

Bachelor of Science in Community Education

Candidate should consult the APEC Office, 155 Marillac Hall for more information.

Evening College students should complete degree application forms in the Evening College office and certification application forms in the APEC Office.

Bachelor of Arts

Students seeking the B.A. degree with teacher certification must complete a state certification form with the APEC. See note below on the on PRAXIS examination.

Certification

In cooperation with the Missouri State Department of Elementary and Secondary Education, the College of Education is responsible for recommending teaching certificates for students completing B.S. in education degree requirements, recommending for certification students completing degrees in other UM-St. Louis colleges and schools, as well as all certification requirements, and for advising and recommending for certification those post degree students who meet requirements.

All individuals must pass the appropriate Praxis/National Teacher's Examination to meet graduation and/or certification requirements. This exam should be taken during the semester immediately prior to that of student teaching.

Students may earn certification in the fields of elementary education, early childhood education, middle school, music education, physical education special education (cross categorical), art education, as well as the secondary education areas of biology, chemistry, English, foreign languages (French, German, Spanish), mathematics, physics, social studies, and speech/theater. Graduate programs leading to certification in counseling; reading; school administration (elementary and secondary principal, school superintendent); and special education.

Graduate Studies in Education

Degrees and Areas of Emphasis

M.Ed. programs are offered in counseling, educational administration, elementary education, secondary education, and special education. Within the counseling program are the emphasis areas of elementary, secondary, and community counseling. Within the educational administration program are the emphasis areas of community education, elementary administration, and secondary administration. Within the elementary education program is the emphasis area of reading. Within the secondary education program are the emphasis areas of adult education, curriculum and instruction, and reading. Within the special education program are the emphasis areas of behavioral disorders, learning disabilities, mental retardation, and early childhood/special education. Courses

are available for areas of specialization in early childhood education, physical education, educational technology, severe handicaps and higher education.

Advanced certification studies (60-hour concentrations) are offered in elementary and secondary educational administration.

Programs leading to the Ed.D. degree are offered in four broad interdisciplinary emphasis areas: Educational Administration; Adult & Higher Education; Teaching-Learning Processes; and Counselor Education. Programs leading to the Ph.D. degree are offered in the areas of counseling, educational psychology, teaching-learning processes, and educational leadership and policy studies.

Master of Education Degree

Admission and General Requirements

The College of Education follows Graduate School policies relating to admissions, academic standards, residency, transfer credit, time limitations, and thesis options (see Graduate Study in this *Bulletin*). In addition to meeting the general requirements of the Graduate School, applicants for school or community counseling must complete a separate application (see graduate studies in the Counseling division in this *Bulletin*). The minimum number of hours required for the M.Ed. degree is 32 or 33 except that the elementary, secondary, and community counseling emphases require 48 hours. The school has adopted a flexible policy on exit requirements, which are determined divisionally.

Advisement and Program Planning

Upon acceptance, each student can contact the Office of Graduate Education for an appointment with the graduate advisor for a first semester course of study (314)516-5483 or NAshford@umsl.edu). After acceptance, each student completes an adviser form, sent by the College of Education's Office of Graduate Studies, 123 SCCB. A faculty adviser is then appointed who counsels the student in registration and program planning. A program for master's degree form must be submitted for approval during the first half of the student's program. This form includes all course work in the program and the exit requirement. Once approved, the degree program may be changed only by petition.

Students working toward teacher and/or school service personnel certification as graduate students should complete state certification forms in the Office of Advising, Professional Experiences, and Certification (APEC), 155 Marillac Hall, one year before those requirements will be completed.

Doctor of Education Degree

The Ed.D. degree is designed primarily for the field practitioner and prepares professional leaders who are

competent in identifying and solving complex problems in education. Four emphasis areas embrace general categories of professional activities: Educational Administration; Adult & Higher Education; Teaching-Learning Processes; and Counselor Education.

Students seeking the Ed.D. degree are expected to meet the doctoral degree requirements and procedures adopted by the Graduate School. (See Doctoral Degree Requirements for details.)

Admission and General Requirements

In addition to meeting the application and admissions requirements of the Graduate School, students must submit three letters of recommendation (two letters must be from individuals with an earned doctorate, preferably prior instructors), along with a professional resume. Because enrollment is competitive, admission standards are comparatively high. Successful candidates must exhibit significantly above-average academic records and GRE scores. In exceptional cases, other criteria may outweigh these customary indicators of probable academic success.

At least two years of teaching or other school service experiences are required for admission. Exceptions may be made by substituting a supervised internship during the first year of the program.

Admission Application

In order to ensure time for review and decision, complete applications and accompanying materials must reach the office of admissions in a timely manner. In addition, applicants are urged to request transcripts and letters of recommendation two weeks before submitting their papers. Consideration of applications cannot be undertaken until all materials are available.

Degree Requirements

1. Foundations, 12 hours from: philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction and supervision.

2. Research Methods, 12 hours:
6 hours from:
Quantitative research methodology, Ed Rem 6710 and above.
6 hours from
Qualitative research methodology

3. Common doctoral seminars, 6 hours
EDUC 7050, The Research Process I: Framing Research Questions with the Education Literature
EDUC 7950, The Research Process II: Developing and Refining Education Research Proposals

4. Major Specialization, 21-39 hours:

Educational Administration Option

Educational Administration (ED ADM) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)

Adult and Higher Education Option

Adult Education (ADU ED) or Higher Administration (HIR ED) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)

Teaching-Learning Processes Option

Teacher Education (TCH ED) courses or courses in education in a teaching field, including courses on curriculum construction and the design and improvement of instruction, all selected in consultation with the advisory committee, including internship (3-9 hours)

Counselor Education Option

Counseling Education (CNS ED) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)

5. Minor Specialization, 12-18 hours

A secondary area of expertise identified in consultation with the advisory committee

6. Dissertation, 12 hours

Total: minimum 90 hours, postbaccalaureate

Doctor of Philosophy Degree

The Ph.D. degree in education, offered in cooperation with the School of Education at the University of Missouri-Kansas City and the College of Education at the University of Missouri-Columbia, is designed for educators who desire directed research experience promoting scholarly inquiry in education. Four emphases are available:

- A. Teaching-learning processes
- B. Educational leadership and policy studies
- C. Educational psychology
- D. Counseling

Admission and General Requirements

In addition to meeting the application and admissions requirements of the Graduate School, students must submit:

- Three letters of recommendation (at least two from individuals with earned doctorates, preferably prior instructors).
- An original essay.
- A professional resume.
- Evidence of above-average academic records.
- GRE scores

A favorable vote of an admission interview committee, composed of faculty in the emphasis area, is required. Admission is competitive.

Admission Application

To ensure time for review and decision, complete applications and accompanying materials must reach the office of admission in a timely manner. In addition, applicants are urged to request transcripts and letters of recommendation at least two weeks before submitting their papers. Consideration of applications cannot be undertaken until all materials are available. Applicants to the Counseling emphasis are asked to apply by January 15th.

Degree Requirements

1. Foundations, 9-12 hours:

Philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction, and supervision.

2. Research Methods 15-18 hours:

Educational Research and Evaluation Methods (Ed Rem) 6710: Educational Research Methods I, and at least 12 hours from Ed Rem courses numbered above 6710: 6 hours in quantitative methods and 6 hours in qualitative methods.

3. Foreign Language Proficiency or Other Research Tools, equivalent to 6 hours

4. **Emphasis Area (Primary Discipline) courses, 21-27 hours**, with at least 16 in residence, in one of the following areas:

A. Teaching-Learning Processes

Minimum 15 hours in cognate area
Minimum 3 hours in curriculum or instruction
Minimum 3 hours in educational psychology

B. Educational Leadership and Policy Studies

Minimum 21 hours in educational leadership, either in K-12, higher education, work, adult, or community education settings, selected in consultation with the faculty advisor and advisory committee.

C. Educational Psychology

Minimum of 21 hour in educational psychology. Program may include courses in research and evaluation methods, school psychology, developmental psychology, cognition and learning, character education, and socio-cultural theory. Courses in the primary discipline will be selected in consultation with the faculty adviser and advisory committee.

D. Counseling

Cns Ed 6050, Individual Inventory
Cns Ed 6040, Group Procedures in Counseling
Cns Ed 6400, Career Information and Development
Cns Ed 6030, Foundations for Multicultural Counseling
Cns Ed 6370, Community Counseling Practicum (or Cns Ed Cns Ed 6270, School Counseling Practicum Cns Ed

6380, Community Counseling Field Experience I (or Cns Ed 6280, School Counseling Field Experience I or Cns Ed 6378, Counseling Practicum II)

Cns Ed 6385, Community Counseling Field Experience II (or Cns Ed 6285, School Counseling Field Experience II or Cns Ed 6376, Internship)

Cns Ed 7000, Advanced Theories of Counseling and Family Therapy

Cns Ed 6410, Advanced Career Development

Cns Ed 7030, Counselor Education and Supervision

Cns Ed 7770, Doctoral Practicum (3 hours)

Cns Ed 7020, Seminar in Counseling Research

Cns Ed 7010, Advanced Multicultural Counseling

3 semester hours of electives in Cns Ed approved by advisory committee.

Additionally, all students should complete Cns Ed 7780, Doctoral Internship I and Cns Ed 7785, Doctoral Internship II, as the research internship; and a secondary discipline in Ed Psy consisting of at least Ed Psy 6310, Psychology of Learning Processes, Ed Psy 6113, Personality Development and Adjustment, and Ed Rem 6716, Individual Assessment of Cognitive Abilities.

5. **Related (Secondary Discipline) Courses, 12-15 hours**, in education or another department.

6. Required Exit course, 3 hours

Education 7414 Common Doctoral Seminar: Research: Implementing Change in Educational Systems

7. Research Internship, 6-9 hours

8. Dissertation, 12 hours

Total: Minimum 90 hours, postbaccalaureate

Support Services

The College of Education maintains a number of offices and centers to directly assist students, faculty, and people in the metropolitan area and to support its instructional, research, and service activities.

Office of Advising, Professional Experiences and Certification -155 Marillac

This office supplies advisement services for undergraduate teacher education and certification students. It coordinates the clinical experiences of the College of Education and directs the student teaching program.

Office of Graduate Education - 123 SCCB

Information about admission to, and requirements of, graduate programs in education may be obtained in this office. The office also assists students with advisement, registration, and related topics, and maintains student records.

Teacher Education Resource Center -G01

The center is designed as an instructional media laboratory. The Instructional Technology Center located in Lucas Hall also has an office in the center.

Human Services Unit -B23A ED LIB

The human services unit is a training facility for graduate students supervised by faculty in the Division of Counseling. Career counseling and assistance with vocational, adult, or adolescent developmental concerns are available to individuals in the community.

Reading Clinic -B9 ED LIB

The reading clinic provides a laboratory setting for graduate level elementary and secondary teachers who are seeking certification as reading specialists. The clinic has been providing services to the surrounding community in diagnosing and treating severe reading problems in children and adults since 1966. The clinic also serves as a demonstration and materials center for preservice and inservice teacher education, as well as a clinical research facility for the faculty.

University Child Development Center -130 SCB

The center provides university students with observation, participation, research, and similar educational and clinical opportunities; it also offers quality child care programs for children of student, faculty, staff, and community families.

Technology and Learning Center - 100 Marillac

The center provides education students and faculty a model environment for managing new methods of teaching through the newest technologies; a place to research and develop technology-enhanced teaching methods to engage K-12 students; and programs that connect school classrooms to the workplace.

Schoolwide Courses in Education (Educ)

1065 The University (3)

A College of Education interdisciplinary course on the principles, development, and organized structure of the university. Special emphasis will be placed on the role of the university in modern society and upon forces affecting the direction of the university and its potential for change. Methods include outside speakers, discussion groups, and laboratory research on UM-St. Louis.

2204 Special Topics in Education (1-3)

Prerequisites: Completion of 75 hours and consent of instructor. Examination of a special area or topic within the field of education. Topics to be considered will be announced prior to registration and may vary. For elective credit only. This course may be repeated for different topics. Not to exceed a total of six hours credit.

2290 Internship I (6)

Prerequisites: Senior standing and consent of instructor. Field experience in educational setting under university supervision. Includes planning, research, evaluation, and other professional activities in the student's area of concentration.

2291 Internship II (6)

Prerequisite: Completion of or concurrent enrollment in Educ 2290. Continuation of Educ 2290.

2297 Independent Study (1-3)

Prerequisites: Completion of 75 hours and consent of instructor. Independent study through readings, research, reports, and conferences designed to provide depth in areas of study previously introduced in education courses. For elective credit only. May be repeated. Not to exceed a total of three hours credit.

4301 Introduction to Microcomputers in Education (3)

A course designed to introduce individuals to the microcomputer as an instructional medium. The course will emphasize (1) the history, role, and use of microcomputers in education; (2) learning the elements of programming for the microcomputer; and (3) beginning program construction and debugging operations.

5006 Graduate Workshop (1-10)

Prerequisite: Consent of instructor.

5993 Practicum in Individualized Instruction (3-6)

Prerequisites: Completion of the course(s) to which assigned for instruction and consent of instructor. Supervised instruction in individualized programs. Seminar accompanies instructional experience. May be repeated.

6308 Graduate Institute (1-10)

Prerequisite: Consent of instructor.

6408 Graduate Seminar (1-10)

Prerequisite: Consent of instructor. Intensive study of selected issues in education.

6475 Microcomputer Applications in Music Education (3)

Same as Music 5750. Prerequisites: Graduate standing in music. An examination of the potential of microcomputers in the music education field. Experiences with available hardware and software suitable for applications that include inventory, budget, music library cataloging, digital music synthesis, and computer-assisted instruction at all levels.

6476 Microcomputer-Assisted Instruction Curriculum Development in Music (3)

Same as Music 5760. Prerequisites: Graduate standing in music. Design and development of Computer-Assisted Instruction (CAI) lessons in music. Commercial courseware and various CAI models will serve as the basis for creating original programs that can be used effectively to implement objectives of the music curriculum for a specific school or school district. The design, refinement, and production of a major CAI program for use in an elementary, secondary, or postsecondary setting is required.

6477 Advanced Microcomputer Application in Music (3)

Same as Music 5770. Prerequisite: Graduate standing in music. The study of complex microcomputer applications including music synthesis, MIDI, music-oriented graphics, voice and pitch recognition, administrative applications, and computer-assisted instruction.

6491 Staff Development and Professional Growth (1-10)

Designed in conjunction with an individual school district or educational agency and related to problems of education confronting that specific district or agency.

6998 Thesis Research (1-10)

Prerequisite: Consent of instructor

7050 The Research Process I: Framing Research Questions within the Education Literature (3)

An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify significant research questions within the education literature. Emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

7414 Common Doctoral Seminar(s) (3)

Prerequisite: Admission to the doctoral program. Two Educ 7414 seminars are required for all doctoral students, for a total of six hours of Educ 7414 seminar credit. One, "Elements of Educational Leadership," is to be taken early in the program. The other, "Research: Implementing Change in Educational Systems," is to be taken following completion of the research courses identified in the student's approved program.

7415 Emphasis Area Seminar(s) (3)

Prerequisite: Admission to the doctoral program. All doctoral students are required to take at least two emphasis area seminars consistent with their programs. Students may take additional emphasis area seminars. Obtain a list of emphasis area seminars from the office of graduate studies in education.

7495 Doctoral Research Tools (1-6)

Prerequisites: Ed Rem 6710. Structured individual or small group instructional or supervised investigative experience in and with a specific research skill and/or procedure that will be needed in the production of a doctoral dissertation. May not substitute for any existing graduate courses that cover same research tool skills.

7880 Research Internship I (3)

Prerequisite: Nine hours of research methods or statistics and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

7881 Research Internship II (3)

Prerequisite: Educ 7880 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

7882 Research Internship III (3)

Prerequisite: Educ 7881 and consent of instructor. Supervised experience in the conduct of research studies or scholarly inquiry.

7950 The Research Process II: Developing and Refining Education Research Proposals (3)

Prerequisites: Completion of 6 hours of ED REM courses numbered 7771 or higher. An in depth examination of the essential elements of a research proposal. Particular emphasis is placed on examining the validity and reliability or the trustworthiness of the design of the proposed research. Tools for identifying research strengths and weaknesses are applied to proposals. Presentation of a written proposal and oral defense of that proposal are required.

7999 Dissertation Research (1-12)

Prerequisite: Admission to the doctoral program.
Credit awarded only upon successful defense of the dissertation

Division of Counseling and Family Therapy

Faculty

Therese S. Cristiani, Associate Professor*, Chairperson
Ed.D., Indiana University

R. Rocco Cottone, Professor
Ph.D., Saint Louis University

Patricia A. Jakubowski, Professor Emerita*
Ed.D., University of Illinois

Susan Kashubeck-West, Associate Professor*,
Ph.D., Ohio State University

Mark Pope, Associate Professor*
Ed.D., University of San Francisco

W. Glenn White, Associate Professor Emeritus*
Ph.D., University of Missouri-Columbia

Lela K. Bunch, Assistant Professor*
Ph.D., University of Missouri-Columbia

S. Kent Butler, Assistant Professor*
Ph.D., University of Connecticut

Dawn M. Szymanski, Assistant Professor*
Ph.D., Georgia State University

* members of graduate faculty

General Information

The Division of Counseling and Family Therapy is housed on the fourth floor of Marillac Hall. Information about offerings and related matters may be obtained in the Division office, 469 Marillac Hall. The Division of Counseling and Family Therapy offers course work leading to four degrees: the Ph.D. in Education with an Emphasis in Counseling; the Ed.D. in Behavioral Developmental Processes with an emphasis in Counselor Education and supervision; an M.Ed. in Community Counseling and an M.Ed. in School Counseling (elementary or secondary). Information on the doctoral degrees is presented in this Bulletin in the general College of Education listing.

The following Division of Counseling and Family Therapy areas have been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

- M.Ed. in Community Counseling
- M.Ed. in Community Counseling with a Specialization in Career Counseling
- M.Ed. in School Counseling

CACREP, a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation, grants accredited status to graduate-level programs in the professional counseling field.

Students wishing to receive Missouri certification in elementary school counseling, or secondary school counseling, must complete all required courses for the M.Ed. in School Counseling in addition to holding teaching

certificates valid in Missouri or taking the equivalent course work. (Consult your advisor if you have questions on these matters.) The M.Ed. in Community Counseling is appropriate for students planning to practice counseling in non school settings, and graduates may pursue the Missouri state license as a professional counselor (in order to practice independently).

The M.Ed. degree programs have an exit requirement of a comprehensive examination. Students may sit for the exam after completing 36 units of the degree program. There is a service charge for taking the exam. The exam will be given at least twice a year. All degree students should consult with their advisers about this requirement.

Graduate Studies

Admission

In addition to meeting the general admission requirements of the Graduate School, applicants to the M.Ed., must complete the divisional application in addition to the application to Graduate School, have three completed references on file, must have an undergraduate GPA of 3.0, and must take Cns. Ed 6000, Personal and Professional Development in Counseling, in their first semester. Admissions will be conducted twice a year. The deadlines for application are June 1 for the fall semester and October 15th for the spring semester. M.Ed. students, are accepted on a provisional basis pending their completion of application materials, Cns Ed 6000, and a review of the Counseling Faculty Review Board.

Since it is the objective of the counseling faculty to identify students with low potential for competent practice as early as possible and to initiate the necessary procedures for dealing with such students, the faculty of the counseling program reserves the right to review students at any stage of their coursework. Any grade less than a B in any core counseling course (Cns Ed 6000), Personal and Professional Development in Counseling; Cns Ed 6010, Theories of Counseling; Cns Ed 6370, Community Counseling Practicum or Cns Ed 6270 School Counseling Practicum; Cns Ed 6380 Community Counseling Field Experience or Cns Ed 6280 School Counseling Field Experience I) will automatically trigger a review process which may result in the termination of the student's degree program.

Students admitted to the M.Ed. degree programs in counseling as "restricted graduate students" (see the "graduate study" rules in this Bulletin) must attain a 3.0 GPA for the first 12 hours of graduate course work at UM-St. Louis with no grade less than a B. Restricted students must include the following courses in the first 12 hours of coursework: Cns Ed 6000, Personal and Professional Development in Counseling; Cns Ed 6010, Theories of Counseling; Cns Ed 6370 Community Counseling Practicum or Cns Ed 6270 School Counseling Practicum; a student earning any grade less than a B in any of these courses, but still maintaining a 3.0 GPA, will be allowed to

repeat the course one time and must earn a grade of B or better to be admitted.

