

Lifestyle and Career Development

COUN-5700

F2 2021 Section BH 3 Credits 10/18/2021 to 12/17/2021 Modified 08/29/2021

Meeting Times

Fall 2 Term Dates: 10/18/2021 - 12/17/2021

Class Meeting: Tuesdays 6:00pm - 10:00pm - The Soldier Development Center (SDC), Building 2-1728

Contact Information

Course Instructor: Dr. Myra N. Robinson., LCMHC-S

Classroom Instruction

Email: myrarobinson20@webster.edu

Office: (910) 527-8474 Office Hours: Please call to make appointment.

Please notify instructor via call or text if you are going to be absent or late.

Description

This course examines, evaluates, and applies vocational choice theories, assessments, and techniques; the relationship between career choice and lifestyle; sources of occupational and educational information, assessment, and technology; approaches to decision-making models; interrelationships among and between work, family and life roles including multicultural issues; career planning, placement, and evaluation; and career development exploration techniques and assessments in an ethical context. Self-growth experiential activities may be associated with this course content.

Content Areas: career development, assessment

Objectives

<u>Objectives</u>	<u>Corresponding assignments</u>
Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client (CMHC E.2 CACREP 2009; 2.F.4.d. CACREP 2016).	Career genogram, Final case project (autobiographical career assessment), readings, discussions
Identify career development theories and decision-making models (II.G.4.a CACREP 2009; 2.F.4.a. CACREP 2016).	Theory presentation

Identify career, vocational, educational, occupational and labor market information resources, and career information systems (II.G.4.b CACREP 2009; 2.F.4.c CACREP 2016).	Discussions, readings
Understand career development program planning, organization, implementation, administration, and evaluation (II.G.4.c CACREP 2009; 2.F.4.f. CACREP 2016).	Discussions, readings
Understand the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (II.G.4.d CACREP 2009; 2.F.4.b. CACREP 2016).	Career genogram, Final case project, readings, discussions
Identify career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (II.G.4.g CACREP 2009; 2.F.4.g. CACREP 2016).	MBTI & SII; Career genogram; Final case project
Identify social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (II.G.7.f CACREP 2009).	Final case project, discussions, readings
Conduct career and educational planning, placement, follow-up, and evaluation (II.G.4.e CACREP 2009; 2.F.4.e & 2.F.4.h.CACREP 2016).	MBTI & SII; Career genogram; Final case project
Utilize assessment instruments and techniques relevant to career planning and decision making (II.G.4.f CACREP 2009; 2.F.4.i. CACREP 2016).	MBTI & SII; Career genogram; Final case project
Utilize ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (II.G.7.g CACREP 2009; 2.F.4.j. CACREP 2016).	MBTI & SII; Final case project

Materials

Career Counseling: A Holistic Approach

Author: Zunker, V.G.

Publisher: Cengage Learning

Edition: 9th

ISBN: 9781305087286

Career assessments

Completion of Strong Interest Survey and Myers-Briggs Type Indicator (Instructions will be provided)

Tevera Field Placement and Assessment Management Program

Access to Tevera is provided through registration in COUN 0200.

Deliverables

Chapter Quizzes

There will be a quiz on the reading assignment that is due the day of class. Your first quiz will cover chapters 1-8 and second quiz will cover chapters 9-12. Each quiz will consist of multiple choice questions. These quizzes will be open book. A study guide will be provided.

Theory presentation

Each student will be assigned to present a career counseling theory. Presentations should be 8-10 slides and thoroughly cover the material covered in the corresponding chapter of the course text. All presentations should include a PowerPoint presentation and at least one source of supplemental information (i.e. not from the course text). Supplemental information may include material from other texts, the internet, and scholarly journal articles. All supplemental material must be cited accordingly. Students may include experiential class activities, videos, etc., in their presentations. Your presentation should be structured to follow the order of the following questions (be sure to clearly address each question):

