translations. May be repeated once if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRFR 4250 Literary Translation (3)

This course focuses on the practice and strategies of literary translation. Students will examine the writings — translations and paratextual (prefaces, notes, etc.) material — of prominent and successful literary translators. Students will also conduct comparative analysis of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from French to English. The course will guide students in developing a portfolio of literary translations. May be repeated twice if content differs. **Prerequisites**: TRFR 4090 and TRSL 4000.

TRGR - German Translation

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

TRGR 4090 Introduction to Translation Studies (3)

This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore the use of search engines, dictionaries, glossaries and parallel documents. Students will be able to compare and contrast linguistic structures in German and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite**: Intermediate-high proficiency in German (equivalent of GRMN 3090). Methods for determining the proficiency level may include oral interview, a written test and a writing sample.

TRGR 4100 Legal Translation (3)

This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the intricacies of the legal system of German-speaking countries, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate legal and civil documents and supporting materials focusing on terminology, linguistic structures and social functions. The course will guide the student in developing a portfolio of legal translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4150 Medical and Scientific Translation (3)

This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medical translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include clinic website texts and marketing materials, informational brochures, patient informational forms, instructions for medications and instruments, labels, medical research abstracts, journal articles, consent forms and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4170 Financial and Commercial Translation (3)

This courses is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structures, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4180 Technical Translation (3)

This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The course will guide the students in developing a portfolio of technical translations. May be repeated once if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRGR 4250 Literary Translation (3)

This course focuses on the practice and strategies of literary translation. Students will examine the writings — translations and paratextual (prefaces, notes, etc.) material — of prominent and successful literary translators. Students will also conduct comparative analysis of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from German to English. This course will guide students in developing a portfolio of literary translations. May be repeated twice if content differs. **Prerequisites**: TRGR 4090 and TRSL 4000.

TRSL - Translation

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

TRSL 4000 Professional Translation Practices (3)

An introduction to the professional field of translation. The student learns different aspects of the profession including professional ethics, quality controls and market trends. Students will learn to identify demand and supply flows and to develop strategies for relating and negotiating with clients. Students will become familiar with the available electronic options as well as their advantages and limitations. Students get hands-on experience using new translation technologies, including computer-assisted translation tools, terminology management tools and machine translation. Open to students who have achieved at least an intermediate proficiency level in a language other than their native one.

TRSP - Spanish Translation

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

TRSP 4090 Introduction to Translation Studies (3)

This course is an introduction to translation as an academic discipline. Students learn common methods and basic terminology. They study the history and some modern theories of translation. Students become proficient in translation terminology and learn to identify certain challenges involved in intercultural communication. They explore and contrast linguistic structures in Spanish and English. This course is a prerequisite for the other courses in the translation certificate. **Prerequisite**: Intermediate-high proficiency in Spanish (equivalent of SPAN 3090). Methods for determining the proficiency level may include oral interview, a written test, and a writing sample.

TRSP 4100 Legal Translation (3)

This course is designed to introduce key aspects of the language of law in a comparative perspective. Students will be introduced to the intricacies of the legal system of specific Spanish-speaking countries, examining fundamental courtroom procedures, the nature of legal reasoning and the legal process. Students will analyze and translate effectively legal and civil documents and supporting materials focusing on terminology, linguistic structures and social functions. The course will guide the student in developing a portfolio of legal translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4150 Medical and Scientific Translation (3)

This course is designed to introduce some key aspects of the language of medicine in a comparative perspective, the more common genres of medical translation, and the tools needed to deliver high-quality medical translations. The types of texts selected for practice include patient information, instructions for medicine and instrumentation, labels, medical research abstracts, consent forms, and research protocols. Students will be introduced to a systematic method for learning, understanding and applying the medical terminology pertaining to body systems, illnesses, diagnostic procedures and pharmacology. The course will guide the student in developing a portfolio of medical translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4170 Financial and Commercial Translation (3)

This courses is an introduction to translating documents relating to business, economics, financial markets, marketing and advertising for small businesses and larger organizations. Students learn to use terminology and identify the style and register of documents for various types of businesses. Topics covered include business correspondence, corporate and other company structure, news articles on business and finance, marketing and advertising of commercial products, financial reports, tax issues, and documents related to sales and shipping. The course will guide the student in developing a portfolio of financial translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4180 Technical Translation (3)

This type of translation focuses on texts related to technological fields (electricity and electronics, software, hardware) or texts that deal with the practical application of scientific and technological information (patents, owner's manuals, user guides). The course will focus on the acquisition of specialized vocabulary as well as understanding of specific technical procedures. Students will also learn how to write and edit professional-quality documents appropriate for this market area. The ruse will guide the students in developing a portfolio of technical translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

TRSP 4250 Literary Translation (3)

This course focuses on the practice and strategies of literary translation. Students will examine the writings — translations and paratextual (prefaces, notes, etc.) material — of prominent and successful literary translators. Students will also conduct comparative analysis of prize-winning translations. They will become familiar with reader-response theory and the role of the translator as cultural agent. Students will develop their own parataxis, articulating their approach to translation challenges. Finally they will practice vocabulary choice, stylistic matching and editing and learn to identify typical translation challenges from Spanish to English. This course will guide students in developing a portfolio of literary translations. May be repeated once if content differs. **Prerequisites**: TRSP 4090 and TRSL 4000.