Master of Education: Emphasis in Elementary School Counseling

The courses listed below meet the course work requirements for the M.Ed. degree, state certification, and licensing as a professional counselor:

Counselor Education (Cns Ed)

- 6000, Personal and Professional Development in Counseling
- 6010, Theories of Counseling
- 6600, Theories & Techniques of Counseling Children and Adolescents
- 6020, Ethical and Professional Issues in Individual and Relationship Counseling
- 6050, Individual Inventory
- 6040, Group Procedures in Counseling
- 6200, Foundations of School Guidance
- 6400, Career Information and Development
- 6270, School Counseling Practicum
- 6280, School Counseling Field Experience I
- 6285, School Counseling Field Experience II
- 6030, Foundations for Multicultural Counseling

Psychological Foundations and Human Development (Ed Psy)

- 6210, Lifespan: Individual & Family Development
- 6532, Psycho-Educational Differences in Childhood

Educational Research and Evaluation Methods (Ed Rem)

- 6709, Educational and Psychological Measurement
- 6710, Educational Research Methods and Design

Individuals seeking certification as a professional school counselor in the State of Missouri who are non-teacher certificated must take the following courses in addition to their counseling degree: Ed Psych 6111, Spc Ed 6416, Spc Ed 6320, and Elem Ed 6410 or Sec Ed 6415.

Master of Education: Emphasis in Secondary School Counseling

The courses listed below meet the course work requirements for the M.Ed. degree, state certification, and licensing as a professional counselor:

Counselor Education (Cns Ed)

- 6000, Personal and Professional Development in Counseling
- 6010, Theories of Counseling
- 6600, Theories & Techniques of Counseling Children and Adolescents
- 6020, Ethical and Professional Issues in Individual and Relationship Counseling
- 6050, Individual Inventory
- 6040, Group Procedures in Counseling
- 6200, Foundations of School Guidance
- 6400, Career Information and Development

- 6270, School Counseling Practicum
- 6280, School Counseling Field Experience I
- 6285, School Counseling Field Experience II
- 6030, Foundations for Multicultural Counseling

Psychological Foundations and Human Development (Ed Psy)

- 6210, Lifespan: Individual & Family Development
- 6532, Psycho-Educational Differences in Childhood

Educational Research and Evaluation Methods (Ed Rem)

- 6709, Educational and Psychological Measurement
- 6710, Educational Research Methods and Design

Individuals seeking certification as a professional school counselor in the State of Missouri who are non-teacher certificated must take the following courses in addition to their counseling degree: Psych Ed 6111, Spc Ed 6416, Spc Ed 6320, and Elem Ed 6410 or Sec Ed 6415.

Master of Education: Emphasis in Community Counseling

The community counseling emphasis allows flexibility for developing programs appropriate to particular nonschool settings. Students must have their adviser's approval before taking other than required courses.

Core Curriculum (CNS ED)

The courses listed below meet the course work requirements for the M. Ed. Degree and the license to practice as a professional counselor:

- 6000, Personal and Professional Development in Counseling
- 6010, Theories of Counseling
- 6020, Ethical and Professional Issues in Individual and Relationship Counseling
- 6050, Individual Inventory
- 6300, Foundation of Community Counseling
- 6040, Group Procedures in Counseling
- 6400, Career Information and Development
- 6370, Community Counseling Practicum
- 6380, Community Counseling Field Experience (6)
- 6030, Foundations of Multicultural Counseling

Psychological Foundations and Human Development (Ed Psych)

- The following course is required:
- 6113, Personality Development and Adjustment

Educational Research and Evaluation Methods (Ed Rem)

- The following course is required:
- 6710, Educational Research Methods and Design

Area of Specialization (9 hours)

Course work in the area of specialization is to be selected in consultation with the adviser and may include career

counseling, mental health counseling, rehabilitation counseling, child and adolescent counseling, couples and family counseling, and others.

Career Outlook

Elementary and Secondary School Counselors

The demand for school counselors throughout the state is quite high. There is a shortage of school counseling personnel at all levels. Additionally, many teachers who do not intend to leave the classroom pursue this program to be better able to meet the needs of their students. Some graduates of the program have left the field of education and have obtained positions such as those cited under Community Counseling.

Note: It should be noted that in Missouri, persons who engage in "professional counseling" in many of these settings are required by law to be licensed as professional counselors.

Community Counselors

Graduates have been employed in a wide variety of settings: as counselors in community colleges, universities, employment agencies, vocational rehabilitation agencies, probation and parole work, juvenile detention, alcoholism and drug abuse clinics, career planning and placement centers, community mental health agencies, family and children services, and various federally funded public service projects. Additionally, graduates are employed in career development, and business and industry positions, especially in training and personnel areas. Others have moved into roles calling for research and evaluation skills.

Course Descriptions

Prerequisites may be waived by consent of the department. For information about certification and licensure, an adviser should be consulted. Course descriptions in this section are **Counseling (Cns)** courses.

Counseling (Cns)

1400 Making a Career Choice (1)

Introduces students to career development theories (Holland, Super, Bolles, etc.) and the career decision-making process. Students receive an overview of career development theory and learn how these theories pertain to the formulation of career plans. Self-assessment and decision-making techniques learned in this class can be revisited throughout the life span. The seminar format allows for small group discussion of career-related issues and personal application of career development principles.

3000 Introduction to the Counseling Profession (3)

Prerequisite: Junior or senior level standing. This survey course will provide undergraduates and noncounselors with a broad overview of the counseling profession. Topics include a history of the profession, foundations of counseling, ethical, and legal considerations and the role of the counselor in various settings.

3210 Counseling Gifted Students (3)

Prerequisites: Spc Ed 3313, Ed Psych 3312, or equivalent. This course emphasizes the social and emotional development of gifted and talented individuals. Subject areas will include current research, factors affecting the development of the gifted, and resources and strategies utilized in counseling these students and their parents.

3220 Counseling Individuals with Special Needs (3)

Prerequisite: Spc Ed 3313, or equivalent. A course emphasizing counseling skills for individuals who plan to work with the handicapped. Emphasis is placed on using counseling strategies with school-age handicapped children.

3710 Counseling the Chemically Dependent (3)

This course is an introduction to the problems resulting from the abuse of alcohol and other chemicals, with an emphasis on the impact of chemical dependence on the individual, the family, the employer, and the community. The special problems resulting from chemical dependence as it affects various populations, e.g., women, individuals with disabilities, and the elderly, will be analyzed and linked to appropriate counseling strategies.

3720 Youth and Chemical Dependence (3)

Prerequisite: Junior standing. This course provides information about adolescent and preadolescent chemical dependency and its relationship to numerous other developmental and societal factors that place the adolescent "at risk" for the development of substance abuse problems. Skills in the identification, intervention, and referral of chemically-dependent adolescents are emphasized, along with preventive measures and family and school issues.

6000 Personal and Professional Development in Counseling (3)

Prerequisite: Provisional acceptance to the Counseling Program or consent of instructor. This course provides an in-depth view of the professional counseling field. Attention is focused on the development of the helping relationship, including a review of research on factors which influence helping processes and rapport building, a development of skills used in the counseling process, and increased awareness of how students' values, beliefs, and behaviors are related to counselor effectiveness.

6010 Theories of Counseling (3)

Prerequisite: Cns Ed 6000. This course will explore the philosophical foundations of counseling theory. The major constructs of contemporary counseling approaches will be discussed, and the practical applications of these theories will be analyzed.

6020 Ethical and Professional Issues in Individual and Relationship Counseling (3)

Prerequisite: Cns Ed 6000. Ethical, legal, and professional issues related to counseling are addressed. Ethical dilemmas in the provision of counseling services to individuals, couples, families, and groups are defined. Specific ethical codes of professional organizations are examined.

6030 Foundations for Multicultural Counseling (3)

Prerequisite: Cns Ed 6010. This course will focus on: (1) reviewing knowledge and research in the area of multicultural counseling, (2) developing and/or enhancing skills useful in counseling with individuals from minority populations, and (3) developing levels of personal awareness about stereotypes, and learning how feelings and attitudes about these may impact counseling with individuals from minority populations.

6040 Group Procedures in Counseling (3)

Prerequisites: Cns Ed 6010 and Cns Ed 6270 or 6370. This course examines the process dynamics of groups including group development, leadership, norms and therapeutic factors. Group counseling theories and approaches used for other group work including skills, personal growth, support, vocational, and developmental guidance groups are included. Knowledge and skills of how to facilitate therapeutic groups are included. Students will be required to be participant-observers or facilitators of a group outside of class time.

6050 Individual Inventory (3)

Prerequisites: Ed Rem 6709. Uses of educational and psychological appraisal techniques in counseling. Develops counselors' abilities in assisting clients toward self-awareness through the use of test and nontest data. Ethical practices in the use of tests and the maintenance of personnel records are stressed.

6200 Foundations of School Guidance (3)

The purpose of this course is to give students a foundation for understanding the history, philosophy, and development of school guidance programs. The role functions of the school counselor within a developmental, comprehensive program are examined, along with communication skills necessary for consultation with students, parents, school support staff, and resource people in the community nonacademic needs.

6270 School Counseling Practicum (3)

Prerequisite: Cns Ed 6000 and 6010 (both courses with a grade of B or better) or consent of the instructor. Supervised practice in counseling with children and adolescents and the opportunity for students to learn to facilitate personal change and problem solutions using a defined systematic framework, theoretical orientation, or research base.

6280 School Counseling Field Experience I (3)

Prerequisite: Cns Ed 6270 with a grade of B or better and consent of instructor. A 300-hour closely supervised field experience under the direction of a graduate faculty member. Designed to move the student to an appropriate level of competence and evidence of growth in the professional school counselor role. Students will receive 1.5 hours of group and 1 hour of individual supervision weekly by field experience site supervisor.

6285 School Counseling Field Experience II (3)

Prerequisites: Cns Ed 6280 with a grade of B or better and consent of instructor. A 300-hour closely supervised field experience under the direction of a graduate faculty member. The course will build on and extend the School Counseling Field Experience I. The student will acquire counseling competencies and ethical practice in keeping with the Missouri state guidelines for school counselors. Students will receive 1.5 hours of group and 1 hour of individual supervision weekly by field experience site supervisor.

6300 Foundation of Community Counseling (3)

Prerequisites: Cns Ed 6000 and Cns Ed 6010. A study of counseling profession applicable to a variety of human service settings. Introduction to the basic philosophical, historical, and psychological foundations of community and agency counseling. Designed to acquaint the student with the foundations and roles of the counselor in various community and agency settings.

6370 Community Counseling Practicum (1-6)

Prerequisite: Cns Ed 6000 and 6010 and consent of instructor. One hundred clock hours of supervised practice in counseling to provide the opportunity for students to pragmatically integrate and process materials, theories, techniques, and methodologies as they are applied in the counseling profession.

6380 Community Counseling Field Experience (1-6)

Prerequisite: Cns Ed 6370 and consent of instructor. A 100-hour field experience for each semester-credit-hour of enrollment. Students will be closely supervised under the direction of a graduate faculty member. Students must demonstrate counseling competencies and skillful ethical practice. Students will receive 1.5 hours of group supervision weekly by a graduate faculty member and 1 hour of individual supervision weekly by field experience site supervisor during terms of enrollment.

6400 Career Information and Development (3)

Prerequisites: Graduate standing. Emphasis is on the nature of the changing labor market and the impact on personal, social, economic, career and educational aspects of individuals and society. Use of occupational and educational information systems and resources to assist with career decisions are examined. The needs of culturally diverse populations are discussed. Use of career and labor market information and programs such as computer technology to access up-to-date career and labor market information is explored. Techniques and methods of career counseling are discussed. Various theories of career development and career choice will be examined.

6404 Seminars (1-10)

Prerequisite: Graduate Standing

6410 Advanced Career Development (3)

Prerequisites: Cns Ed 6400 or consent of instructor. Emphasis is on current theories of career development,

career choice, and techniques and methods of career counseling. Issues concerning education and training, work, leisure, the family, life roles, and culturally diverse populations are studied. The role of career theory in planning, development, and delivery of a career development program is explored.

6420 Career Assessment in Counseling and Rehabilitation (3)

Prerequisites: Cns Ed 6050 and 6400 or consent of instructor. This course provides an in-depth and specialized look at the educational and psychological assessment techniques used in career counseling, especially the assessment of career interests, work values, work environment, work skills, work samples, career development stages, career maturity, career decision making, and career beliefs. Issues of using computers in the delivery of career development services will be discussed.

6497 Problems (1-10)

6500 Introduction to Systems Theory for Marriage and Family Counseling (3)

Prerequisite: Cns Ed 6010. This course is an introduction to general systems theory and application to marriage and family counseling. Students learn the theoretical basis for intervention and counseling strategies in the context of an ecology of human development. Developmental issues at individual, sibling, marital, family, and community levels and the ways in which various social systems interact with and mutually influence one another are presented.

6510 Couple Counseling and Enrichment (3)

Prerequisite: Cns Ed 6500 or consent of instructor. This course focuses on the theory and technique of marital or couples counseling and enrichment. Models and methods for prevention and treatment of relationship dysfunction are explored. Relationship developmental issues are addressed. Students are challenged to develop the critical skills necessary to be effective marriage counselors and marital life educators.

6520 Family Counseling (3)

Prerequisites: Cns Ed 6500 and Cns Ed 6260 or 6370, or consent of instructor. This course offers an in-depth analysis of strategic, structural, experiential, communications, behavioral, and psychodynamic approaches to systems change and family counseling. The range of techniques and applied practices evolving from each orientation are explored as are normal and dysfunctional family processes. Various counseling modalities, such as individual, concurrent, collaborative, conjoint, group, intergenerational, and networking are also considered.

6530 Assessment and Case Management in Couple and Family Counseling (3)

Prerequisites: Cns Ed 6500, 6510, or 6520. Techniques measures for assessing couple, marriage and family functioning are reviewed. The case management process is

outlined, including stages of case development. Ethical issues related to case recording keeping are reviewed

6540 Preventive Interventions with Couples and Families (3)

Prerequisite: Cns Ed 6500, 6510, or 6520. Interventions for preventing the development of mental health problems in a couple or family context are surveyed. Premarital counseling, couple and marriage enrichment training, family life education, and relationship enhancement training will be reviewed. Outreach approaches will also be presented.

6550 Trends, Family Counseling (3)

Prerequisites: Cns Ed 6500, 6520. The evolution of family types and structures in American cultures will be reviewed. Cultural influence on diverse system structures will be surveyed. Problems that impede family functioning and development, such as socioeconomic disadvantage, discrimination, addiction, unemployment, family blending, and abuse will be addressed, with special emphasis on the effects on family development and intervention strategies. Research data on normative and non-normative family functioning will be presented.

6600 Theories and Techniques of Counseling Children and Adolescents (3)

Prerequisite: Cns Ed 6000, 6010 (with a grade of B or better in both courses) or consent of the instructor. Focus is on counseling theories and their applicability to the developmental special concerns of children and adolescents including child-at-risk issues such as: abuse, suicide, divorce, and death and dying. Individual, group, and family intervention techniques and consultation skills will be emphasized, as well as legal and ethical considerations for counselors. Strategies presented can be utilized in a variety of settings. Multicultural considerations are also addressed.

6610 Counseling Parents of Exceptional Children (3)

The development of counseling skills to enable human service professionals to interact productively with families who have handicapped children.

6700 Introduction to Addictive Behaviors and Addiction Counseling (3)

Prerequisites: Cns Ed 6010 consent of instructor. Exploration of the theoretical foundations of contemporary approaches to such addictive behaviors as alcohol and drug abuse, smoking, compulsive gambling, and sexual addiction. The nature, etiology, prevention, and treatment of addictions are discussed and analyzed from a variety of theoretical perspectives. The applications of these specific theoretical models to various treatment settings are examined. Multicultural considerations are also addressed.

6782 Advanced Strategies in Addictions Counseling (3)

Prerequisite: Cns Ed 6700, or consent of instructor. Study of advanced, empirically supported counseling approaches and techniques for the treatment of addictive behaviors. An emphasis is placed on screening and assessment procedures

and on matching interventions to individual client and community needs.

6784 Counseling the Dual Diagnosed Substance Abuser (3)

Prerequisites: Cns Ed 6700 and Cns Ed 6010. This course introduces the student to the special needs, concerns, and problems encountered when counseling clients who are both mentally ill and chemically dependent. Subject areas include an overview of counseling methodologies, diagnosis, and psycho-pharmacology.

6800 Rehabilitation Counseling (3)

Prerequisite: Cns Ed 6000; 6010; 6270; or 6370. This course addresses: a) the history of vocational rehabilitation; b) specialty issues in rehabilitation counseling; c) medical aspects of disability; d) the rehabilitation process; e) theories of rehabilitation; f) the assessment process of individuals with disabilities; g) the job placement and work adjustment process of individuals with disabilities; h) ethical issues in rehabilitation counseling.

7000 Advanced Theories of Counseling and Family Therapy (3)

Prerequisites: Cns Ed 6010, Cns Ed 6500, and Cns Ed 6270 or 6370, or consent of instructor. Contemporary and emergent theories in counseling and family therapy are presented and analyzed. Research issues are addressed.

7010 Advanced Multicultural Counseling (3)

Prerequisite: Cns Ed 6030 and doctoral standing or consent of instructor. This advanced course addresses theories and research in multicultural counseling

7020 Seminar in Counseling Research (3)

Prerequisite: Ed Rem 6710, doctoral standing or consent of instructor. The purpose of this course is to review and analyze current counseling research literature. Ethical issues will be addressed.

7030 Counselor Education and Supervision (3)

An introduction to clinical supervision in counseling. Theories, models, and research in supervision will be presented. Students will supervise master's level students in practicum and internship courses in counseling.

7040 Counseling Women Toward Empowerment (3)

Prerequisite: Cns Ed 6000, 6010 and Cns Ed 6270 or 6370 or consent of instructor. An introduction to Women's issues in counseling. Relational theory, healthy female development, and an overview of clinical issues most common to females will be presented.

7050 Advanced Assessment in Counseling (3)

Prerequisite: Cns Ed 6050 and doctoral standing or consent of the instructor. This course develops advanced skills in the assessment process which includes the administration, scoring, and interpretation of psychological tests and environmental inventories, clinical interviewing,

observation, and the gathering of historical and collaborative information; and the integration of this information into patterns to predict human functioning.

7070 Advanced Clinical Issues in Counseling (3)

Prerequisite: Doctoral standing or consent of instructor. This course will address advanced clinical issues with seriously disturbed clients.

7770 Doctoral Practicum (3)

Prerequisites: Doctoral standing. 100 hours of on-campus doctoral-level supervised counseling practice. Students will counsel clients and will be introduced to teaching and supervising beginning counseling trainees in a clinical context. As a prerequisite to the doctoral internship, students will be expected to demonstrate competence in skills required of counselor educators and clinical supervisors. Students will receive 1.5 hours of group and 1 hour of individual supervision by a graduate faculty member.

7780 Doctoral Internship (1-6)

Prerequisites: Cns Ed 7770; Ed Rem 7804 and Ed Rem 7781. A 100-hour field experience for each semester-credit hour of enrollment under the direction of a graduate faculty member. Students provide counseling services to clients at field sites, teach and supervise beginning counseling trainees, and conduct clinical research projects. Students are supervised by a graduate faculty member in two hours per week of group supervision, and they receive one hour per week of individual supervision by the field site supervisor.

7802 Theory and Practice of Clinical Hypnosis in Counseling (3)

Prerequisite: Cns Ed 6270 or 6370 or consent of instructor. Clinical hypnosis is conceptualized and approached as a system of skilled communication. Historical perspectives, major models (Traditional, Standardized, and Utilization [Ericksonian]), myths, and misconceptions will be explored. Students will develop skills in direct and indirect trance induction procedures, and case conceptualization with individuals and multiple participants. Legal and ethical considerations will be presented.

7806 Practicum in Group Counseling (3)

Prerequisite: Cns Ed 7804 and doctoral standing or consent of instructor. Students will lead or co-lead a supervised counseling group in the community.