- What theorist(s) is/are associated with the theory?
- When did the theory originate?
- What are the key constructs of the theory?
- How applicable is the theory to our diverse society today? Do all components of your theory apply to all segments of our society (age, gender, ethnicity, S.E.S, religious, sexual orientation, varying abilities, etc.)
- Is there criticism of this theory? If so, briefly summarize
- To what degree is the theory supported by research literature?
- What do you personally think of the theory? How relevant is it to your own life? (Give an example of how it may, or may not, apply to your own life)

Career genogram

Develop and analyze a personal career genogram that includes the careers/jobs of at least three generations of your family. Along with your genogram, prepare a 3-6 page written analysis of your findings. Your career genogram analysis should address the following areas:

- Messages you received from your family about work, careers, and life. How many roles are family members expected to carry?
- Have variables such as age, gender, ethnicity, S.E.S, religion, sexual orientation, varying abilities, etc., impacted the career choices and career development of your family members and yourself? If so, how and to what extent
- Your important life and career themes
- Multigenerational themes concerning education, careers, work values, work ethics, and gender roles
- Multigenerational family decision-making patterns
- Family rules and gendered expectations related to the "acceptable" range of life and career roles (including employment possibilities and locations)
- Beyond the generations of your family covered in your genogram, as much as you are able, identify changing career patterns across several generations of the family
- The influence of larger social changes or historical events on the family member's career choices
- What was the process of creating your genogram like for you? Share your responses, i.e. thoughts and feelings

MBTI & SII

Each student will take the Strong Interest Inventory (SII) and Myers Briggs (MBTI) through an online platform.

Please visit the following website

<https://online.cpp.com> (Links to an external site.)Links to an external site. (<https://online.cpp.com/>) and complete the Strong Interest Inventory and Myers Briggs (MBTI)

You will discuss these findings in your final project (Autobiographical Career Evaluation). Once you have completed BOTH of these inventories please send me a private message. Your results **will not immediately** be made available but I will let you know when your results are ready to be viewed so you can use these in your final project.

Final case project: Autobiographical career assessment

Write an 8-10 page autobiographical career evaluation based on the theories, applications, and assessments explored throughout the term. Specifically, you will apply developmental career theory, trait and factor theory, and at least one other type of theory covered in class, to your own past, present, and future career development. Your evaluation should include findings from your personal career genogram and other career related assessments Myers Briggs Type Indicator and Strong Interest Inventory II (MBTI and SII). You will also create and deliver a 8-10 slide PowerPoint presentation of your career evaluation, including

PowerPoint and/or handouts for the class. Your presentation must include at least five additional references (i.e. not from the course text). Supplemental information may include material from other texts, the internet, and scholarly journal articles. All supplemental material must be cited accordingly.

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
Participation	20%		Because of the interactive nature of counselor education and development, participation is weighted heavily in this and most other classes in the counseling curriculum. Students are expected to actively participate in discussions and other class activities in order to enhance both their own learning and that of their classmates.
Theory presentation	20%		
Career genogram	20%		
Final case project	30%	Autobiographical career evaluation	
Quiz	10%	Chapters 1-8 and 9-12	

Breakdown

Grade	Range	Notes
A	94-100	
A-	90-93	
B+	87-89	
B	84-86	
B-	80-83	
C	70-79	
F	69 or less	

📅 Schedule

When	Topic	Notes
Week 1 10/19/2021 6:00 PM - 10:00 PM	Historical Development and Some Basic Issues & Theories of Career Development	Required Readings: Zunker, V. G. (2016). Introductions. Review of Syllabus. Review and discuss Chapters 1 & 2.
Week 2 10/26/2021 6:00 PM - 10:00 PM	Career Counseling Models & Integrating Career and Personal Counseling	Required Readings: Zunker, V. G. (2016). Review and Discuss Chapters 3 & 4. Career Development Video, Breakout Group Discussion