WRIT - Writing

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

WRIT 1000 Basic Writing Workshop (1-3)

Provides extra support and practice with basic college-level writing skills: assignment comprehension, critical reading, invention, thesis development, organization, style, usage and mechanics. Meets as a workshop in which students' writing will be the focus of the class. When offered as a 1-credit class, must be taken along with WRIT 1010 unless permission is given by the English Department.

WRIT 1010 The Craft of College Writing (3)

College writing is more than an exercise to build skills. In this course, students will learn to produce writing that matters to larger academic conversations. Students will become active readers who critically engage with and respond to the significant, complex questions they encounter in texts. They will also use the writing process to engage in inquiry and analysis and ultimately craft clear, correct and compelling statements of their own ideas and arguments. **GCP Coding**: (WCOM)

WRIT 2000 Advanced College Writing (3)

Offers further development of the skills learned in WRIT 1010, with more emphasis on how to incorporate research into writing. May be repeated for credit. **Prerequisite**: WRIT 1010 or the equivalent. **GCP Coding**: (WCOM)

WRIT 2072 Writing for Social Change (3)

Students will learn the research, writing, and rhetorical skills necessary to work for social change. We will analyze current social situations and injustices and study persuasic psychology and the power of story to create change. We will look at rhetorics and social-change efforts of the past to see what's still applicable today. And students will plan and craft writing across a multiplicity of connected platforms and modes to address current, real-world issues. This course will feature both individual and group writing, and will use peer-review processes, guest speakers, and community engagement as high-impact practices.

WRIT 2090 Writing in the Workplace (3)

Students will improve overall communication skills while learning the basic forms and conventions of workplace writing. Assignments will include memos and letters responding to a variety of rhetorical situations (e.g., informative, persuasive, negative), job application letters and résumés, a short report and an oral presentation. The course will emphasize the planning and drafting process and include peer response workshops. **GCP Coding**: (WCOM)

WRIT 2400 Introduction to Professional Writing (3)

This course takes a rhetorical approach to professional writing, providing tools and strategies for analyzing specific writing situations in order to approach them as effectively and efficiently as possible. It also allows students to investigate the roles that writing plays in a variety of professions and workplaces while developing a stronger sense of their own strengths, challenges and interests as writers. **GCP Coding**: (WCOM)

WRIT 2500 Writing About Science (3)

This course gives students the opportunity to research and write about scientific topics, with equal emphasis on developing overall communication skills and learning about natural phenomena and the methods scientists use to understand and explain them. Major assignments will include informative, persuasive and multi-modal communications about a variety of scientific phenomena and issues. The course will emphasize the planning and drafting process and include peer response workshops. **GCP Coding**: **(PNW)** (WCOM)

WRIT 3100 Report and Proposal Writing (3)

Students will learn how to research, plan and write reports and proposals, including grant proposals, for a range of organizations, audiences and purposes. The course will emphasize peer response workshops and revision. **GCP Coding**: (WCOM)

WRIT 3200 Technical Writing (3)

Students will learn principles and strategies for communicating technical information, including audience analysis; techniques for gathering, interpreting and presenting information; and appropriate styles and formats. Assignments may include designing instruction manuals and Web pages, writing technical reports, designing page layouts, integrating graphics and creating effective oral presentations.

WRIT 3300 Solving Information Problems (3)

Students will learn to find, evaluate and present information with a focus on exploring research methods and sources in their own prospective fields. Assignments will include various types of research, including personal interviews, surveys, market research, library research and research on the internet, including social networks.

WRIT 3400 Editing and Style (3)

This course directs students' attention to the sentence level, providing them with the skills to edit their own writing and that of others for concision, clarity and grace.

WRIT 4000 Topics in Professional Writing (3)

Covers specialized topics in professional writing such as editing and publishing, writing for nonprofit organizations and writing on nature and environment. May be repeated for credit if content differs. **Prerequisite**: Junior standing or above or permission of the instructor.

WSBT - Walker School

Global Citizenship Program Knowledge Areas
(bolded code)

- **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
(not bolded code)

- CRI: Critical Thinking
- ETH: Ethical Reasoning
- INTC: Intercultural Competence
- OCOM: Oral Communication
- WCOM: Written Communication
- ** Course fulfills two skill areas

Course Descriptions

WSBT 2000 Career Exploration (1)

This course is the first of three courses designed to support student professional success. Students will explore career options and gain an understanding of what skills, interests and experiences are required in industries and career fields that they are interested in pursuing. Interactions with professionals will provide additional guidance and exposure to the business environment. Career and personal assessments will be used to help students identify and communicate individual interests and personal strengths. Program Fee: $22.

WSBT 2300 Personal Branding (1)

This course is the second of a three course series designed to help students prepare for professional success upon graduation. In this course, students will develop and refine a personal brand and translate it effectively across multiple professional communication platforms. Students will develop professional etiquette and learn to cultivate professional relationships. **Prerequisite**: WSBT 2000.

WSBT 2700 Career Management Strategies (1)

This course is the third of a three course series designed to help students prepare for professional success upon graduation. In this course, students will translate a personal brand effectively across a career toolkit that will include a résumé or cv, cover letter, elevator pitch, social media and other career related communications. Students will develop interviewing skills. Students will explore conditions and trends in the global job market and establish a framework for career management and professional development resulting in an individual career search strategy. **Prerequisite**: WSBT 2000.