Division of Educational Leadership and Policy Studies

Faculty

Carole A. Murphy, Associate Professor*, Chairperson
Ed.D., Texas A & M University

Judith A. Cochran, E. Desmond Lee Professor in Tutorial Education*
Ph.D., Arizona State University

Lloyd I. Richardson Jr., Professor*
Ph.D., George Peabody College

Charles D. Schmitz, Professor*, Dean
Ph.D., University of Missouri-Columbia

Joy E. Whitener, Dean Emeritus, Professor Emeritus*
Ed.D., Washington University

Charles J. Fazzaro, Associate Professor*
Ed.D., West Virginia University

John A. Henschke, Associate Professor*
Continuing Education Specialist, University Outreach and Extension-East Central Region
Ed.D., Boston University

Lowe S. (Sandy) MacLean, Vice Chancellor Emeritus*
Ed.D., Indiana University-Bloomington

Kent Farnsworth, President in Residence
Ph.D., University of Iowa

Thomas R. Schnell, Associate Professor*
Ph.D., Southern Illinois University, Carbondale

Patricia Somers, Associate Professor*
Ph.D., University of New Orleans

Ken Owen, Affiliate Associate Professor*
Ed.D., Saint Louis University

Steven Adamowski, Assistant Professor
Ph.D., St Louis University

Patricia Boyer, Assistant Professor*
Ph.D., University of Missouri-Columbia

Mary Cooper, Assistant Professor of Adult Education*
Ph.D., University of Minnesota

E. Paulette Isaac, Assistant Professor*
Ed.D., University of Georgia

James E. Murray, Assistant Professor
Ph.D., University of Missouri - St. Louis

Kathleen Sullivan-Brown, Assistant Professor*
Ph.D., Washington University

Shawn Woodhouse, Assistant Professor*
Ph.D., University of Missouri-Columbia

Wendell L. Smith, Assistant Professor* Special Assistant to the Chancellor and Dean Emeritus
Ph.D., Ohio State University

Margaret R. Dolan, Affiliate Assistant Professor*
Ph.D., St. Louis University

John Ingram Jr., Affiliate Assistant Professor
Ph.D., University of Wisconsin-Madison

Gladys E. Smith, Affiliate Assistant Professor*
Director of PreCollegiate Programs
Ph.D., St. Louis University

Lynn Beckwith Jr., Superintendent in Residence*
Ed.D., St. Louis University

* members of Graduate Faculty

General Information

The Division of Educational Leadership and Policy Studies faculty is housed on the second floor of Marillac Hall. Questions about the division and its offerings may be directed to the division office, 269 Marillac Hall (314)516-5944.

The division offers master's degree work, initial elementary and secondary school administrator certification, and advanced certification studies in elementary and secondary school administration, special education administration, and the superintendency. Higher education including community college, adult education, and community education are additional emphases offered.

The division offers courses in K-12 school administration, higher education, and adult and community education. The M.Ed. degree is offered in K-12 school administration. Both the Ed.D. and Ph.D. are offered with emphases in K-12 school administration, higher education including community college, and adult education.

Graduate Studies

The program options in the division include:

- Elementary and secondary school administration.
- Certification for school district administration.
- Higher education administration
- Adult and community education.

The options in educational administration are more than simply lists of courses. Each is an organized curricular offering.

The school administration and certification sequences are organized into a continuous two-phase, NCATE- and DESE- approved program. In the first phase, students earn the M.Ed. The second phase leads to the completion of a two-year course of study and is designated the advanced certification studies program. Both phases are correlated with current Missouri requirements for certification as a principal or director of elementary or secondary education or school superintendent in Missouri schools.

The programs in higher education administration are intended to be incorporated in a doctoral program of studies, either the Ph.D. or the Ed.D. Students can expect to be involved in cohort groups, non-traditional scheduling of most courses, and to be taking selected courses that are Web-based or through interactive television. Students are responsible for developing their individual programs. They are encouraged to take full advantage of the program-planning assistance provided by advisers early in the program(s).

Master of Education and Initial/Advanced Certification Studies (ACS): Educational Administration

The recommended curriculum for the M.Ed. in Educational Administration is 33 semester hours. The curriculum for Advanced Certification studies is 60 semester hours.

Degree Requirements

1.00 Contexts Core (15 semester hours)

Ed Adm 6201, Knowledge Contexts of Education Administration and Policy

Ed Adm 6202, Social Contexts of Education

Ed Adm 6203, Political Contexts of Education

Ed Adm 6204, Economic Contexts of Education

Ed Adm 6205, Legal Contexts of Education

1.20 Research/Change Core (6-9 semester hours)

***Ed Rem 6707**, Classroom Measurement and Evaluation

****Ed Adm 6301**, Education Administration Policy Research

Ed Adm 6503, Organizational Change in Education

1.30 School Specialization Core (12 semester hours)

1.31 Elementary School Administration

Ed Adm 6302, Elementary School Administration

Ed Adm 6401, School Staff Development and Supervision

Ele Ed 6411, Curricular Issues in Elementary Schools

*** **Ed Adm 6900**, Internship

1.32 Secondary School Administration

Ed Adm 6304, Secondary School Administration

Ed Adm 6401, School Staff Development and Supervision

Sec Ed 6415, Secondary School Curriculum

Sec Ed 6416, Curriculum Construction in Secondary Schools

*****Ed Adm 6900**, Internship

* Required if student had no equivalent course at the undergraduate level.

** Exit course--must be taken during last semester of M.Ed. program.

*** Must be taken within the last 10 semester hours before completion of M.Ed. program.

Master of Education: Educational Administration with Emphasis in Community Education

This is a 32-credit hour program for students interested in community education.

Degree Requirements

2.10 Ed Fnd 6421, Philosophy of Education
Ed Fnd 6435, History of Western Education
OR

Ed Fnd 4330, History of American Education

Ed Fnd 6422, Social Contexts of Education

Ed Adm 6203, Political Contexts of Education

Total Required Sem. Hrs. Section 2.10 = 12

2.20 Research Core
Ed Adm 6301, Educational Administration Policy Research
Ed Rem 5730, Educational Statistics
Total Required Sem. Hrs. Section 2.20 = 6

2.30 Community Education
Ed Rem 6601, Administration of Community and Adult Education
Ed Adm 6602, Programming in Community and Adult Education
Ed Adm 6900, Internship: Community Education
Total Required Sem. Hrs. Section 2.30 = 9

2.40 School Specialization**

2.41 Elementary School Administration
Ed Adm 6302, Elementary School Administration
Ele Ed 6411, Curricular Issues in the Elementary School
Total Required Sem. Hrs. Section 2.41 = 6

2.42 Secondary School Administration
Ed Adm 6304, Secondary School Administration
Sec Ed 6415, The Secondary School Curriculum OR
Sec Ed 6416, Curriculum Construction for Secondary Schools
Total Required Sem. Hrs. Section 2.42 = 6
TOTAL Master of Education-Community Educ = 33

*Exit Requirement--Taken within the last 9 semester hours of the M.Ed. program.

**Students take either section 2.41 or section 2.42, not both sections.

Master of Education: Secondary Education with Emphasis in Adult Education

The M.Ed. with an emphasis in adult education is designed to enable candidates to further their competencies as teachers, administrators, and program planners in various adult education settings through the study of core courses in adult education, plus a minimum of 8 hours of elective work appropriate to the candidates' particular needs. Adult basic education practitioners can complete course requirements for certification within the scope of or independent from the master's degree program.

Degree Requirements (32 hours)

1) Core requirements (9 hours)
A course in educational foundations (3 hours)
A course in curriculum (3 hours)
A course in improvement of instruction (3 hours)

2) Adult education core (8 hours)

Courses are to be selected in consultation with an adviser in the adult education-teaching field including but not limited to:

Adu Ed 6404, Seminar in Adult Education Research

Adu Ed 6410, The Adult Learner

***Ed Adm 6601**, Administration of Adult and Community Education

Adu Ed 6376, Internship, or

Adu Ed 6497, Problems in Adult Education

3) Electives

Following is a list of possible elective courses. Other courses may be selected after conferring with an adviser in adult education.

Ed Fnd 6421, Philosophy of Education

Sec Ed 6415, The Secondary School Curriculum

Sec Ed 6420, The Improvement of Secondary School Teaching

4) Exit Requirement (3 hours as specified above)

Total: 32 hours

Adult Basic Education Certification

***Adu Ed 4311**, Teaching Basic Reading Skills to Adults

***Ele Ed 6455**, Problems of Teaching Arithmetic in the Elementary School or **Ele Ed 4346**, Advanced Methods in Elementary School Mathematics

*Eight semester hours from these six courses, and 3 hours of adult education electives, in addition to **Spc Ed 3313**, Psychology and Education of Exceptional Individuals, are required for five-year certification from the Missouri Department of Elementary and Secondary Education.

Adult Basic Education (ABE) Certification

1) Requirements for two-year teacher's certificate in ABE:

a. A holder of a bachelor's degree from a four-year college or university.

b. Annual attendance at Department of Elementary and Secondary Education (DESE) approved adult basic education teacher certification workshops.

(The two-year ABE certificate may be renewed twice. Requirements for a five-year certificate must be completed by the end of the sixth year.)

2) Requirements for a five-year teacher's certificate in ABE:

a. Hold a bachelor's degree from a four-year college or university.

b. Earn eight semester hours in DESE-approved adult education classes, institute or workshops.

(The five-year ABE certificate may be renewed an unlimited number of times by repeating the requirements during the previous five years.)

Note This would provide certification for (1) ABE teachers who are teaching less than half time and/or without a

contract and/or not in a public school or an accredited private school and (2) ABE teachers with bachelor's degrees who have experience teaching adults, but do not have regular teacher certification. Information is available for professional certificates for full-time ABE teachers.

Graduate Certificate in Institutional Research

The Post-Master's Certificate in Institutional Research (CPIR) is for academics who want training in Institutional Research in preparation for working in an IR Office at a postsecondary institution, a government agency, or a private education organization. The program consists of 18 hours and may be taken as part of a doctoral program. Of the 18 hours, 12 are in the required core (6 hours are in research methods and 6 hours in IR seminary), plus a 3-hour Higher Education (HIR ED) or an Educational Research (ED REM) elective and a 3-hour capstone. Students may transfer up to 5 hours of post-Master's work into the program with the approval of the advisor.

Course Descriptions

Educational Administration (Ed Adm)

Prerequisites may be waived by consent of the department.

6201 Knowledge Contexts of Education Administration and Policy (3)

Prerequisites: Admission to masters, doctoral, and/or certification programs in Education Administration or consent of instructor. This course is a survey of the various views of knowledge that have influenced the nature of the organizational structures and policies of American educational institutions. The course is framed both by the purposes of American education and the scientific management movement of the first quarter of the 20th Century.

6202 Social Contexts of Education (3)

Prerequisites: Ed Adm 6201, concurrent with Ed Adm 6201, or consent of instructor. This course is a critical examination of different perspectives on the social structures within which education policies are constituted and their concomitant practices implemented.

6203 Political Contexts of Education (3)

Prerequisites: Ed Adm 6201, concurrent with Ed Adm 6201, or consent of instructor. This course is a critical examination of those aspects of local, state, and federal politics which significantly influence the political contexts within which education policies are constituted and their concomitant practices implemented.

6204 Economic Contexts of Education (3)

Prerequisites: Ed Adm 6201, concurrent with Ed Adm 6201, or consent of instructor. This course is a critical examination of those aspects of local, state, and national economic structures which influence the nature of education policies and their concomitant practices.

6205 Legal Contexts of Education (3)

Prerequisites: Ed Adm 6201, concurrent with Ed Adm 6201 or consent of instructor. This course is a critical examination of both (1) local, state, and federal laws and (2) Western notions of justice within which education policies are constituted and their concomitant practices implemented.

6301 Education Administration Policy Research (3)

Prerequisites: Completion of at least twenty-four (24) credit hours towards the M.Ed. in Education Administration or consent of instructor. A study of issues and trends in basic, applied, and action research in educational policy making.

6302 Elementary School Administration (3)

Prerequisite: Completion of at least (15) credit hours of the M.Ed. in Education Administration or consent of instructor. This course is a comprehensive, systematic study of the elementary school principalship. Emphasis is placed on relating theories of learning, teaching, and organization to effective administration of elementary schools.

6303 Middle School Administration (3)

Prerequisites: Completion of at least (15) credit hours of the M.Ed. in Education Administration or consent of instructor. This course is a comprehensive, systematic study of the middle school principalship. Emphasis is placed on relating theories of learning, teaching, and organization to effective administration of middle schools.

6304 Secondary School Administration (3)

Prerequisites: Completion of at least (15) credit hours of the M.Ed. in Education Administration or consent of instructor. This course is a comprehensive, systematic study of the secondary school principalship. Emphasis is placed on relating theories of learning, teaching, and organization to effective administration of secondary schools.

6305 School District Administration (3)

Prerequisite: Enrolled in Advanced Certification Program and/or consent of instructor. Course focuses on current research about school district administration; also deals with major central office issues including: board/ superintendent relations, central office organization, the function and authority of assistant superintendents and program directors, and the administrative team approach to school district administration.

6306 Special Education Administration (3)

Prerequisites: Completion of graduate degree in Special Education, Education Administration or consent of instructor. A study of organizational issues in special education and implications for practices and procedures. Specific attention will be given to special education delivery systems, compliance standards, funding sources, and regulatory standards.

6401 School Staff Development and Supervision (3)

Prerequisite: Ed Adm 6201, concurrent with Ed Adm 6201, or consent of instructor. This course provides an examination of the conceptual bases and practical

applications of staff development and supervision in educational settings. It explores relevant conceptual models presented as heuristic devices to consider a variety of administrative techniques to assess needs, plan, deliver, and evaluate staff development and supervision programs in schooling.

6402 School Personnel Administration (3)

Prerequisite: Advanced graduate standing and/or consent of instructor. This course is a comprehensive, systematic study of problems in planning, recruitment, selection, induction, and retention relative to school personnel.

6403 Problems in School Public Relations (3)

Prerequisites: Advanced graduate standing and/or consent of instructor. This course is an examination of a range of both traditional and critical perspectives relevant to home-school-community relations.

6404 Collective Negotiations in Educational Organizations (3)

Prerequisites: Advanced graduate standing and/or consent of instructor. This course focuses on the concepts, issues, and processes involved with collective negotiations (bargaining) in American educational organizations. The major issues addressed in the course include recognition procedures, bargaining unit determination, the scope of negotiations, the proposal and counterproposal, compromise, impasse procedures, and master contract management.

6405 Extracurricular Activities (3)

Prerequisites: Graduate standing and/or consent of instructor. Activities related to the extracurricular program of secondary schools will be studied in depth. Analyses of appropriate activities will include the nature and purposes of these activities.

6406 Leadership in Educational Administration (3)

Prerequisites: Advanced graduate standing and/or consent of instructor. This course is designed to acquaint the administrator with the factors of groups and interpersonal relationships directly affecting job performance. The consequences of various types of group relationships upon the institution will be studied in detail. The administrator will study various rationales for and methods of improving interpersonal relationships within the institution.

6449 Using Technology in Administration Processes (3)

Prerequisites: A course in measurement, statistics or evaluation, or consent of instructor. (Same as ED TEC 6449). This course will explore how the use of data analysis with technology can be applied in the administration of schools or other work settings. Administrators will explore software tools and their implications for making decisions. A case study will be completed on the implementation of a technology in a school or other appropriate setting.

6497 Problems (1-10)

6501 Principles of Public School Finance in Missouri (3)
Advanced graduate standing and/or consent of instructor. Course is designed to analyze and study critical areas of public school finance at the local and state levels, highlighting the role of such factors as legislative procedures, principles of local and state support, budgeting and accounting procedures, assessment of property, etc.

6502 School Buildings and Sites (3)

Prerequisites: Advanced graduate standing and/or consent of instructor. This course deals with methods and procedures for (1) projecting the future building and facility needs of a public school district, (2) supervising actual planning and construction of educational facilities, (3) optimizing the use of current facilities, and (4) maintenance of buildings, grounds, and equipment.

6503 Organizational Change in Education (3)

Prerequisite: Advanced graduate standing and/or consent of instructor. This course deals with (1) developing strategies for assessing educational needs, (2) methods of assessing the school's organizational health, (3) the designing of educational change strategies involving theory-based models, (4) using systems-analysis techniques to implement educational change, and (5) methods of involving students and staff in incorporating meaningful organizational change strategies in educational institutions.

6601 Administration of Adult and Community Education (3)

Prerequisites: Graduate standing and/or consent of instructor. A course designed to familiarize the student with the structure, purpose, and processes of community education with particular emphasis being placed on the administrative theories and functions of adult education.

6602 Programming in Community and Adult Education (3)

Prerequisite: Ed Adm 6601 and/or consent of instructor. Study and analysis of basic situations in which community and adult educational programming take place. Within this framework, application will be made of a fundamental series of steps essential to sound educational programming.

6603 Financing of Community Education (3)

Prerequisites: Graduate standing and/or consent of instructor. The student will develop the necessary skills needed to construct an operational budget for the administration of community education programs. Emphasis will be placed on developing a support base from federal, state, and local funding resources. The student will be exposed to proposal writing and funding procedures.

6800 Education Policy Studies Seminar (1-6)

Prerequisites: Admission to doctoral program and consent of instructor. Intensive directed study of selected education policy issues.

6900 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

7800 Education Administration Doctoral Seminar (1-6)

Prerequisites: Admission to doctoral program and consent of instructor. Intensive directed study of selected issues related to the administration of educational institutions.

Higher Education (HIR ED)

5401 Current Issues in Higher Education (3)

Prerequisites: Graduate admission. Familiarizes student with nature and characteristics of American higher education--structure of higher education, roles played by various constituencies, and current issues.

5402 Student Affairs Administration (3)

Prerequisites: Graduate admission. Survey course in student personnel administration with emphasis on understanding college student and on learning ways to meet his/her academic and nonacademic needs.

6404 The Seminar (1-10)

Prerequisites: Graduate standing.

6405 Financial Issues in Higher Education (3)

Prerequisites: Graduate standing. Provides an overview of the state/federal funding mechanisms for higher education in the U.S. Addresses practices in budgeting at various types of postsecondary institutions.

6406 Governance of Higher Education (3)

Prerequisites: Graduate admission. Concentrates on study of unique system of governance in higher education, including faculty, institutional, system, and state governing mechanisms.

6420 Legal Aspects of Higher Education (3)

Prerequisites: Graduate admission. Examines legal rights and responsibilities of faculty, students, staff, and administrators. Includes fair employment, due process, affirmative action, and liability.

6421 Legal Aspects of Postsecondary Teaching (3)

Prerequisites: Graduate admission. Examines legal issues of interest to faculty. Areas include faculty (contracts, grievances/appeals/affirmative action, free speech, tenure) and student (disability, sexual harassment, academic integrity, free speech, classroom incivility, student behavioral standards, grades) issues.

6422 Policy Analysis of Higher Education (3)

Prerequisite: Graduate admission. Introduces students to the analysis of higher education public policy. Includes state and local policy analysis and examination of legislative history of major federal higher education laws.

6430 The Community College (3)

Prerequisites: Graduate admission. Develops an understanding of the two-year college--its past, present, and future. Examines history, operations, funding, internal constituents, curricular mission, societal role, and current issues.

6440 Issues in Institutional Research I (3)

Prerequisites: Graduate standing. Provides a history and overview of institutional research in postsecondary education. Other areas of interest include student issues, student outcomes, higher education funding, productivity funding, and legal issues.

6441 Issues in Institutional Research II (3)

This course provides the study of key issues in institutional research, including faculty workload and salary, program assessment, fact books, peer institutions, national databases, and strategic planning.

6473 Curriculum in Higher Education (3)

Prerequisites: Graduate standing and/or consent of instructor. The development, implementation, and assessment of curriculum in higher education as well as historical and philosophical perspectives; major figures and emerging trends are included.

6474 The College Student (3)

Prerequisites: Graduate standing and/or consent of instructor. A comprehensive overview of the theories and research related to college and university student development. Particular attention is given to student demographics, patterns of growth and development, and attitudinal changes.

6476 Organization and Administration of Higher Education (3)

Prerequisites: Graduate standing and/or consent of instructor. This course includes the study of the missions, governance, and organizational structures of American higher education institutions. Within this context, particular attention is given to administrative roles, responsibilities, and issues of leadership.

6477 History and Philosophy of American Higher Education (3)

Prerequisites: Graduate standing and/or consent of instructor. This course is a systematic study of the historical and philosophical contexts that have conditioned the evolution of American higher education. Particular attention is given to significant events, trends, and movements within American higher education.

6497 Problems (1-10)

Prerequisites: Graduate standing and/or consent of the instructor.

6900 Internship (1-10)

Prerequisites: Graduate standing and/or consent of the instructor. Closely supervised experience in a field under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

7800 Higher Education Doctoral Seminar (1-6)

Prerequisites: Doctoral standing and/or consent of instructor. Intensive directed study of selected issues related to the administration of higher education institutions.

Adult Education (Adu Ed)**4311 Teaching Basic Reading Skills to Adults (3)**

A study of the reading process and of the characteristics of adult learners with a focus on instructional techniques and materials useful in upgrading the performance of adults with deficient reading skills.

4410 The Non-Traditional Adult Learner (3)

An introduction to the non-traditional adult learner. At the completion of the course the students will be able to identify the characteristics of non-traditional adult learners and various theories of how they learn, as well as the implications of these characteristics and theories on adult education research, programming, curriculum planning and instructional practice.