When	Topic	Notes
Week 3 11/02/2021 6:00 PM - 10:00 PM	Career Counseling Intake Interview & Using Standardized Assessment in Career Counseling	Required Readings: Zunker, V. G. (2016). Review and Discuss Chapters 5 & 6. Counseling Intake Interview Video, Group Role-play, Group Discussion
Week 4 11/09/2021 6:00 PM - 10:00 PM	The Impact of New Technology on Work.... & On Begin an Ethical Counselor	Required Readings: Zunker, V. G. (2016). Review and discuss Chapters 7 & 8 Theory presentation due Reminder: Take the MBTI and SII assessments!
Week 5 11/16/2021 6:00 PM - 10:00 PM	Career Counseling for Multicultural Groups & Gender Issues in Dual Career	Required Readings: Zunker, V. G. (2016). Review and Discuss Chapter 9 & 10. Career Genogram Due 11/16/2021. Quiz on Chapters 1-8
Week 6 11/23/2021 6:00 PM - 10:00 PM	Career Counseling for Lesbian, Gay, Bisexual and Transgendered Clients & Career Counseling for Individuals with Disabilities	Required Readings: Zunker, V. G. (2016). Review and Discuss Chapters 11 & 12. Video, Role-play
Week 7 11/30/2021 6:00 PM - 10:00 PM	Job Loss and Transitions & Career Development and Transitions of Working Adults	Required Readings: Zunker, V. G. (2016). Review and Discuss Chapters 13 & 14. Video, Group Role-play. Discuss Final Project
Week 8 12/07/2021 6:00 PM - 10:00 PM	Career-Related Programs for Career Development in Elementary School, in Middle School and In High School and Beyond.	Required Readings: Zunker, V. G. (2016). Review and Discuss Chapters 15, 16 & 17. Classroom Quiz - Chapters 9-12
Week 9 12/14/2021 6:00 PM - 10:00 PM	Integration	Final case project due. Discuss Chapters Overview 1-17. Course Discussion.

* Course Policies

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered 'absent' for that class session unless approved in advance by the instructor.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the Grading section on individual course syllabi for further information.

Use of Personal Electronic Devices

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled for non-class time.

Expectations for writing competency

Writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments. Please consult the rubric in the syllabus for specific grading impact.

Subjective aspect of grading

The grading of this course includes a subjective component to it based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about counseling theories and techniques. Your final grade in this course will reflect not only your academic performance but also your counseling and interpersonal skill development as evaluated by the instructor. It is possible to excel academically and receive a less than satisfactory final grade. Thus, all grades will reflect a combination of objective and subjective assessment.

Self-awareness, safety of disclosure, appropriate interpersonal skills and ACA Code of Ethics

This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and communication that is respectful and culturally appropriate.

In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships, i.e., **what is discussed in the class stays in the class and is not discussed with other students outside of the course or friends.** Maintaining confidentiality is the primary ethical principle of counselors and violations are serious.

We will be learning from each other in addition to the text throughout the semester. Therefore, it is important that everyone feels safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. In class, it is important for each of us to be respectful of one another's positions; relating to others in an empathic manner occurs in class just as with clients. You are encouraged to make your feelings and thoughts known, yet, to do so in a "counselor manner", i.e., respecting the position of listener while giving voice to your thoughts and using your budding counselor attending skills. This is an opportunity for you to practice and evidence your basic skills of empathy, warmth, genuineness, and congruence by communicating in a manner consistent with a good counselor. The building of trusting alliances with your classmates is as important as doing so with your clients. Therefore, you will be practicing some of the same skills when participating in class as in counseling sessions with your clients one day.

Further, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision—both individual and in class; recognizing your own

personal strengths, weaknesses, biases, needs, and beliefs; sensing personal and professional impact on others—both positive and negative; accepting and applying feedback from instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Students who do not evidence openness to supervision or appropriate interpersonal skills are subject to remediation by the Counseling Advisory Committee at the campus. See the student handbook and or catalog for further detail.

ACA Code of Ethics (2014)

Counselors [Counselors-in-training] have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations (see C.1.). Students and supervisees have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors (see F.5.a.).

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

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

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include

academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

Campus Information