6230 Adult Learning and Development (3)

Prerequisites: Ed Psy 6210 or Ed Psy 6111, or Adu Ed 6410. (Same as Ed Psy 6230). Study of how life stage theories and theories of learning pertain to adult learner. Research bases of these theories explored in relationship to instructional practice with adult learners.

6404 Seminar in Adult Education Research (1-10)

Prerequisites: Adu Ed 6410 or consent of instructor. A review of current research on various topics in the field of adult education. An in-depth study of these research topics will be conducted. Application to the field of adult education will be considered. Special focus will be placed on assessing and improving competency in educational, corporate and community settings.

6410 The Adult Learner (3)

This course is designed for those who help adults learn in a variety of settings. A study will be made of the characteristics of Adult Learners and various theories of how they learn, as well as the implications of these characteristics and theories for adult education research, programming, curriculum, planning, and instructional practice.

6411 History of Adult Education (3)

Prerequisites: Adu Ed 6410. A study of the historical foundation of adult education in America will include the major theorists and their contributions and the continuing education of the adult in a progressive social context.

6412 Philosophical Foundations of Adult Education (3)

Prerequisites: Adu Ed 6410 or consent of instructor. A comprehensive, systematic philosophical foundation for adult education. Exploration of philosophical underpinnings of various approaches to education of adults--role of learner, teacher, and objectives within each philosophy.

6413 Improvement of Instruction in Adult Education (3)

Prerequisites: Adu Ed 6410 or consent of instructor. A study of selected methods and instructional techniques appropriate for the teaching of adults. An examination of current research will be made as it relates to the problems of instructing adults.

6414 Curriculum Theory and Development in Adult Education (3)

Prerequisites: Adu Ed 6410 or consent of instructor. A study of curriculum theory and its application to adult education. Particular emphasis will be placed on the development of model curricula for various programs in adult education.

6416 Survey of Adult Distance Education (3)

Prerequisites: Adu Ed 6410. Survey of distance education covers concept, theories, history, present practice, delivery systems, major issues and directions of distance learning. Emphasis on research and practice in U.S.; however, course will explore topics and issues in distance education from international perspective, identifying similarities and differences among countries.

6417 Multicultural Issues in Adult Education (3)

Prerequisites: Adu Ed 6410. Discussion of cultural diversity from an adult education perspective. Topics include cultural self-awareness, challenges/issues in intercultural educational settings, theoretical perspectives of multicultural education, and practitioner concerns and strategies for implementing multiculturalism in adult education settings.

6418 Assessment in the Adult Classroom (3)

Prerequisites: Adu Ed (6) 6410 & Ed Rem 6707 or consent of instructor. This course addresses assessing how effectively adult educators are facilitating adult learning. Emphasis will be on knowledge and skills, learner characteristics, and learner reactions to instruction effectiveness in the adult classroom. Special attention will focus this assessment in the adult classroom within educational, corporate, community, and non-formal settings.

6420 Survey of Human Resource Development and Adult (3)

Prerequisites: Graduate standing and permission of instructor. Overview of fields of human resource development and adult education. Examines societal

contexts within which training of adults and organization development occur. Explores systems theory that frames a discussion of adult education, training, and organization development. Represents unique characteristics of each field as well as ways in which two fields come together, along with general concepts: definitions, philosophies, goals, sponsoring agencies, professional roles, processes, participants, and resources.

6424 Intervention Determination in Adult Learning and Human Resource Development (3)

Prerequisites: ADU ED 6410. A variety of strategies will be studied with a view to examining systemic problems in workforce and adult learning situations. The determination of interventions for program planning and development is the major focus. As key outcomes for this course, learners will be able to design and develop plans and distinguished among workplace, community and educational needs that can be met with educational interventions and those that require other, and more appropriate, non-training solutions. While specifically focused on HRD applications, the content of this course will apply to any educational setting for adults.

6425 Principles of Business Education (3)

Prerequisites: Business education certification and consent of instructor. Designed for the business education teacher, this course examines in depth the principles, practices, and problems of business education programs. It emphasizes research into historical and philosophical implications, the influence of contemporary attitudes on business education, evaluation of current programs, and development of innovative approaches. It may be applied toward Missouri Vocational Business Education certification.

6426 Coordination of Cooperative Vocational Programs (3)

This course deals with student selection procedures. Coordinating vocational instruction and planned employment experiences; research techniques for collecting and analyzing data for process and product evaluation; procedures for implementing new ideas and innovations in cooperative vocational education programs. The course is designed for vocational teachers and for teachers who wish to qualify as coordinators of cooperative vocational programs. This course may be applied toward Missouri Vocational Certification.

6427 Improvement of Instruction in Teaching Business Subjects (3)

Prerequisites: Business education certification or consent of instructor. Designed for business education teachers, this course examines current trends in planning, organizing, developing, and evaluating instructional materials relevant to business education classes. Emphasis is placed on research techniques and strategies for selecting and utilizing appropriate curriculum materials, resources, and media to match learning needs. This course may be applied toward Missouri Vocational Certification.

6432 Teaching in the Community College (3)

This course is designed for students considering a teaching career in the community college. The main emphasis of the course will be to expose students to the unique features of the community college with respect to the special goals of the institution, variety of degree and nondegree programs, and diversity of community college students. A second objective will be to offer a brief review of teaching techniques that will be useful in the community college classroom.

6435 Problems in Teaching College Biology (3)

Same as Biology 5985. Prerequisites: Teaching experience, 30 semester hours in biology, and consent of the instructor. Basic philosophies underlying undergraduate biology Education at the college level will be presented and examined with concern for establishment of an individual philosophy in the prospective college teacher. Teaching techniques suitable for college-level instruction will be considered, practiced, and evaluated. Advantages and limitations of various methods of instruction will be considered with respect to current research findings.

6494 Directed Readings in Adult Learning (1.0-6.0)

Prerequisites: Graduate Standing, Adu Ed 6410 and consent of instructor. Self-directed learning, as a key concept in Adult Education, is encouraged as a means of understanding the adult experience, both personally and professionally, and is a recognized core competency in the field of Adult Education. This course consists of supervised, independent study into the current research, literature, and issues in the area of Adult Learning. Learners are given the opportunity to meet with other learners and the instructor on a regular basis to share resources, ideas, and to gain feedback.

6497 Problems in Adult Education (1-10)

Prerequisites: Adu Ed 6410 or consent of instructor. Independent study on topics in adult education.

6990 Internship (1-10)

Prerequisites: Adu Ed 6410 or consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

Division of Educational Psychology, Research and Evaluation

Faculty

- Matthew W. Keefer**, Associate Professor and Chair*
Ph.D., University of Toronto
- Wolfgang Althoff**, Theresa Fischer Endowed Professor of
Citizenship Education, Dr. Phil., University of Frieourg and
Dr. Phil. Habil, Carl-Von-Ossietzky
- Marvin W. Berkowitz**, Sanford N. McDonnell Professor of
Character Education*
Ph.D., Wayne State University
- Thomas E. Jordan**, Curator's Professor* of Child
Development, Professor Emeritus
Ed.D., Indiana University
- William L. Franzen**, Professor *, Dean Emeritus
Ph.D., University of Wisconsin
- Victor A. Battistich**, Associate Professor*
Ph.D., Michigan State University
- Margaret W. Cohen**, Associate Professor*
Interim Associate Vice Chancellor of Academic Affairs,
Director, Center Teaching Excellence
Ph.D., Washington University
- Elisha A. Chambers**, Assistant Professor*
Ph.D. Southern Illinois University, Carbondale
- Cody S. Ding**, Assistant Professor*
Ph.D., University of Minnesota
- Donald A. Gouwens**, Assistant Professor*
Psy.D., Central Michigan University
- Clark J. Hickman**, Assistant Professor and Associate Dean
of Continuing Education and Outreach*
Ed.D., University of Missouri-St. Louis
- Stephen A. Sherblom**, Assistant Professor*
Ed.D., Harvard University

* members of Graduate Faculty

General Information

Faculty in the Division of Educational Psychology, Research, and are housed on the fourth floor of Marillac Hall. Information about course offerings may be obtained in the division office, 402 Marillac Hall.

At the undergraduate level, the division coordinates educational psychology and measurement courses required in the various B.S. in education degree programs.

At the graduate level, the division offers courses in educational psychology and in educational research and evaluation methods required in the various M.Ed. degree programs and in the doctoral programs. Students choosing to pursue a Ph.D. in education may elect an emphasis in educational psychology. The Missouri certificate in school psychology is coordinated through this division.

Graduate Certificate in School Psychology

The Graduate Certificate in School Psychology is a 30-hour certificate program designed specifically for students who already possess graduate degrees and wish to work toward certification as a School Psychologist in Missouri. The program consists of a coordinated curriculum of school psychology specialty courses that provide partial completion of the 60 graduate hours required for certification as a School Psychologist in Missouri. Please note that the Graduate Certificate in School Psychology is a university certificate and not state certification; it can be completed en route to state certification, but additional coursework is required (e.g., internship). Applicants should submit official undergraduate and graduate transcripts, current GRE scores, two letters of recommendation, and a personal statement describing professional goals (not to exceed five double-spaced typed pages). The final step of the admission process involves a personal interview with a school psychology faculty member to explore career aspirations, review graduate transcripts, and develop a professional education plan tailored to the individual needs of the student. Graduate coursework completed within six years will be considered for credit toward the certificate and/or certification on an individual basis, but a minimum of 12-hours of graduate coursework must be completed at the University of Missouri-St. Louis to satisfy the university residency requirement. Again, please note that state certification as a School Psychologist typically involves additional coursework beyond the requirements for the Graduate Certificate in School Psychology as outlined below.

Courses:

Foundations (9 hours)

- Ed Psy 6530, Foundations of School Psychology
- Ed Psy 6550, Professional Issues in School Psychology
- Ed Psy 6532, Psycho-Educational Difference in Children

Psycho-Educational Assessment (6 hours)

- Ed Rem 6716, Psycho-Educational Assessment I
- Ed Rem 6718, Psycho-Educational Assessment II

Interventions (9 hours)

- Sp Ed 6444, Education of Learners with Learning Disabilities
- Ed Psy 6540, Psycho-Educational Interventions in Childhood
- Ed Psy 6545, Consultation in Schools and Related Settings

Supervised Experience (6 hours)

- Ed Psy 6590, School Psychology Practicum

Graduate Certificate in Program Evaluation and Assessment in Education

The Graduate Certificate in Program Evaluation and Assessment in Education provides specialized study in the theory and practice of program evaluation and assessment. The program will build on the content area knowledge base of the individual's bachelors or masters degree. The focus of the Program Evaluation and Assessment in Education certificate will be on the skills delineated in the standards and guidelines of the American Evaluation Association and the Joint committee on Standards in Educational Evaluation. The certificate will consist of 30 hours of core courses and internship experiences. Graduate credits earned in equivalent courses in Education or related Social Science disciplines may meet some of these requirements. Ed Rem 6710 Educational Research Methods and Design or its equivalent is prerequisite to all the courses in the Research Methods and Statistics focus area.

Courses:

Program Evaluation (12 credit hours)

Ed Rem 6730, Educational Program Evaluation (3)

Ed Rem 6732, Advanced Theory and Practice in Educational Program Evaluation (3)

Ed Rem 6990, Internship (6)

Testing and Measurement (9 credit hours)

Ed Rem 6707, Classroom Measurement and Evaluation (3)

Ed Rem 6709, Educational and Psychological Testing (3)

Ed Rem 7711, Advanced Test Theory in Education (3)

Research Methods and Statistics (9 credit hours)

Ed Rem 6712, Survey Research Methods in Education (3)

Ed Rem 7771, Quantitative Research Methods I (3)

Ed Rem 7781, Qualitative Methods in Educational Research I (3)

Course Descriptions

Courses in this section are grouped as follows: **Educational Psychology (Ed Psy) and Educational Research and Evaluation Methods (Ed Rem)**

Educational Psychology (Ed Psy)

2212 Introduction to Learners and Learning (3)

Prerequisite: Psych 1003. Same as Tch Ed 2212

Foundational study of the development of infants, children and adolescents focusing on the role of appropriate educational environments in fostering positive physical, cognitive, social, and moral outcomes. Reading relevant research will be combined with experiences in the field and technology-based assignments to investigate both biological and sociocultural forces that shape the development process. A minimum of 10 field experience hours required.

3312 The Psychology of Teaching and Learning (3)

Prerequisites: Tch Ed 2210, Tch Ed 2211, Tch Ed 2212 or equivalents and admission to Teacher Education program. (Same as Tch Ed 3312). Application of the principles of psychology to an understanding of the dynamics of teaching behavior and learning behavior. Involves both theoretical and practical approaches to analysis of the learning environment of the school. Required of all who are preparing to teach. Includes a field experience.

3525 Education and the Psychology of Human Sexuality (3)

Same as Nursing 4725. The course is designed to provide educators and other human services personnel with knowledge and understanding of various personal and social dimensions of human sexuality.

6030 Instruction, Learning and Assessment (3)

Prerequisites: Admission into Graduate School. Same as TCH ED 6030. Uses learning as the basis for the design of classroom instruction. By applying learning theories, teachers can improve their own unit development, lessons plans, assessment strategies, and the use of technology for effective teaching. Deals with the impact of cognitive educational research on the subject content and what is known about how people learn. Teachers will learn to critically evaluate and improve their own educational practices, design principled and appropriate assessments based on their instructional goals, and to assess their own professional development.

6109 Learning & Development in Secondary School Settings (4)

Prerequisites: Graduate standing and admission to the secondary teacher education program. Investigation of teaching and learning theories and research on the developmental needs of pre-adolescent and adolescent students. Issues of cognition, moral and social development, motivation, and assessment will be analyzed and debated. Emphasis will be on theoretical and practical approaches to constructing and analyzing a learning system. Includes field experiences.

6111 Psychology of Education (3)

Current psychological theories and research that guide inquiry and decision making in education. Topics surveyed include behavior, development, learning, instruction.

6113 Personality Development and Adjustment (3)

A course in personality development, personality structure, and the dynamics of adjustment. Course materials are oriented to the applied problems of counselors, teachers, administrators, and others in the helping professions.

6210 Life-Span: Individual and Family Development (3)

Prerequisites: Graduate standing. Critical analysis of theories of human development including readings from empirical research and cross-cultural comparisons focusing

on strategies to enhance developmental outcomes through relationship and environmental opportunity.

6215 Psychology of Early Childhood Development (3)

Prerequisite: Ed Psy 6111 or consent of instructor. A survey of the theories, concepts, and research which inform the field of early childhood development to help caregivers and teachers understand the cognitive, social, and emotional changes that take place from birth through the primary years of schooling.

6220 Psychology of the Elementary School Child (3)

Prerequisite: Ed Psy 6111 or consent of instructor. Current research on the psychological changes which occur during the school age years of childhood. Includes attention to how development proceeds and to the processes that may alter its progress.

6225 The Psychology of Adolescence (3)

Prerequisite: Ed Psy 6111 or consent of instructor. Current research on the psychological changes which occur during adolescence. Attention is paid to the family, school, peer groups, and contemporary settings that practitioners must understand to help young people meet the psychosocial challenges of adolescence.

6230 Adult Learning and Development (3)

Prerequisites: Ed Psy 6210 or Ed Psy 6111, or Adu Ed 6410. Same as Adu Ed 6230. Study of how life stage theories and theories of learning pertain to adult learners. Research bases of these theories will be explored in relationship to instructional practice with adult learners.

6310 Psychology of Learning Processes (3)

Prerequisite: Ed Psy 6111. Advanced study of learning and instructional theories. The historical and theoretical bases of instructional practice are examined

6404 Seminar (1-10)

6440 Moral Development and Education (3)

Prerequisites: Ed Psy 6210 or Ed Psy 6220 or Ed Psy 6225 or consent of the instructor. An introduction and overview of moral psychology and its implications for creating learning environments. Questions of human morality are by nature cross-disciplinary, and readings and discussions will involve questions of epistemology, human nature, conceptions of "the good life," evidence for the malleability of human development, and research regarding the foundation, nature, and complexity of moral development.

6444 Cognition and Technology (3)

Prerequisites: Ed Psy 6111 or consent of instructor. (same as Ed Tec 6444). Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in educational settings, and their implications for learning.

6445 Character Education and Development (3)

Prerequisites: Ed Psy 6111 and Ed Psy 6220 or Ed Psy 6225. Critical survey of theories of character development and models for character education in childhood and adolescence. Includes empirical and conceptual study of the nature of moral character, how it develops, and how it can be fostered in schools.

6448 Technology-Supported Inquiry Learning (3)

Prerequisites: Ed Tec 5340 & Ed Psy 6310, or consent of instructor. Educational technology such as networked computers and software can play a supportive role in inquiry-based learning. Students will explore the theoretical background, design issues, and pragmatic realities of technology-supported inquiry learning environments. Such learning environments are best understood as systems involving social, cultural, material and psychological aspects. Consideration will be given to the important properties of settings, activities and technologies, as well as to the role of instructors.

6450 Advanced Methods in Character Education (3)

Prerequisite: Ed Psy 6445. Advanced exploration of methods for promoting character development in schools: class meetings, democratic processes, cross-age learning and character curriculum development. Methods will be critically examined for their empirical and theoretical justifications.

6497 Problems (1-10)

6530 Foundations of School Psychology (3)

Prerequisites: Graduate standing and consent of the instructor. Focus on educational foundations of school psychology including the organization and operation of schools. The historical and emerging roles, responsibilities, and functions of a school psychologist are analyzed.

6532 Psycho-Educational Differences in Childhood (3)

Prerequisite: Ed Psy 6210 or Ed Psy 6220 or Ed Psy 6225 or consent of instructor. Examination of educational and mental health challenges first seen in childhood, with an emphasis on understanding both educational and mental health classification systems.

6534 Behavioral Analysis of Human Learning (3)

Prerequisite: Graduate standing. A course in the principles of human learning and the technology of behavior modification, from the perspective of the teaching and counseling professions. Emphasis is placed on its application to school learning and behavior problems and to social behavioral patterns in a variety of appropriate counseling settings.

6536 Biological Factors Influencing Human Behavior (3)

Prerequisite: Ed Psy 6111 or Ed Psy 6310 or consent of instructor. Examination of biological factors affecting human behavior. Includes an overview of neuroscience, developmental psychophysiology, and basic

psychopharmacology. Implications for psychological and educational interventions are considered.

6540 Psycho-Educational Interventions in Childhood (3)

Prerequisites: Ed Psy 6530 and Ed Psy 6532 or Cns Ed 6000 or consent of instructor. Examination and evaluation of educational and mental health interventions delivered in schools and related settings, with emphases on primary prevention and systems perspectives.

6545 Consultation in Schools and Related Settings (3)

Prerequisite: Ed Psy 6530 or Cns Ed 6000 or consent of instructor. An examination of theoretical principles, research, and legal and ethical issues as applied to consultation practices in schools and related settings.

6550 Professional Issues in School Psychology (3)

Prerequisites: Ed Psy 6530. Advanced examination of professional issues facing school psychologists including legal and ethical considerations, standards of practice, and alternative models of service delivery.

6590 School Psychology Practicum (3-6)

Prerequisites: Grade B- or better in Ed Rem 6718, Ed Psy 6550, Ed Psy 6532, and consent of instructor. Supervised experience in psycho-educational assessment, intervention, consultation, and instructional strategies in schools and related settings. Settings and responsibilities to be determined in consultation with site supervisor and program faculty. May be repeated.

6990 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

7640 Changing Perspectives in Educational Psychology (3)

Prerequisites: Ed Psy 6111 and doctoral standing or consent of instructor. The advanced exploration of foundational issues in educational psychology. Topics include theoretical perspectives of modes analysis used in the investigation of psychological theories and concepts in education.

7642 Sociocultural Perspectives in Education (3)

Prerequisites: Doctoral standing or consent of instructor. Investigation of sociocultural theory with a focus on educational applications. Topics include the social formation of mind, language as cultural tool, methodological issues in social science research, and dialogic inquiry as pedagogy.

7644 Motivation Theory in Education (3)

Prerequisites: Ed Psy 6111 and doctoral standing or consent of instructor. Focuses on the social and cognitive aspects of

contemporary theories of motivation and examines supporting research. Participants will apply theory to settings of teaching and learning, training, and counseling relevant to their interests.

7647 Teaching for Learning in the Univ. (3)

Prerequisites: Graduate standing and consent of the instructor. An examination of current research in learning, motivation, and assessment as it pertains to teaching and learning in post-secondary settings. Designed to guide graduate students to promote active and meaningful learning in college classrooms to develop college students' critical thinking skills. Graduate students across the disciplines may enroll.

Educational Research and Evaluation Methods (Ed Rem)

3720 Classroom Testing and Measurement (3)

Basic measurement principles for the classroom teacher: test planning; construction and use of selection, supply, and performance type test items; item analysis for test improvement; methods of summarizing test scores; derived scores for interpretation of performance; development and use of norms in evaluation.

3721 Interpretation of Educational Tests and Measurements (3)

Prerequisite: Meet the university standard for proficiency in basic mathematical skills. A study of the principles of test theory with emphasis on standardized aptitude, behavioral, and achievement tests; the interpretation of individual and group performance; and application within classroom settings. Required of all majors in special education.

5730 Educational Statistics (3)

Prerequisite: Meet the university standard for proficiency in basic mathematical skills. Statistical methods for advanced undergraduate and beginning graduate students: descriptive statistics, probability and sampling, and introduction to hypothesis testing and inferential statistics.

6040 Teacher Research (3)

Prerequisites: Tch Ed 6010 and Tch Ed 6020. (Same as TCH ED 6040) This course provides the knowledge, skills, and practice for experienced practitioners to engage reflectively in a process of systematic study of their own practice with educational systems and situated contexts. Educators will learn both analytic and practical tools to document multiple factors that can impact student learning and become more sophisticated consumers of research in order to engage in student advocacy and influence policy decision-making.

6404 Seminar (1-10)

Prerequisite: Consent of instructor. Educational research and evaluation methods seminar addressing special issues and topics not normally included in the regular statistics, research methods, evaluation, and measurement courses.

6497 Problems (1-10)

Prerequisites: At least one previous Ed Rem course and consent of course supervisor. Individual study on topics pertaining to educational measurement, evaluation, statistics, and research design.

6705 Evaluation of Data Analysis Programs (3)

Prerequisite: Graduate admission and an introductory statistics course or consent of instructor. Principles and procedures for assessing the quality and effectiveness of data analysis computer programs and packages in educational research. Review and evaluation of various computer programs and packages used in educational research.

6707 Classroom Measurement and Evaluation (3)

Prerequisites: Graduate admission or consent of instructor. An introductory graduate course to classroom testing and evaluation. Topic areas include comparison of criterion-and norm-referenced theory and technique; classical test theory, reliability, validity and associated descriptive statistics; derived and transformed scores; preparation of instructional objectives for use in developing the classroom test; performance evaluations, and portfolio rubrics.

6709 Educational and Psychological Measurement (3)

Prerequisite: Graduate admission or consent of instructor. An introductory graduate course in testing and measurement theory: reliability, validity, and associated descriptive statistics; correlation and simple regression; derived and transformed scores; interpretation of test scores; measurement of aptitude, vocational interests, and personal-social adjustment.

6710 Educational Research Methods and Design (3)

Prerequisite: An introductory statistics course or Ed Rem 6707, or 6709, or consent of instructor. An introductory course in educational research methodology: comparison of various types of qualitative and quantitative educational research, threats to internal/external validity, sampling methods, data analysis, and components of research reports.

6712 Survey Research Methods in Education (3)

Prerequisite: An introductory statistics course and Ed Rem 6710 or consent of instructor. Same as Political Science 6406 and Soc 5432. A course on the principles and procedures for conducting survey research. Topics include forming questions and scales, survey design, sampling methods, data preparation and analysis, and presentation of results.

6714 Action Research in Education (3)

Prerequisite: Ed Rem 6710 or consent of instructor. A course that engages the participants in systematic qualitative inquiry into their own practice: framing appropriate questions; gathering and interpreting data; analyzing culture, subjectivity and multiple perspectives; and reporting the results ("telling the story"). Readings will address the

methods, politics, and ethics of action research. Enrollment requires access to a field setting.

6716 Psycho-Educational Assessment I (3)

Prerequisite: Ed Rem 6707 or Ed Rem 6709, or Ed Rem 3721, and consent of instructor. Instruction is provided in the administration, scoring, interpretation, and reporting of results of individual and group tests of psychomotor ability, academic achievement, and oral language skills.

6718 Psycho-Educational Assessment II (3)

Prerequisites: Ed Psy 6716, or Cns Ed 6050, and consent of instructor. An advanced assessment course for school psychologists that provides training in the administration and use of individual tests of cognitive abilities, diagnostic interviewing, functional assessment, and social-emotional assessment with an emphasis on writing integrated reports with meaningful recommendations.

6720 Nonparametric Statistics in Education (3)

Prerequisite: Ed Rem 6710 or consent of instructor. An advanced educational research methods course in alternative analysis procedures to classical parametric statistics. Nonparametric methods are surveyed and their data requirements compared to their parametric counterparts. Educational research problems appropriate to or adaptable to these methods are studied.

6730 Educational Program Evaluation (3)

Prerequisites: Admission to doctoral education and Ed Rem 6710 or consent of instructor. A course on the principles and procedures for assessing the quality and effectiveness of programs, projects, and materials related to planned interventions and system changes in educational settings.

6732 Advanced Theory and Practice in Educational Program Evaluation (3)

Prerequisites: Ed Rem 6730 or consent of the instructor. Extension of the principles, attributes, and practices of program evaluation to contemporary problems and settings. Study will include the comparison of examples of the program evaluation process. Focus will be on adherence to the Program Evaluation Standards endorsed by leading professional research and evaluation associations.

6910 Teacher Research Capstone (3)

Prerequisites: Completion of TCH ED/ED REM 6040 and all but the last 6 hrs of M.Ed. program. (Same as TCH ED 6910) This course applies the research knowledge, skills, and practice of experienced practitioners to a final research project that results from reflectively evaluating their own practice within educational systems and situated contexts. Educators will use both analytic and practical tools to research multiple factors that impact their own students learning. The final project will be presented to the faculty and students in the College of Education and displayed in a public forum as a capstone project for the M.Ed.

6990 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities

7711 Advanced Test Theory in Education (3)

Prerequisite: Admission to doctoral education and Ed Rem 6707, or Ed Rem 6709, or consent of instructor. An advanced course in measurement theory and practice: issues of reliability, validity, and item analysis for both criterion and norm referenced tests; introduction to factor analysis in the development and analysis of test structure and validity; introduction to item response theory for the improvement of educational testing and research.

7771 Quantitative Research Methods I (3)

Prerequisites: Admission to doctoral education and Ed Rem 6710 or consent of instructor. An advanced educational research methods course: hypothesis testing using factorial analysis of variance; analysis of covariance; and the general linear model.

7772 Quantitative Research Methods II (3)

Prerequisite: Ed Rem 7771 or consent of instructor. An advanced educational research methods course: multivariate analysis of variance; canonical correlation, discriminant function analysis, factor analysis; cluster analysis; advanced topics in multiple linear regression; and associated research design issues.

7773 Quantitative Research Methods III (3)

Prerequisite: Ed Rem 7772. An advanced educational research methods course using multiple linear regression models, path analysis, and structural equation modeling. Focus is on the theory, issues, and application of these advanced data analysis techniques.

7781 Qualitative Methods in Educational Research I (3)

Prerequisites: Admission to doctoral education and Ed Rem 6710 or consent of instructor. An introductory qualitative research methods course in education to develop skill in forming research questions, writing field notes, and collecting, organizing, and analyzing a variety of data. Philosophical and ethical issues in qualitative research are presented.

7782 Qualitative Methods in Educational Research II (3)

Prerequisite: Ed Rem 7781 or consent of instructor. An advanced qualitative educational research methods course to address the issues of sampling strategies, observational and interview techniques, and data analysis. Requires access to a field setting to conduct a qualitative research study.

Division of Teaching and Learning

Faculty

Scot Danforth, Chair, Associate Professor*
Ph.D., University of South Florida-Tampa

Philip Ferguson, E. Desmond Lee Professor
in Education of Children with Disabilities
Ph.D., Syracuse University

Carl Hoagland, Emerson Electric Company Professor in
Technology and Learning
Ed.D., University of Massachusetts

William C. Kyle, E. Desmond Lee Family Professor of
Science Education*
Ph.D., University of Iowa

Louis Lankford, Des Lee Foundation Endowed Professor
in Art Education*
Ph.D., Florida State University

Wendy Saul, Dr. Allen B. and Mrs. Helen S. Shopmaker
Endowed Professor for Education in collaboration with
Springboard to Learning
Ph.D., University Wisconsin-Madison

James Shymansky, E. Desmond Lee Family Professor of
Science Education
Ph.D., Florida State University

Patricia Simmons, E. Desmond Lee Professor in Life-Long
Learning for the Sciences
Ph.D., University of Iowa

Douglas Turpin, E. Desmond Lee and Family Fund
Endowed Professor in Music Education
Ed.D., Washington University

Richard W. Burnett, Professor Emeritus*
Ed.D., Indiana University

Richard J. Friedlander, Professor*
Ph.D., University of California-Los Angeles

Charles Granger, Professor*
Ph.D., University of Iowa

Kathleen M. Haywood, Associate Dean for Graduate
Education, Professor*
Ph.D., University of Illinois-Urbana-Champaign

Wallace Z. Ramsey, Professor Emeritus*
Ed.D., University of Missouri-Columbia

Blanche M. Touhill, Professor*; Chancellor
Ph.D., Saint Louis University

Paul D. Travers, Professor Emeritus*
Ed.D., George Peabody College

Doris A. Trojcek, Professor Emerita*
Ed.D., Indiana University

Harold E. Turner, Professor Emeritus*
Ed.D., George Peabody College

Judith Walker de Felix, Professor*, Associate Vice
Chancellor for Academic Affairs; Dean of Graduate School
Ph.D., University of Florida

Huber M. Walsh, Professor Emeritus*
Ed.D., University of California-Los Angeles

Fred Willman, Professor*
Ph.D., University of North Dakota

Jane Zeni, Professor*
Ed.D., University of Missouri-St. Louis

Bruce A. Clark, Associate Professor Emeritus*
Ph.D., University of Illinois

Dianne Ferguson, Associate Professor
Ph.D., Syracuse University

Harold Harris, Associate Professor*
Ph.D., Michigan State University

Allison K. Hoewisch, Associate Professor*
Ph.D., University of Southern Mississippi

Thomas J. Loughrey, Associate Professor*
Ph.D., University of Iowa

Helene J. Sherman, Associate Dean, Associate Professor*
Ed.D., University of Missouri-St. Louis

Charles G. Smith, Associate Professor; Athletic Director
Emeritus, M.S., Washington University

Gwendolyn Turner, Associate Professor*
Ed.D., University of Arkansas

Cathy Vatterott, Associate Professor*
Ph.D., Saint Louis University

Gayle Wilkinson, Associate Professor*
Ed.D., University of Illinois

George J. Yard, Associate Professor Emeritus*
Ph.D., Saint Louis University

Pamela C. Ashmore, Assistant Professor
Ph.D., Washington University

Corey Drake, Assistant Professor
Ph.D., Northwestern University

Kevin Fernlund, Assistant Professor
Ph.D., University of New Mexico

Jane Fleming, Assistant Professor
Ph.D., Northwestern University

Karen Hagrup, Assistant Professor
Ph.D., University of North Carolina

Virginia L. Navarro, Assistant Professor*
Ph.D., Washington University

Joseph L. Polman, Assistant Professor
Ph.D., Northwestern University

Kim Song, Assistant Professor
Ed.D. Southern Illinois University-Edwardsville

Laura Westhoff, Assistant Professor
Ph.D., Washington University

Sheridan Wigginton, Assistant Professor
University of Missouri-Columbia

Linda Cason, Lecturer; Director, Gateway Writing Project;
M.Ed. Webster University

Jacquelyn A. Lewis-Harris, Lecturer
M.A., Washington University

Lynn Navin, Lecturer; Director, University Child
Development Center
M.Ed., Michigan State University

* members of Graduate Faculty

General Information

The faculty of the Division of Teaching and Learning has their offices on the 2nd and 3rd floors in Marillac Hall and in the Mark Twain Building. Information about course offerings and related matters on all programs except physical education may be obtained in 369 Marillac Hall.

The physical education offices are located at 234 Mark Twain Building.

The division coordinates programs leading to a B.S. in education degree in:

Early Childhood Education
Elementary Education
Physical Education
Secondary Education
Special Education

And the B.E.S. degree in:

Early Childhood Education
Exercise Science Education
Professional Education

Programs leading to the M.Ed. in elementary education, secondary education, and special education also are coordinated in the Division of Teaching and Learning.

The **early childhood** undergraduate program is designed for students wishing to teach and direct programs for children from pre-kindergarten through grade three. Students electing this program will work directly with young children as a part of their professional courses.

The graduate program is designed to develop master-level educators through a common core of essential knowledge and experiences drawn from current research and practice in the field of early childhood education. Through this program, candidates are able to further their competencies as educators, directors, program planners, and curriculum developers in various early childhood settings. Students can complete additional course work to receive certification.

The **elementary education** program prepares students to teach in grades one through six. Students may also tailor a program leading to a middle school/junior high teaching certificate. A special feature of these programs is the many opportunities to work with children in schools as part of the professional course work.

The graduate program strives to develop and refine the concept of the "teacher as researcher" or the "teacher as reflective decision maker or problem solver." It is based on the premise that as professionals, teachers must understand both the products and findings of research and the underlying processes that influence their professional practice.

Students may choose a program leading to the M.Ed. in education, generalized or specialized elementary education or elementary education with Missouri certification in reading.

The **physical education** program coordinates work in physical education, which leads to a B.S. in education degree with certification to teach either PK-9 or K-12.

The elementary education and secondary education graduate programs provide courses for graduate students who choose physical education as their teaching field.

The **secondary education** program prepares students for teaching these subjects in secondary schools (grade 9-12): biology, business, chemistry, English, French, German, history, mathematics, music, physics, psychology, social studies, speech and Spanish. A special feature of these programs is the close interdisciplinary cooperation between the professional school and other university departments.

Students may also choose to pursue the bachelor's degree in the College of Arts and Sciences plus certification, or the B.S. in education degree, which includes Missouri certification. Business education students have only the College of Education option.

At the graduate level, the division provides a program leading to an M.Ed in secondary education with emphasis in: adult education, certification studies with adult basic education, secondary education with emphasis in reading, and secondary education and certification. It offers graduate degree work and advanced certification studies in elementary and secondary school administration, special education administration, and the school superintendency.

The **special education** program prepares students to teach learners with developmental disabilities, emotional/behavioral disorders, learning disabilities, or in early childhood special education settings. Students also receive certification as regular elementary school teachers upon completion of the curriculum. Missouri certification standards require a student teaching experience in each area of special education.

At the graduate level, requisite course work for Missouri certification in special education is available, as is the M.Ed. Degree.

Minor in Literacy

A Minor in Literacy can be earned by successfully completing 18 hours of the following:

Tch Ed 3315, Literacy Learning and Instruction
Ele Ed 3330, Literacy, Literature and the Learner
Ech Ed 3332, Literacy Learning and Instruction for the Young Child
Ele Ed 3336, Communication Arts Learning and Instruction
Ele Ed 4387, Promoting the Language and Literacy Development of Children Living in Poverty
Ele Ed 3389, Classroom Based Assessment to Guide Literacy Instruction
Tch Ed 4391, Teaching Reading in Secondary School Content Areas
Ele Ed 3289, Elementary Education Professional Internship

Minor in Mathematics Education K-5

A Minor in Mathematics Education can be earned by successfully completing 18 hours in the mathematics education field. The following mathematics education courses may be applied to Mathematics Education Minor.

Ele Ed 4246, Teaching Mathematics in the Elementary School

Ele Ed 4342, Teaching Remedial Mathematics

Ele Ed 4346, Advanced Methods in Elementary School Mathematics

Mid Ed 4246, Teaching Mathematics in the Middle School

Ech Ed 4346, The Acquisition of Mathematical Concepts

Ed Tec 5301, Introduction to Computers and the Internet in Education

Mathematics courses (except 1030, 1150 & 2510) with consent of advisor.

Note The State Board of education developed standards for renewable professional certificates, based on specific requirements for training and experience. Details regarding these standards are available in the office of undergraduate studies in education.

Bachelor of Educational Studies

Admission Requirements

To be admitted to the Bachelor of Educational Studies Program an applicant must:

- Be regularly admitted to the College of Education.
- Have a UM and overall cumulative grade point average of 2.5 on a 4.0 scale.
- Have a 20 on the ACT or 800 on the SAT
- Have a 235 on each subtest of the CBASE.
- Complete English 1100 with a C or better.
- Complete Mathematics 1030 with a C or better
- Have at least 45 hours of college credit.
- Complete an application for the Bachelor of Educational Studies and secure appropriate signatures.

The B.E.S. is professional degree designed for individuals who wish to study education as a scholarly discipline but who do not wish to prepare for the professional practice for education in the K-12 schools of this state or nation. Three emphasis areas are available: early childhood education; exercise science; and professional education studies.

General Education Requirements

Students entering college first time Fall 2002 should refer to the Introductory section of this bulletin for their General Education Requirements.

Communicative Skills (2 requirements)

- All students must complete a freshman English composition course with a grade of C- or better.

- All students must complete English 3100, Advanced Expository Writing, or its equivalent, with a grade of C- or better.

Mathematical Skills

- A grade of C- or better in a college-credit mathematics course having at least intermediate algebra as a prerequisite, or
- A satisfactory score on the university's Mathematics Proficiency Test.

Breadth of Study (minimum 42 hours in the following three areas with at least three courses in each area)

- Humanities
- Natural sciences and mathematics
- Social sciences

Other Requirements

- American History or Government (course taken at the University of Missouri or at other colleges or universities in Missouri)

Degree Requirements

Cultural Diversity Requirement (3 hours)

- Ed Psy 3312/Tch Ed 3312, The Psychology of Teaching and Learning (3 hours)
- Communication 1040, Introduction to Public Speaking (3 hours)
- 6 hours in Psychology or Educational Psychology numbered 3000 or higher
- Ed 2290, Internship (6 hours)
- Ed 2291, Internship (6 hours)
- At least one of the following:
- Phy Ed 3282, Physical Growth and Motor Development (3 hours)
- Ed Psy 211, Growth and Development, Ed Psy/Tch Ed 2212, (3 hours), Introduction to learners and Learning (3 hours), or equivalent
- Psy 2272, Adult Development and Aging (3 hours; same as Gerontology 2272)

Emphasis in Early Childhood

One of the following two:

- Tch Ed 2211, Introduction to American Schools (3 hours or equivalent)
- Phy Ed 3282, Physical Growth and Motor Development (3 hours)
All of the following:
- Tch Ed 3313, Introduction to Learners with Disabilities and Inclusive Education. (3 hours) or equivalent
- Ech Ed 3303, Curriculum and Practice Laboratory: Infant/Toddler (1 hour)
- Ech Ed 3304, Curriculum and Practice Laboratory: Preschool (1 hour)
- Ech Ed 3312, Introduction to Early Childhood Education (3 hours)
- Ech Ed 3313, Curriculum and Practice: Infant/Toddler (2 hours)

- **Ech Ed 3314**, Curriculum and Practice: Preschool (2 hours)
- **Ech Ed 4317**, Assessing Individual Needs for Early Childhood Instruction (3 hours)
- **Ech Ed 4331**, Language Acquisition and Development in Early Childhood (3 hours)
- **Ech Ed 3332**, Literacy (3 hours)
- **Ech Ed 4346**, The Acquisition of Mathematical Concepts (3 hours)

Total: 27 hours

Second Concentration: Electives to total 12 hours to be chosen from Ech Ed, Ele Ed, Spc Ed, Ed Tec, Ed Rem, or an area chosen in consultation with the adviser.

Emphasis in Exercise Science

All of the following:

- **Bio 1131**, Human Physiology and Anatomy I (4 hours)
- **Bio 1141**, Human Physiology and Anatomy II (4 hours)
- **Phy Ed 3204**, Special Topics in Physical Education (1-3 hours)
- **Phy Ed 3283**, Kinesiology (3 hours)
- **Phy Ed 3284**, Physiology of Human Exercise (3 hours)
- **Phy Ed 3285**, Sports Medicine (3 hours)
- **Phy Ed 287**, Seminar in Exercise Science (3 hours)
At least 6 credits from the following:
- **Phy Ed 3261**, Physical Activity for the Exceptional Learner (2 hours)
- **Phy Ed 3275**, Psychological Aspects of Physical Education
- **Phy Ed 5330**, Prescribing Physical Activity (3 hours)
- **Phy Ed 5931**, Adult Exercise Leadership (3 hours)
- **Phy Ed 5380**, Nutrition for Human Performance (3 hours)

Total 27-29 hours

Second concentration: Electives to total 12 hours to be chosen from Bio, Chem, Phys, Psy, Geron, or an area chosen in consultation with the adviser.

Emphasis in Professional Education Studies

27 hours in one of the following, numbered 3000 or above:
Ele Ed, Spc Ed, Sec Ed.

Second Concentration: Electives to total 12 hours to be chosen from an area not selected above or Ech Ed, Phy Ed, Tch Ed, Cns Ed, Ed Psy, Ed Rem or Ed Tec.

Candidates for the Bachelor of Educational Studies degree must achieve a cumulative grade point average of at least 2.750, complete 24 of the last 30 hours in residence at UM-St. Louis, and be recommended by the faculty of the College of Education.

Early Childhood Education (Ech Ed) Undergraduate Studies

Bachelor of Science in Education: Early Childhood

This program is designed for students wishing to teach and direct programs for children from birth through grade three

General Education Requirements:

Students entering college first time, Fall 2002 should refer to the Introductory section of this Bulletin for their General Education Requirements.

English and Communication (9 hours)

English 1100, Composition

English 3100 or 3120, Advanced Expository Writing

Communication: 3 hours

Mathematics (3 hours)

Math 1150, Structure of Mathematical Systems I

Biological Science: includes lab (5 hours)

General Biology 1012/1013

Physical Science: includes lab (4 hours)

Humanities (8 hours)

Three courses from two of the following fields: art, music, philosophy, and literature.

Social Science (15 hours)

Psych 1003, General Psychology

PolSci 1100, Introduction to American Politics, or equivalent

and one of the following history courses

His 1001, American Civilization

His 1002, American Civilization

and the following courses:

Pol Sci 1850, Global Ecology

Soc 1010, Introduction to Sociology, or any anthropology course.

Degree Requirements

Students are required to take the general education requirements as indicated for early childhood education above.

Level I: Exploring Education as a Profession

Tch Ed 2210, Introduction to Teaching

Tch Ed 2211, Introduction to American Schools

Tch Ed 2212, Introduction to Learners and Learning

Level II: Analyzing the Nature and Process of Education

Tch Ed 3310, Introduction to Instructional Methods

Tch Ed 3312, Psychology of Teaching and Learning

Tch Ed 3313, Introduction to Learners with Disability and Inclusive Education

Tch Ed 3315, Literacy Learning and Instruction

Phy Ed 3430, Elements of Health Education

Phy Ed 3282, Physical Growth and Motor Development

Level III: Synthesizing Theory and Practice in Education

Ele Ed 3330, Children's Literature and Reading
Ele Ed 3336, Teaching Language Arts and Reading, N-9
plus these Early Childhood Education (Ech Ed) courses:

Note: Ech Ed 3290 and Ech Ed 3291 must be taken during the same semester.

3312, Introduction to Early Childhood Education
4317, Assessing Individual Needs for Early Childhood
3332, Early Literacy
4346, The Acquisition of Mathematical Concepts
3313, Curriculum and Practice: Infant/Toddler
3314, Curriculum and Practice: Preschool
4289, Early Childhood Primary Internship
3303, Curriculum and Practice Laboratory: Infant/Toddler
3304, Curriculum and Practice Laboratory: Preschool
3290, Student Teaching in Early Childhood Education I (6 hrs)
3291, Student Teaching in Early Childhood Education II (6 hrs)

Attention education majors: Professional education courses must be completed with a grade point average of 2.50 and no grade lower than a C- (2.0).

Total: A minimum of 120 hours

Graduate Studies

Master of Education: Elementary Education, Concentration in Early Childhood Education

This program is designed to develop a master teacher through a common core of essential knowledge and experiences drawn from current research and practice in early childhood education.

Core Competencies (12 hours):

Ele Ed 6410, Current Research in Early Childhood and Elementary Programs.
Ele Ed 6411, Curricular Issues in the Elementary School
Students may select two of the following courses:
Ed Psy 6310, Psychology of Learning Processes
Ed Psy 6215, Psychology of Early Childhood Development
Ech Ed 6490, Internship
Ech Ed 6497, Problems

Content Competencies (minimum of 12 hours of course work from the following areas):

Early Childhood Certification Courses
Early Childhood Electives
Other courses approved by adviser

Curricular Application Competencies (9 hours):

A measurement course is required before admission to the exit course Ele Ed 6423 and one of the following is suggested:

Ed Rem 6707, Classroom Measurement and Evaluation
Ed Rem 6709, Educational and Psychological or Measurement
Ed Rem 6710, Educational Research Methods (an option if a prerequisite measurement course was completed at the undergraduate level)
Ele Ed 6422, Curriculum Construction in Elementary School
Ele Ed 6423, Curriculum Implementation in Elementary School

Career Outlook

The field of early childhood education has experienced a marked increase in the demand for highly qualified and professional prepared educators. As research continues to focus on the crucial early years of development, the need for trained professionals in early care and education will continue to rise. Early childhood graduates at all degree levels are attractive candidates for employment in a variety of educational positions. The downward extension of ages of schooling opens employment opportunities in the public and private sector. Future expansions of opportunities in schools are tied to population growth, increased specialization of services, and reduction in ratios between professional staff and children served. Additional career opportunities exist for early childhood educators in specialized childcare, private family care, instruction and training, corporations, self-owned businesses, and family-focused public and private agencies. Qualified early childhood educators can and do make a powerful difference in the lives of families and children.

Elementary Education (Ele Ed)

Undergraduate Studies

**Bachelor of Science in Education:
Elementary Education**

The elementary education program prepares students to teach in grades one through six.

General Education Requirements:

English and Communication (9 hours)

English 1100, Freshman Composition

English 3100, Advanced Expository Writing

*Communication 1040, Introduction to Public Speaking

Mathematics (6 hours)

Math 1150, Structure of Mathematical Systems I

Mathematics 2510, Structure of Mathematical Systems II

Biological Science: includes lab (5 hours)

*General Biology 1012/1013

Physical Science: includes lab (4 hours)

Humanities (8 hours)

Three courses from two of the following fields: art, music, philosophy, and literature.
Social Science (18 hours)
Psych 1003, General Psychology
Pol Sci 1100, Introduction to American Politics, or equivalent

And one of the following history courses:

His 1001, American Civilization
His 1002, American Civilization
Pol Sci 1850, Global Ecology
Soc 1010, Introduction to Sociology, or any anthropology course.
Econ 3052, Microeconomics for the School Curriculum

Program Requirements

Level I: Exploring Education as a Profession

Tch Ed 2210, Introduction to Teaching
Tch Ed 2211, Introduction to American Schools
Tch Ed 2212, Introduction to Learners and Learning

Level II:

Tch Ed 3310, Introduction to Instructional Methods
Tch Ed 3312, Psychology of Teaching and Learning
Tch Ed 3313, Introduction to Learners with Disabilities and Inclusive Education
Tch Ed 3315, Literacy Learning and Instruction

Level III: Synthesizing Theory and Practice in Education

Ele Ed 3330, Children's Literature and Reading
Ele Ed 3336, Teaching Language Arts and Reading N-9
Must take the following three courses during the same semester as Professional Internship (Ele Ed 3289).
Ele Ed 4246, Teaching Mathematics in the Elementary School
Ele Ed 4253, Teaching Social Studies in the Elementary School
Ele Ed 4341, Teaching of Science in the Elementary School
Ele Ed 3289, Elementary Education Professional Internship
Ele Ed *329, Elementary School Student Teaching

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C-.

Total: minimum of 120 hours.

Middle School/Junior High (5-9)

General education requirements are the same as for elementary education.

Related Area Requirements

Phy Ed 3430, Elements of Health Education
Phy Ed 3465, Physical Education Activities for the Elementary School
Ele Ed 2177, Elementary School Music
Ele Ed 2179, Art Activities for Elementary School

Program Requirements

Tch Ed 2211, Introduction American Schools
Ed Psy 3312, Psychology of Teaching and Learning

Tch Ed 2213, Instruction to Learners with Disabilities and Inclusive Education and these **Elementary Education (Ele Ed)** courses:

Ele Ed 4246, Teaching Mathematics in the Elementary School
Ele Ed 4253, Teaching of Social Studies in the Elementary School
Ele Ed *3290, Elementary School Student Teaching I
Ele Ed *3291, Elementary School Student Teaching II
Ele Ed 3330, Children's Literature and Reading
Ele Ed 3336, Teaching Language Arts and Reading, N-9
Ele Ed 4341, Teaching of Science in the Elementary School
Ele Ed 385, Teaching Reading in the Elementary School
Ele Ed 3389, The Analysis and Correction of Reading Problems in the Classroom

*Note Ele Ed 3290 and Ele Ed 3291 must be taken during the same semester.

Postdegree certification students may take Ed Fnd 4330, History of American Education, or Ed Fnd 6421, Philosophy of Education, in lieu of Tch Ed 2211.

Changes in teacher certification requirements in this area are upcoming. To obtain the latest information on requirement changes or to find out whether the new requirements will apply to you, contact the office of undergraduate teacher education, 155 Marillac Hall.

Total: 120 hours

Bachelor of Science in Education: Elementary Education (Middle School Certification)

This area of specialization in elementary education prepares students to teach in grades 5-9.

General Education Requirements

General education requirements are the same as for elementary education.

Related Area Requirement

Phy Ed 3430, Teaching Health in the Elementary School

Program Requirements

Level I: Exploring Education as a Profession
Tch Ed 2210, Introduction to Teaching
Tch Ed 2211, Introduction to American Schools
Tch Ed 2212, Introduction to Learners and Learning

Level II: Analyzing the Nature and Process of Education

Mid Ed 4315, The Middle Level School
Mid Ed 4316, Middle Level Curriculum and Instruction
Tch Ed 3310, Introduction to Instructional Methods
Tch Ed 3312, The Psychology of Teaching and Learning
Tch Ed 3313, Introduction to Learners with Disabilities and Inclusive Education
Tch Ed 4391, Teaching Reading in the Secondary School Content Area

Level III: Synthesizing Theory and Practice in Education

Ele Ed 3389, Classroom Based Assessment to Guide Literacy Instruction

Sec Ed 4880, Writing for Teachers

Mid Ed 4317, The Middle level Child

Mid Ed 3289, Middle Level Internship

Mid Ed 4317 & Mid Ed 3289 should be taken concurrently.

Special Methods

Along with education courses in Level III, students must take the appropriate special methods course congruent with the certification area(s) listed below:

Ele Ed 3336, Teaching Language Arts and Reading, N-9

Ele Ed 4253, Teaching of Social Studies in the Elementary School

Mid Ed 4246, Teaching Mathematics in the Middle School

Ele Ed 4341, Teaching of Science in the Elementary School

Ele Ed 3291, Student Teaching

Area of Concentration for State Certification

Middle School certification 5-9 requires a minimum of 21 hours for certification in the specific content of language arts, social studies, math, or science. Contact the office of undergraduate teacher education, 155 Marillac Hall, for specific content area courses.

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C- is acceptable.

Minimum of 120 hours.

Graduate Studies

Master of Education: Elementary Education

General Curricular Program or Specialization in Selected Curricular Areas

The M.Ed. program in elementary education has a general program or the emphasis in reading option. Either option consists of an initial required core of courses; a concentration area; an optional specialization area; a teacher research course; and a capstone or exit course. Areas of specialization are suggested below. A minimum of 33 hours is required for the degree; additional hours may be necessary for reading specialist certification.

1) Required Core (9 hours)

Students are required to complete the following courses within the first 15 hours of study.

TCH ED 6010, Examining History, Community, and Social Justice in Education (3 hours)

TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours)

TCH ED/ED PSY 6030, Instruction, Learning & Assessment (3 hours)

2) Required Research Course (3 hours)

ED REM/TCH ED 6040, Teacher Research (3 hours)

3) Elementary Education Concentration (12-18 hours)

A curriculum course (required): **ELE ED 6410** Current Research in the Elementary School Curriculum
Students should select at least 9 additional hours in one or more of the following areas: children's literature, early childhood, language arts, mathematics education, reading, science education, social studies education, special education, physical education, educational technology, curriculum development, improvement of instruction, or another area as identified in consultation with the faculty advisor.

4) Specialization Areas (Optional; 6 hours)

Students may follow one of the core competency courses with two additional courses to develop an area of specialization, such as:

Educational Psychology Option: **ED PSY/TCH ED 6030** followed by either **ED PSY 6210** Life-Span: Individual and Family Development or **ED PSY/ED TEC 6448** Technology Supported Inquiry Learning (3 hours each) and one of the following **ED PSY** courses: **6210**, Life-Span: Individual & Family Development; **6215**, Psychology of Early Childhood Development; **6220**, Psychology of the Elementary School Child; or **6225**, The Psychology of Adolescence (3 hours each) **Educational Technology Option:** **TCH ED/ED PSY 6030** followed by **ED TEC 5340** Selection and Utilization of Educational Multimedia and **ED TEC 6452** Educational Multimedia Design

Other specialization areas are available and information is available in the Graduate Education and Teaching & Learning Division office.

5) Capstone Course (3 hours)

Students must enroll in the capstone course during their last semester. **TCH Ed/ED REM 6910** Teacher Research Capstone (3 hours)

Emphasis in Reading

The M.Ed. program with emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing, and the other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialist in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. The following program enables the student to earn a M.Ed. with an emphasis in Reading while fulfilling the Department of Elementary and Secondary Education's requirements for special reading certification in Missouri. The minimum required and recommended courses are as follows. Students must complete the Required Core Competencies and Capstone Course as above.

**Elementary Education-Emphasis in Reading
Concentration (18 hours):**

Ele Ed 6482, Problems and Research in Teaching
Elementary School Reading

Ele Ed 6486 (6686), Literacy Assessment to Guide
Instruction I

Ele Ed 6688, Literacy Assessment to Guide Instruction II

Ele Ed 6493, Reading Specialist Practicum I

Ele Ed 6494, Reading Specialist Practicum II

And at least one of the following (min.3 hrs):

Ele Ed 6630, Communication Arts Instruction

Ele Ed 6436, Children's Literature I: Survey & Analysis

Ele Ed 6684, Instructional Strategies for Teaching Reading

Ele Ed 6487, Literacy Acquisition & Learning in a Diverse
Society

ENG 5880/TCH ED 6880, Gateway Writing Project (6 hrs)

TCH ED 4391, Teaching Reading in Secondary School
Content Areas*

To be recommended for Missouri Department of
Elementary and Secondary Education special reading
certification, teachers must have a valid Missouri teacher's
certificate and two years of classroom teaching experience,
and they must have had the following at either the
undergraduate or graduate level: two additional courses in
reading; language acquisition or development; classroom
management techniques; counseling techniques (to include
exceptional children and their families: child AND
adolescent psychology; and testing, evaluation, and
achievement. See your graduate advisor for information
about these courses.

M. Ed. Students needing any of the above can elect to take
these courses at the graduate level where available and
apply them to their concentration area.

Relevant Elective Courses -- Reading Emphasis

Cns Ed 6040, Foundations for Multicultural Counseling

Ed Psy 6210, Life-Span: Individual & Family Development

Ed Psy 6225, The Psychology of Adolescence

Ed Rem 6707, Classroom Measurement & Evaluation

Spc Ed 6416, Current Research in Psychology of Learners
with Disabilities

Spc Ed 6441, Curriculum & Teaching for Diverse Learners
& Students with Disabilities

Spc Ed 6452, Social, Emotional, and Environmental
Supports for Learners with Disabilities

*Only one 4000 level course can be applied to the M.Ed.

Certification Options

A combined M.Ed. and certification option exists. Options
include elementary education (1-8), early childhood
education (PK-3), and middle school/junior high (4-9).
Students should consult certification advisers. Graduate
credit will not be given for courses at the 1000 to 3000
levels and only one 4000 level course can be applied to an
M.Ed. degree.

Career Outlook

Undergraduate and graduate degrees in elementary
education are most directly applicable to teaching at the
level appropriate to the program emphasis. Increasing
specialization of teaching assignments and downward
extensions of ages of schooling continue to open
employment opportunities. As in the past, elementary
education graduates at all degree levels also continue to be
attractive candidates for employment in many positions,
which require (or are well suited to) training in social and
behavioral sciences. Positions in constant contact with and
service to the general public such as sales, service, public
relations, and general business are most common examples.
Future expansions of opportunities in schools are tied to
population growth, increased specialization of services, and
reduction in ratios between professional staff and children
served. Many currently employed teachers will retire within
the next 5-10 years; consequently, a shortage of teachers is
anticipated.

Physical Education (Phy Ed)

Undergraduate Studies

Bachelor of Science in Education: Physical Education

This program prepares students to teach physical education.
Individuals can be certified for grades PK to 9 only or for
grades PK to 12.

Communication Skills (9 hours)

English 1100, Freshman Composition

English 3100, Advanced Expository Writing or
equivalent

Communication, 1030 or 1040

General Education Requirements (42 hours required):

Students entering college first time, Fall 2002 should refer
to the Introductory section of this Bulletin for their General
Education Requirements.

Humanities (8 hours)

Three courses from two curricular designations in the
humanities (Symbol H).

Social Science (9 hours)

One course in American history

One course in American government

Psych 1003, General Psychology

Natural Science (8 hours)

One course in a physical or earth science

One course in a biological science.

At least **one** of these courses must have a **laboratory
component**.

Mathematics (3 hours)

One college-level mathematics course

Note: All of the courses above must be a minimum of two
semester hours.

Electives 11-14 hours
PK-9 Emphasis

Level I: Exploring Education as a Profession

The following physical education (Phy Ed) courses and professional education courses are required (16 hrs) and must be completed before advancement to Level II:

- Phy Ed 3280**, Human Anatomy and Physiology (5 hrs)
- Phy Ed 3277**, Historical/Philosophical Foundations of Physical Education and Sport (2 hrs)
- Tch Ed 2210**, Introduction to Teaching (3 hrs)
- Tch Ed 2211**, Introduction to Schools (3 hrs)
- Tch Ed 2212**, Introduction to Learners (3 hrs)

Level II: Analyzing the Nature and Process of Education

The following physical education (Phy Ed) courses and professional education courses are required (27 hrs) before enrollment in any Level III courses:

- Phy Ed 3267**, Performance Analysis in Physical Education (3 hrs)
- Phy Ed 3275**, Psychological Aspects of Physical Education (3 hrs)
- Phy Ed 3282**, Physical Growth and Motor Development (3 hrs)
- Phy Ed 3283**, Kinesiology (3 hrs)
- Phy Ed 3284**, Physiology of Human Exercise (3 hrs)
- Phy Ed 3285**, Sports Medicine (3 hrs)
- Tch Ed 3312**, Psychology of Teaching and Learning (3 hrs)
- Tch Ed 3313**, Introduction to Learners with Disabilities and Inclusive Education (3 hrs)
- Tch Ed 3386**, Teaching Reading in Secondary School Content Areas (3 hrs)

The following physical education courses are required (9 hrs) and can be taken concurrently with Level III courses:

- Phy Ed 3434**, Teaching of Wellness and Health Related Fitness (4 hrs)
- Phy Ed 3261**, Physical Activity for the Exceptional Learner (2 hrs)
- Phy Ed 3468**, The Curriculum and Methods of Teaching Physical Education (3 hrs)

Level III: Synthesizing Theory and Practice in Education

The following physical education (Phy Ed) courses are required (26 hrs):

- Phy Ed 3422**, Teaching of Skills: Grade PK-4 (4 hrs)
- Phy Ed 3423**, Teaching of Skills: Grades 5-9 (4 hrs)
- Phy Ed 3425**, Teaching of Skills: Movement, Dance and Rhythms (3 hrs)
- Phy Ed 3289**, Physical Education Professional Internship (3 hrs)

- Phy Ed 3990**, Student Teaching in Physical Education PK-5 (6 hrs)
- Phy Ed 3991**, Student Teaching in Physical Education 5-9 (6 hrs)

Total: 126 hours

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C-.

Grades PK through 12 Emphasis

Level I: Exploring Education as a Profession

The following physical education (Phy Ed) courses and professional education courses are required (16 hrs) and must be completed before advancement to Level II:

- Phy Ed 3280**, Human Anatomy and Physiology (5 hrs)
- Phy Ed 3277**, Historical/Philosophical Foundations of Physical Education and Sport (2 hrs)
- Tch Ed 2210**, Introduction to Teaching (3 hrs)
- Tch Ed 2211**, Introduction to Schools (3 hrs)
- Tch Ed 2212**, Introduction to Learners (3 hrs)

Level II: Analyzing the Nature and Process of Education

The following physical education (Phy Ed) courses and Professional education courses are required (29 hrs) before enrollment in any Level III courses:

- Phy Ed 3267**, Performance Analysis in Physical Education (3 hrs)
- Phy Ed 3275**, Psychological Aspects of Physical Education (3 hrs)
- Phy Ed 3276**, Sociological Foundations of Physical Education and Sport (2 hrs)
- Phy Ed 3282**, Physical Growth and Motor Development (3 hrs)
- Phy Ed 3283**, Kinesiology (3 hrs)
- Phy Ed 3284**, Physiology of Human Exercise (3 hrs)
- Phy Ed 3285**, Sports Medicine (3 hrs)
- Tch Ed 3312**, Psychology of Teaching and Learning (3 hrs)
- Tch Ed 3313**, Introduction to Learners with Disabilities and Inclusive Education (3 hrs)
- Tch Ed 3386**, Teaching Reading in Secondary School Content Areas (3 hrs)

The following physical education courses are required (9 hrs) and can be taken concurrently with Level III courses

- Phy Ed 3434**, Teaching of Wellness and Health Related Fitness (4 hrs)
- Phy Ed 3261**, Physical Activity for the Exceptional Learner (2 hrs)
- Phy Ed 3468**, The Curriculum and Methods of Teaching Physical Education (3 hrs)

Level III: Synthesizing Theory and Practice in Education

The following physical education (Phy Ed) courses are Required (30 hrs):

Phy Ed 3422, Teaching of Skills: Grades PK-4 (4 hrs)

Phy Ed 3423, Teaching of Skills: Grades 5-9 (4 hrs)

Phy Ed 3424, Teaching of Skills Grades 9-12 (4 hrs)

Phy Ed 3425, Teaching of Skills: Movement, Dance And Rhythms (3 hrs)

Phy Ed 3289, Physical Education Professional Internship (3 hrs)

Two of the following three:

Phy Ed 3990, Student Teaching in Physical Education PK-5 (6 hrs)

Phy Ed 3991, Student Teaching in Physical Education 5-9 (6 hrs)

Phy Ed 3992, Student Teaching in Physical Education 9-12 (6 hrs)

Minimum: 132 hours

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C- .

Athletic Coaching Minor

An athletic coaching minor is available (minimum of 20 hours). The following courses are required:

Phy Ed 3283, Kinesiology

Phy Ed 3424, Teaching of Skills: Grades 9-12

Phy Ed 5312, Management of Sports Programs

Phy Ed 5330, Prescribing Physical Activity

All courses apply to, but do not complete, teaching certification in Missouri.

Health Certification

For those with a valid teaching certificate in physical, courses are available to obtain an additional endorsement in health education.

Master of Education: Elementary or Secondary Education with Physical Education as Teaching Field

A significant number of graduate students choose physical education as the teaching field within one of the master of education degree options. Most are currently employed as teachers of health and/or physical education. Certification requirements in Missouri mandate the completion of a master's degree to professionalize the certificate. Therefore, a full complement of graduate courses relating to teaching in physical education is available to meet this need. For many who need to pursue teacher certification in physical

education while pursuing the master's degree, most course work needed to meet state certification requirements can be taken in the master's program. For those employed outside education, an emphasis in exercise science is also available, providing a foundation of course work designed to prepare a person in this area. Specific information is available regarding each of these degree programs. Please consult with your graduate adviser to discuss the specific options and requirements.

Career Outlook

The employment outlook for physical educators in the schools continues to be positive, especially in the elementary and middle school levels. Recent placement years have yielded full employment opportunities to UM-St. Louis graduates. Rising school enrollments and the expected retirement of a significant portion of currently employed teachers signal optimistic outlooks for the next few years. In addition to elementary, middle school, and high school physical education teaching, more limited opportunities exist in athletic training, dance, research, sports management, and exercise leadership fields serving persons of all age categories.

Secondary Education (Sec Ed)

Undergraduate Studies

Bachelor of Science in Education: Secondary Education

Two secondary education programs prepare students to teach in grades 9 through 12: Bachelor of Science in Secondary Education through the College of Education (B.S.Ed.) OR Bachelor of Arts in a department of the College of Arts and Sciences (B.A.) with certification in Secondary Education

General Education Requirements

Students entering college first time, Fall 2002 should refer to the Introductory section of this bulletin for their General Education Requirements.

B.S.Ed. degree candidates must complete the following general education courses required by the College of Education and the Missouri Department of Elementary and Secondary Education.

Humanities

Three courses required from two of the following fields: music (excluding applied music), art, foreign language, Western and non-Western cultures, philosophy, literature, classical studies, and theater and drama.

Communication Skills

At least **two** courses in **English composition** and **one** in **oral communications**.

Social Studies

One course in each--American history and American government, **and one** additional course selected from the

following areas: geography, sociology, economics, anthropology, and psychology.

Natural Science

One course in a physical or earth science; **one** course in a biological science. At least **one** of these courses must have a **laboratory component**.

Mathematics

One college-level mathematics course.

Note All of the courses above must be a minimum of 2 semester hours.

Program Requirements

B.S.Ed. and B.A. certification candidates must complete the following courses:

Level I: Exploring Education as a Profession

Tch Ed 2210, Introduction to Teaching

Tch Ed 2211, Introduction to Schools

Tch Ed 2212, Introduction to Learners

Level II: Analyzing the Nature and Process of Education

Tch Ed 3310, Introduction to Instructional Methods

Tch Ed 3312, Psychology of Teaching and Learning

Tch Ed 3313, Introduction to Learners with Disabilities and Inclusive Education

Tch Ed 4391, Teaching Reading in Secondary School Content Areas

Level III: Synthesizing Theory and Practice in Education

Sec Ed 32xx, Curriculum and Methods of Teaching (specific subject area)

Sec Ed 3289, Secondary Education Professional Internship

Sec Ed 3290, Student Teaching

Note: Sec Ed 3289 Secondary Education Professional Internship and Sec Ed 3xxx, Curriculum and Methods of Teaching (specific subject area) must be taken in the same semester and in the semester immediately preceding Sec Ed 3290, Student Teaching

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C- or better are required in all courses in the teaching field.

Emphasis Areas: B.S.Ed. candidates must complete 30 to 50 hours of specific subject requirements in one of the following fields: English, foreign language (French, German, or Spanish), mathematics, music, unified science (biology, chemistry, or physics endorsement), or social studies. For specific subject requirements see the

appropriate department listing in the Arts and Science section of this bulletin: Social Studies requirements are listed below:

Note: Music education students take the following courses Sec Ed 3293, Student Teaching in Music Education K-6, and Sec Ed 3294, Student Teaching in Music Education 7-12. These two courses must be taken during the same semester.

Social Studies certification students must complete a major or an equivalent in hours in one of the following disciplines: anthropology, economics, geography, history, political science, psychology, or sociology. They must meet these minimum social science requirements: American history, 12 hours including History/Sec Ed 3257; European or world history, 9 hours including History/Sec Ed 3258; United States and/or state government, 6 hours including Political Science/Sec Ed 3209; economics, 3 hours; geography, 3 hours; and 2 hours of elective social studies credit. For emphasis area advising see the History Department.

Bachelor of Science in Education: Secondary Education with Emphasis in Business Education

General Education Requirements

B.S.Ed degree in Business Education candidates must complete the university general education requirements required by the College of Education and the Missouri Department of elementary and Secondary Education, the requirements for the program and the academic major

Program Requirements

Level I: Exploring Education as a Profession

Tch Ed 2210, Introduction to Teaching

Tch Ed 2211, Introduction to American Schools

Tch Ed 2212, Introduction to Learners and Learning

Level II: Analyzing the Nature and Process of Education

Tch Ed 3310, Introduction to Instructional Methods

Tch Ed 3312, Psychology of Teaching and Learning

Tch Ed 3313, Introduction to Learners with Disabilities and Inclusive Education

Tch Ed 4391, Teaching Reading in the Secondary School Content Area

Level III: Synthesizing Theory and Practice in Education

Sec Ed 3xxx, Curriculum and Methods of Teaching (specific subject area)

Sec Ed 3289, Secondary Education Professional Internship

Sec Ed 3290, Student Teaching

Academic major (36 hours required)

These **secondary education (Sec Ed)** courses:

2162, Computer Keyboarding and Formatting

3261, Methods of Teaching Keyboarding and Formatting

3263, Methods of Teaching Accounting

3264, Methods of Teaching Basic Business Subjects
***3265**, Secretarial Practice
3267, The Secondary Business Curriculum
4361, Information Processing: Applications and Techniques of Teaching
4367, Methods of Teaching Desktop Publishing Concepts and Procedures **plus** these **Business Administration** courses:

Bus Adm 1800, Computers and Information Systems
Bus Adm 2400, Fundamentals of Financial Accounting
Bus Adm 2410, Managerial
Bus Adm 2900, Legal Environment of Business
Bus Adm 3900, Business Law I
Bus Adm 3700, Basic Marketing and
Econ 1001, Principles of Microeconomics

* Majors working toward shorthand certification must take this additional course, and are not required to take BA 3700

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C-. Grades of C- or better are required in all courses in the academic major.

Minimum of 120 hours

Electives

Electives are to be selected only after consulting with a faculty adviser.

Total: 120 hours

B.S. degree in Secondary Education with an Emphasis in Science-Physics

All candidates must enroll in a program that includes levels I, II, and III course work in the College of Education. In addition, students must complete the following Science Core Courses and the courses listed under Physics Endorsement:

Science core courses:

Philosophy 3380, Philosophy of Science

Biology

1811, Introductory Biology I

1821, Introductory Biology II

1111, Introductory Chemistry I

1112, Introductory Chemistry II

Geology 1001, General Geology

Atmospheric Science 1001, Elementary Meteorology

Biology 1202, Environmental Biology or another environmental science

Physics

1011, Physics: Mechanics and Heat

1012, Physics: Electricity, Magnetism, and Optics

Physics Endorsement

Physics

3200, Survey of Theoretical Physics

3221, Mechanics

3223, Electricity and Magnetism

3231, Introduction to Modern Physics

4310, Modern Electronics

4311, Advanced Physics Laboratory I

3232, or Education **3240**, Methods of Teaching Science in Secondary Schools

Physics 4833, Teaching Intern Seminar

Graduate Studies

The M.Ed. program in secondary education has general program, curriculum and instruction, adult education, or reading options. All consist of an initial required core of courses; an opportunity to develop an area of specialization; an opportunity for study in the teaching field; and a capstone or exit course. Areas of specialization are suggested below. A minimum of 33 hours is required for the general program, curriculum and instruction, and adult education and reading options.

Master of Education: Secondary Education

The M.Ed. general program is appropriate for secondary teachers and department chairpersons. Programs must be planned with the academic adviser and meet the approval of the advisor, College, and Graduate School.

1) Required Core (9 hours)

Students are required to complete the following courses within the first 15 hours of study.

TCH ED 6010, Examining History, Community, and Social Justice in Education (3 hours)

TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours)

TCH ED/ED PSY 6030, Instruction, learning & Assessment (3 hours)

2) Required Research Course (3 hours)

ED REM/TCH ED 6040, Teacher Research (3 hours)

3) Teaching Field Concentration (12-18 hours)

A curriculum course (required): Sec Ed 6415, The Secondary School Curriculum. Students should select at least 9 hours in their teaching field (mathematics; chemistry; biology; physics; social studies; English; physical education; speech and theatre; educational technology or other) or in secondary education, as identified in consultation with the faculty advisor.

4) Specialization Areas (Optional: 6 hours)

Students may follow one of the core competency courses with two additional courses to develop an area of specialization, such as:

Educational Technology Option: TCH ED/EDPSY 6030 followed by ED TEC 5340, Selection and Utilization of Educational Multimedia and ED TEC 6452, Educational Multimedia Design

Educational Psychology Option, TCH ED/ED PSY 6030 followed by either ED PSY 6210, Life-Span: Individual and Family Development or ED PSY/ED TEC 6448,

Technology Supported Inquiry Learning (3 hours each) and one of the following ED PSY courses: 6210, Life-Span: Individual & Family Development; 6215, Psychology of Early Childhood Development; 6220, Psychology of the Elementary School Child; or 6225, The Psychology of Adolescence (3 hours each) Teaching of Writing Option, TCH ED/ED PSY 6030 followed by TCH ED 5850, Topics in the Teaching of Writing and TCH ED 6890, Seminar in Professional Writing for Teachers; or TCH ED 6880, Gateway Writing Project (6)
Other specialization areas are available and information is available in the Graduate Education and Teaching & Learning Division offices.

5) Capstone Course (3 hours)

Students must enroll in the capstone course during their last semester. TCH ED/ED REM 6910, Teacher Research Capstone (3 hours)

Master of Education: Secondary Education with Emphasis in Curriculum and Instruction

The M.Ed. with an emphasis in curriculum and instruction is designed for graduate students who wish to further their competencies as teacher or curriculum specialist or instructional leaders.

1) Required Core requirements (9 hours)

Students are required to complete the following courses within the first 15 hours of study.
TCH ED 6010, Examining History, Community, and Social Justice in Education (3 hours)
TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours)
TCH ED/ED PSY 6030, Instruction, learning & Assessment (3 hours)

2) Required Research Course (3 hours)

ED REM/TCH ED 6040, Teacher Research (3 hours)

3) Curriculum and Instruction Core (9 hours)

Sec Ed 6415, The Secondary School Curriculum
Sec Ed 6420, The Improvement of Secondary School Teaching
Sec Ed 6416, Curriculum Construction for Secondary Schools

4) Specialization Areas (Optional: 6 hours)

Same as above

5) Electives (3-9 hours)

Students can elect hours in their teaching field or other areas of secondary education. The following are suggested:
Ed Fnd 6421, Philosophy of Education
Ed Fnd 6422, Analysis of Educational Issues
Ed Fnd, 6435, History of Western Education

6) Capstone Course (3 hours)

Students must enroll in the capstone course during their last semester.

TCH ED/ED REM 6910, Teacher Research Capstone (3 hours)

Master of Education: Secondary Education with Emphasis in Adult Education

The M.Ed. with an emphasis in adult education is designed to enable candidates to further their competencies as teachers, administrators, and program planners in various adult education settings. Adult basic education practitioners can complete course requirements for certification within the scope of or independent from the master's degree program.

1) Required Core (9 hours)

Students should complete the following courses within the first 15 hours of study. TCH ED 6010, Examination of History & Community in Teaching for Social Justice (3 hours) or ADU ED 6410, The Adult Learner TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours) or ADU ED 6413, Improvement of Instruction in Adult Education TCH ED/ED PSY 6030, Instruction, Learning & Assessment (3 hours) or ADU ED 6419, Adult Learning and Development

2) Research Course (3 hours)

ED REM/TCH 6040, Teacher Research (3 hours) or another research course

3) Electives

A curriculum course (required), such as ADU ED 6414, Curriculum Theory & Development in Adult Education
ADU ED 6411, History of Adult Education
ADU ED 6412, Philosophical Foundations of Adult Education
ADU ED 6417, Multicultural Issues in Adult Education
ADU ED 6420, Survey of Human Resource Development & Adult Education
ADU ED 6426, Coordination of Cooperative Vocational Programs
ADU ED 6432, Teaching in the Community College
ADU ED 6435, Problems in Teaching College Biology
ADU ED 6497, Problems in Adult Education
ADU ED 6404, Seminar in Adult Education Research
ED ADM 6601, Administration of Adult and Community Education
Or other electives selected in consultation with the advisor

4) Capstone Course (3 hours)

ADU ED 6990, Internship in Adult Education

Total: 33 hours

Adult Basic Education Certification

*Adu Ed 4311, Teaching Basic Reading Skills to Adults
*Ele Ed 6455, Problems of Teaching Arithmetic in the Elementary School, or Ele Ed 4346, Advanced Methods in Elementary School Mathematics
*Eight semester hours from these six courses and 3 hours of adult education electives, in addition to Spc Ed 3313, Psychology and Education of Exceptional Individuals, are

required for five-year certification from the Missouri Department of Elementary and Secondary Education

Adult Basic Education (ABE) Certification

1) Requirements for two-year teacher's certificate in ABE:

- a. A holder of a bachelor's degree from a four-year college or university.
- b. Annual attendance at Department of Elementary and Secondary Education (DESE) approved adult basic education teacher certification workshops.

(The two-year ABE certificate may be renewed twice. Requirements for a five-year certificate must be completed by the end of the sixth year.)

2) Requirements for a five-year teacher's certificate in ABE:

- a. Hold a bachelor's degree from a four-year college or university.
- b. Earn eight semester hours in DESE approved adult education classes, institutes, or workshops.

(The five-year ABE certificate may be renewed an unlimited number of times by repeating the requirements during the previous five years.)

Note: This would provide certification for (1) ABE teachers who are teaching less than half time and/or without a contract and/or not in public school or an accredited private school and (2) ABE teachers with bachelor's degrees who have experience teaching adults, but do not have regular teaching certification. Information is available for professional certificates for full-time ABE teachers.

Master of Education: Secondary Education with Emphasis in Reading

The M.Ed. with an emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing, and other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialists in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. The following program enables the student to earn an M.Ed. with an emphasis in Reading while fulfilling the Department of Elementary and Secondary Education's requirements for special reading certification in Missouri. The minimum required and recommended courses area as follows. Students must complete the Required Core Competencies and Capstone Course as below.

1) Required Core (9 hours)

Students are required to complete the following courses within the first 15 hours of study.

TCH ED 6010, Examining History, Community and Social Justice in Education (3 hours)

TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours)

TCH ED/ED PSY 6030, Instruction, Learning & Assessment (3 hours)

2) Research Course (3 hours)

ED REM/TCH ED 6040, Teacher Research (3 hours)

3) Reading Core (18-21 hours)

Ele Ed 6482, Problems and Research in Teaching Elementary School Reading

Ele Ed 6486 (6686), Literacy Assessment to Guide Instruction I

Ele Ed 6688, Literacy Assessment to Guide Instruction II

Ele Ed 6493, Reading Specialist Practicum I

Ele Ed 6494, Reading Specialist Practicum II

And at least one of the following (min. 3 hrs):

Ele Ed 6630, Communication Arts Instruction

Ele Ed 6436, Children's Literature I: Survey & Analysis

Eng 4060, Adolescent Literature*

Ele Ed 6684, Instructional Strategies for Teaching Reading

Ele Ed 6487, Literacy Acquisition & Learning in a Diverse Society

ENG 5880/TCH ED 6880, Gateway Writing Project (6 hrs)

TCH ED 4391, Teaching Reading in Secondary School Content Areas*

To be recommended for Missouri Department of Elementary and Secondary Education special reading certification, teachers must have a valid Missouri teacher's certificate and two years of classroom teaching experience, and they must have had the following at either the undergraduate or graduate level: two additional courses in reading; language acquisition or development; classroom management technique; counseling techniques (to include exceptional children and their families); child AND adolescent psychology; and testing, evaluation, and achievement. See your graduate advisor for information about these courses.

M. Ed. Students needing any of the above can elect to take these courses at the graduate level where available and apply them to the concentration area.

Relevant Elective Courses-Reading Emphasis

Cns Ed 6040, Foundations for Multicultural Counseling

Ed Psy 6210, Life-Span: Individual & Family Development

Ed Psy 6225, The Psychology of Adolescence

Ed Rem 6707, Classroom Measurement & Evaluation

Spc Ed 6416, Current Research in Psychology of Learners with Disabilities

Spc Ed 6441, Curriculum & Teaching for Diverse Learners & Students with Disabilities

Spc Ed 6452, Social, Emotional, and Environmental Supports for Learners with Disabilities

*Check with your advisor regarding limits on the number of 4000 level courses that can be applied to the Master's degree.

4) Capstone Course (3 hours)

Students must enroll in the capstone course during their last semester.

TCH ED/ED REM 6910, Teacher Research Capstone (3 hours)

Master of Education: Secondary Education and Certification

Those holding a baccalaureate degree or major in the teaching field who would like to pursue initial teacher preparation and a Master's degree, can take the following program. The exact number of hours depends upon hours needed by the student to meet certification requirements in the chosen teaching field.

1) Required Teacher Certification Courses at the Graduate Level (17 hours)

TCH ED 5311, Foundations in Education (4)
ED PSY 6109, Learning and Development in Educational Environments (4)
TCH ED 5310, Instructional Design (3)
TCH ED 5313, Introduction to Learners with Disabilities and Inclusive Education (3)
TCH ED 4391, Teaching Reading in Secondary School Content Areas*

Required Teacher Certification Courses at the Undergraduate Level (19-21 hours)

These courses are not applicable to the Master's degree.

SEC ED 3xxxx, Curriculum and Methods of Teaching ---- (3)
SEC ED 3289, Secondary Education Professional Internship (3)
SEC ED 3290, Secondary School Student Teaching (12)
SEC ED 3xxxx, Student Teaching Seminar (1-3)

3) Teaching Field Courses (6 hours minimum)

Selected in consultation with advisor. Should be taken at the graduate level when possible. Only graduate credit can be applied to the Master's degree

4) Master of Education Required Core Courses (9 hours)

Students should complete initial teacher certification courses before enrolling in the following.
TCH ED 6010, Examining History, Community and Social Justice in Education (3 hours)
TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours)
TCH ED/ED PSY 6030, Instruction, Learning & Assessment (3 hours)

5) Required Research Course (3 hours)

ED REM/TCH ED 6040, Teacher Research (3 hours)

6) Capstone Course (3 hours)

Students must enroll in the capstone course during their last semester.
TCH ED/ED REM 6910, Teacher Research Capstone (3 hours)

- Check with your advisor regarding limits on the number of 4000 level courses that can be applied to the Master's degree.

Total minimum 33 graduate hours

Career Outlook

Secondary school teaching positions are more plentiful than in the recent past. Most certificated teachers can find jobs if they are willing to go where there are openings. Teachers of mathematics and the sciences are in extremely high demand. The fields of humanities and social sciences have somewhat better immediate prospects than in the past. The preparation that teacher education graduates receive enables them to do well in service and sales positions. Job opportunities in the educational and retraining facets of these fields are good.

People with preparation in secondary education, educational technology, adult education, and educational administration find positions in education/training units in businesses, industries, health care organizations, governmental units, community agencies, and service institutions.

School administration opportunities are available to qualified individuals; particularly those who have completed advanced graduate programs. Community education is an expanding field and will need increasing numbers of people with preparation in that specialty.

Graduate Certificate in the Teaching of Writing, Gateway Writing Project

Jointly housed in the Division of Teaching and Learning and the Department of English, this Graduate Certificate prepares teachers at all levels (K-12, college, adult) to improve their students' performance in writing. The program also emphasizes using writing as a means to promote learning in all content areas. All courses provide opportunities for teachers to write, revise, share feedback, and reflect on their own writing development. Based on the National Writing Project's core belief that teachers of writing must themselves be writers, the Graduate Certificate in the Teaching of Writing brings together sound pedagogy, composition theory, and writing practice.

The Certificate is an 18-hour program through the Gateway Writing Project (GWP); it may also be coordinated with other graduate programs. Certificate courses may be applicable to the M.A. in English with emphasis in composition or to various M.Ed. programs. The GWP Certificate is especially appropriate for post-master's candidates who wish to pursue a specialization in teaching writing. The Graduate Certificate in the Teaching of Writing requires a 12 semester-hour core of courses developed by the Gateway Writing Project: The GWP invitational institute (6 hrs), a designated "topics" course (3 hrs.), and an exit course (3 hrs.). The Certificate requires a minimum of 12 semester hours at the 400 level or above. Electives (6 hrs.) may be chosen from approved offerings in English or Education.

Admission:

Applicants must be admitted to Graduate School and be selected by the faculty admissions committee for the Gateway Writing Project's Certificate in the Teaching of Writing. The committee will review candidates on the basis of an interview, an application essay, and supporting documentation. Criteria include experience teaching writing at any level and academic record, especially in writing and the teaching of writing.

Prerequisites:

Eng/SecEd 4880, "Writing for Teachers" or an equivalent course in teaching writing
Coursework or competency in basic computer application.

Required Core Courses (12 semester hours)

Eng 4850(TchEd 5850), Topics in the Teaching of Writing (designated topics, 3 sem. hrs.)

Eng 5880/TchEd 6880, Gateway Writing Project (Invitational Institute, 6 sem. hrs.)

TchEd 6890, Seminar in Professional Writing for Teachers (exit course. 3 sem. hrs)

Electives (6 semester hours)

Electives may be chosen from other Gateway Writing Project offerings **OR** from courses offered by the appropriate academic department with advisor's approval. These electives must include at least one more 5000 level course.

Suggested electives applicable to an MA in English with writing emphasis:

Eng 5840, Theories of Writing

Eng 5860, Writing/Reading Theory

Eng 5860, Composition Research

Eng 5890, Teaching College Writing

Eng 5800, Modern Linguistics

Suggested electives applicable to an M.Ed. in Elementary or Secondary Education

El Ed 4387, Lang. & Literacy Needs of Diverse Children

El Ed 6430, Problems in Teaching Language Arts

Sec Ed 6430, Problems in Teaching English in Sec. School

El Ed 6432, Research in Language Arts

El Ed 6482, Problems & Research in Elementary Reading

Ed REM 6714, Action Research

Courses in adult and higher education may also be appropriate. For complete information, see *The Gateway Writing Project's Graduate Certificate in Teaching Writing*, available from the English Department, from the Division of Teaching and Learning, and from the GWP Director via Continuing Education & Outreach.

Special Education (Spc Ed)**Undergraduate Studies****Bachelor of Science in Education: Special Education**

General education requirements (46 hours required): Students entering college first time, Fall 2002 should refer to the Introductory section of this bulletin for their General Education Requirements.

English and Communication (9 hours)

English 1100, Composition

Communication 1030 or **Communication 1040**

English 3100

Mathematics (3 hours) **1150**, Structure of Mathematical Systems I

Science (8-9 hours)

Biology (Laboratory)

Physical Science (Laboratory)

Humanities (8 hours)

Music 3770, Introduction to Music for the Elementary School Teacher (Recommended) plus two courses from art, music, philosophy, or literature

Social Science (18 hours)

Psych 1003, General Psychology

History 1001, American Civilization, or

History 1002, American Civilization

Pol Sci 1100, Introduction to American Politics

Econ 3052, Microeconomics for the School Curriculum

Sociology 1010, Introduction to Sociology, or

Any Anthropology course

Geography 1001 or **1002**

Related Area Requirements (6 hours)

Phy Ed 3430, Elements of Health Education

Phy Ed 3261, Physical Activity of the Exceptional Learner

Program Requirements (24 hours)**Level I: Exploring Education as a Profession**

Tch Ed 2210, Introduction to Teaching

Tch Ed 2211, Introduction to Schools

Tch Ed 2212, Introduction to Learners

Level II: Analyzing the Nature and Process of Education

Tch Ed 3310, Introduction to Instructional Methods

Tch Ed 3312, Psychology of Teaching and Learning

Tch Ed 3313, Introduction to Learners with Disabilities and Inclusive Education

Tch Ed 3315, Literacy Learning and Instruction

Cns Ed 3220, Counseling Individuals with Special Needs

Spc Ed 4315, Speech and Language Problems Exceptional Children

Spc Ed 4342, Transitions Issues and Planning

Spc Ed 3345, Education Programs for Students with Disabilities

Level III: Synthesizing Theory and Practice in Education

Ele Ed 3330, Children's Literature and Reading
Ele Ed 3336, Teaching Language Arts and Reading, N-9
Ele Ed 4342, Teaching Remedial Mathematics

Must take the following three courses during the same Semester as Elementary Professional Internship (El Ed 3289).

Ele Ed 4246, Teaching Mathematics in the Elementary School
Ele Ed 4341, Teaching Science in the Elementary School
Ele Ed 4253, Teaching Social Studies in the Elementary School
El Ed 3289, Elementary Education Professional Internship

Must take the following 6 credit hour course during the same semester as Special Education Professional Internship (Spc Ed 3289)

Spc Ed 3349, Learning and Social Supports for Students with Disabilities

Spc Ed 3289, Special Education Professional Internship

Note: Ele Ed 3289 must be taken prior to Spc Ed 3289

Student Teaching

Ele Ed 3290, Student Teaching in Elementary Education
Ele Ed 3291, Student Teaching in Special Education

Note: Ele Ed 3290 and Spc Ed 3291 must be taken during the same semester.

Attention education majors: Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C-.

Total: Minimum of 120 hours

Graduate Studies

Master of Education: Special Education

The M.Ed. program in special education consists of an initial required core of courses; an opportunity to develop an area of depth; an opportunity to specialize in special education; and a capstone or exit course. Areas of specialization are suggested below. A minimum of 33 hours is required. Graduate students should understand that completion of the M.Ed. program in special education does not assure teaching certification. Students seeking the degree and certification should consult with their advisers.

1) Required Core (9 hours)

Students are required to complete the following courses within the first 15 hours of study.

TCH ED 6010, Examining History, Community, and Social Justice in Education (3 hours)

TCH ED 6020, Teacher Action, Advocacy & Leadership (3 hours)

TCH ED/ED PSY 6030, Instruction, Learning & Assessment (3 hours)

2) Required Research Course (3 hours)

ED REM/TCH ED 6040, Teacher Research (3 hours)

3) Special Education Concentration (9-15 hours)

Students should select either Sequence A or Sequence B below:

A. Early Childhood Sequence (9 hours):

Spc Ed 6462, Introduction to Early Childhood Special Education

Spc Ed 6463, Curriculum, Methods, and Materials for Early Childhood – Special Education

Spc Ed 6410, Families and Schools in Inclusive Communities

B. Cross-Categorical K-12 Sequence (9 hours):

Spc Ed 6440, Disability, Schooling and Culture

Spc Ed 6441, Curriculum & Teaching for Diverse Learners and Students with Disabilities

Spc Ed 6410, Families and Schools in Inclusive Communities

Special Education Concentration Electives (3-9 hours):

Other electives may be chosen from the courses listed below and from other courses with approval of the adviser and division chairperson. Students not choosing a Specialization Area (#4, below) should take 9 hours of Special Education electives.

Spc Ed 6452, Social, Emotional, and Environmental Supports for Learners with Disabilities

Spc Ed 6411, Law, Policy and Bureaucracy in Education and Disability Studies

4) Specialization Areas (Optional; 6 hours)

Students may follow one of the core competency courses with two additional courses to develop an area of specialization, such as:

Educational Technology Option: TCH ED/ED PSY 6030, followed by ED TEC 5340, Selection and Utilization of Educational Multimedia and ED TEC 6452, Educational Multimedia Design

Educational Psychology Option: TCH ED/ED PSY 6030, followed by either ED PSY 6210, Life-Span: Individual and Family Development or ED PSY/ED TEC 6448, Technology Supported Inquiry Learning (3 hours each) and one of the following ED PSY courses: 6210, Life-Span: Individual & Family Development; 6215, Psychology of Early Childhood Development; 6220, Psychology of the Elementary School Child; or 6225, The Psychology of Adolescence (3 hours each)
Other specialization areas are available and information is available in the Graduate Education and Teaching & Learning Division offices.

5) Capstone Course (3 hours)

Students must enroll in the capstone course during their last semester.

TCH ED/ED REM 6910, Teacher Research Capstone (3 hours)

Total hours: minimum 33 credit hours

The employment outlook for special education teachers continues to be favorable, especially in certain positions. In addition to special classroom teaching, graduates of the area have been employed as resource-room teachers, clinical diagnostic personnel, itinerant teachers, educational resource teachers, consultants, educational therapists, and sheltered workshop evaluators, and in various supervisory and administrative positions in agencies and schools. In combination with counseling, educational psychology, physical education, or other areas, careers can be planned in such occupations as vocational evaluator, counselor for special-needs individuals, and special physical educators.

Course Descriptions

Courses in this section are grouped as follows: Early Childhood Education (Ech Ed), Educational Foundations (Ed Fnd), Educational Technology (Ed Tec), Elementary Education (Ele Ed), Physical Education (Phy Ed), Secondary Education (Sec Ed), and Special Education (Sp Ed), and Teacher Education (Tch Ed).

Prerequisites may be waived by consent of the department.

Early Childhood Education (Ech Ed)

3290 Student Teaching in Early Childhood Education I (6)

Prerequisites: Level II, Ech Ed 3313, Ech Ed 3314, Ech Ed 3315. Must be taken with Ech Ed 3291, and must immediately precede Ech Ed 3291 in the semester. Clinical teaching experience in early childhood education classrooms in the schools under university and school supervision. Required for all majors in early childhood education.

3291 Student Teaching in Early Childhood Education II (6)

Prerequisites: Level II, Ech Ed 3290, Ech Ed 3313, Ech Ed 3314, Ech Ed 3315. Must be taken concurrently with Ech Ed 3290 and must follow Ech Ed 3290 in the semester. Clinical teaching experience in early childhood education classrooms in the schools under university and school supervision. Assignments will be in different school districts, buildings serving families of different socio-economic and cultural backgrounds, and at different age/grade levels from those of the Ech Ed 3290 assignments. Required of all majors in early childhood education.

3303 Curriculum and Practice Laboratory: Infant/Toddler (1)

Classroom experience in infant or toddler classrooms under direction of university personnel. Must be taken concurrently with Ech Ed 3313, Curriculum and Practice: Infant/Toddler.

3304 Curriculum and Practice Laboratory: Preschool (1)

Classroom experience in preschool classrooms under direction of university personnel. Must be taken concurrently with Ech Ed 3314, Curriculum and Practice: Preschool.

3305 Curriculum and Practice Laboratory: Primary (1)

Classroom experience in primary classrooms under direction of university personnel. Must be taken concurrently with Ech Ed 4315, Curriculum and Practice: Primary.

3312 Introduction to Early Childhood Education (3)

Prerequisites: Level I, Tch Ed 3310, Tch Ed 3312, or permission of instructor. Students will use theoretical base as well as on-site observations to develop an awareness of teaching-learning strategies appropriate for the developmental needs of children from birth through age eight. Scheduling, classroom arrangement, and child management practices will be considered. Throughout the course, students will be expected to begin developing their own philosophy of early childhood education.

3313 Curriculum and Practice: Infant/Toddler (2)

Prerequisite: Ech Ed 3312. Focuses on planning integrated curriculum for child from birth to 30 months. Includes working with parents and community resources. Lab required.

3314 Curriculum and Practice: Preschool Education (2)

Prerequisite: Ech Ed 3312. Focuses on planning integrated curriculum for the preschool classroom with emphasis on science, social studies, creative activities and technology. Working with parents and parent education emphasized. Lab required.

3332 Literacy, Learning and Instruction for the Young Child (3)

Prerequisites: Level I and Level II. Attention on the home language and environment of young children as they construct knowledge of print from birth to age eight. Critical examination of the range of opportunities for early literacy learning available to children from economically advantaged and disadvantaged communities. Emphasis on meaningful, culturally, and developmentally appropriate activities for fostering beginning reading and writing. Focus on strategies for involving families and capitalizing on community resources in promoting language and literacy learning for young children. Eight hours of involvement in an early childhood setting is required. This course may be applied toward a Literacy Minor.

4289 Early Childhood Primary Internship (3)

Prerequisites: Level I & Level II requirements. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in a primary classroom (grades kindergarten through third) with students. Activities on site include assisting the classroom teacher in all areas of instruction, assessment, and classroom management. This course is to be taken during the semester immediately preceding student teaching.

4315 Curriculum and Practice: Primary Education (2)

Prerequisite: Ech Ed 3312. Focuses on planning integrated curriculum for the primary classroom with emphasis on science, social studies, creative activities and technology. Working with parents and parent education emphasized. Lab required.

4317 Assessing Individual Needs for Early Childhood Instruction (3)

Prerequisites: Level I and Level II, admission to the teacher education program, Ech Ed 3312. Techniques of observing children and using assessment instruments to plan an individualized program for early childhood. Practicum experience required.

4331 Language Acquisition and Development in Early Childhood (3)

Prerequisite: Ed Psy 3312. Development of language and the effects environmental and cultural factors have on the acquisition process. Identification of language problems for purpose of referral. Includes preschool classroom practices to support language development. Practicum experiences included.

4346 The Acquisition of Mathematical Concepts (3)

Prerequisites: Formal admission to the Teacher Education Program, Ed Psy 3312, and Math 1050. Applications of the major theorists to mathematics reasoning. Content is appropriate for pre-k to third grad learners. Research and its implications for practice in the areas of logical thinking, pre-number ideas, geometry, topology, problem solving and arithmetical operations are considered.

5335 Inclusion Practices In The Early Childhood Classroom (3)

Prerequisites: Level I. This course provides theory and practice in the inclusion of young children with disabilities in a classroom setting. The focus of the course will be developing a team approach to supporting families as they make decisions for their children. Students will study development, observations, and assessment to be able to make appropriate referrals to support children with disabilities in the early childhood classroom. Other areas of understanding will include legal rights and responsibilities, development of individual plans for success, understanding of best practices for inclusion, and accessing community resources for families of children with disabilities.

6321 Parent and Community Resources in Early Childhood Education (3)

Prerequisite: Graduate standing. Competencies for working with parents and community agencies will be developed through a study of community and community resources. Procedures for parent participation and use of service agencies in the education of all young children, including those with special needs, will be examined.

6412 Foundations of Early Childhood Education (3)

Prerequisite: A course in child psychology or equivalent. A study of the various types of early childhood programs and the philosophy upon which they are based. Attention will also be directed to the implementation of such programs, problems of parent involvement, and the social environment of the children.

6413 The Educational Role of Play (3)

Prerequisite: Ech Ed 3312 or equivalent. Emphasizes play as a constructive process with applications to cognitive and social development. Special attention to facilitating play in early childhood classrooms.

6415 Organization and Development of Early Childhood Programs (3)

Prerequisites: Ech Ed 3312 or equivalent. Strategies for the effective organization and development of programs for children from diverse cultures, ages birth through eight years, will be studied. Research and theory in funding and budgeting, staffing and professional development, selection, development, and assessment of program curriculum will be emphasized. Long-range planning for program stability and involvement in advocacy issues will be covered.

6490 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

6497 Problems (1-10)

Prerequisite: Graduate standing. Individual study on topics pertaining to early childhood education.

Educational Foundations (Ed Fnd)**4330 History of American Education (3)**

Prerequisite: A course in American history or consent of instructor. An overview of the evolutionary development of American educational theory and practice from the early colonial period to the present. Attention is also given to selected issues in professional education.

6421 Philosophy of Education (3)

Prerequisites: Graduate standing or consent of instructor. (Same as Philosophy 6421). Critical examination of selected issues in education from the perspective of Western philosophy. Topics may include the distinctive features of education as an activity and achievement, concepts of teaching and learning, relations between education and values, and the role of public educational institutions.

6422 Analysis of Educational Issues (3)

Prerequisite: A course in philosophy of education or a course in history of education, or consent of instructor. A critical examination of issues about the elementary and secondary schools. This is done through the analysis of the procedures, resources, and goals that guide school policies and practices.

6435 History of Western Education (3)

A course designed to survey the educational development of Western civilization from approximately the eighth century BC until the present. Salient educational theory and practice will be considered in their appropriate social context.

Educational Technology (Ed Tec)**2245 Audiovisual Equipment Operation for Classroom Teachers (1)**

An entry-level course for all teacher education students. May be taken concurrently with Ed Tec 2246. A self-paced, modularized, and criterion referenced course. Students will demonstrate competence in operating standard audiovisual equipment normally found in the schools.

2246 Preparation of Inexpensive Materials for the Classroom (1)

An entry-level course for teacher education students. May be taken concurrently with Ed Tec 2245. A lecture-demonstration laboratory course in material preparation for classroom use.

2247 Integration of Media and Materials in Instructional Planning (1)

Prerequisites: Ed Tec 2246, and for secondary Education students, Sec Ed 3213. Course concentrates on the integration of media and materials in lesson planning. Through lecture, demonstration, and individualized

instruction, the student designs an instructional unit and prepares appropriate material for that unit. Ed Tec 2246 must be taken prior to, or concurrently with, this course.

2248 Utilization of Computer-Based Materials in Instruction (1)

Utilizing a series of computer-based education modules, the instructional uses of the computer are explained and demonstrated. Students develop practical experience in using and evaluating computer materials for classroom use.

5301 Introduction to Computers and the Internet in Education (3)

The course focuses on how computers and the Internet have changed teaching and learning; how teachers can facilitate learning in inquire-based, technology-rich classrooms; and on the design and implementation of technology-rich activities and projects. Introduces students to the networked computer as an instructional tool. Course participants will be introduced to how teachers and their students can use computer tools in appropriate ways for different content areas and educational levels. Practices to be explored include making presentations; searching for information and educational resources; organizing, writing, and displaying information and data.

5340 Selection and Utilization of Educational Multimedia (3)

Prerequisites: Ed Tec 5301 or consent of instructor. Prepares students for selecting and utilizing multimedia technologies for learning. Students will conduct projects involving educational multimedia programs available on computers or over telecommunications networks. The projects will incorporate graphics, sound, and video. The goal of working on these projects is to prepare students to facilitate others' use of multimedia in classrooms and other educational contexts.

5345 Preparation of Graphic Materials for Audiovisual Education (3)

Prerequisite: Ed Tec 5340 or consent of instructor. Not open to lower-division students. A lecture-demonstration-laboratory course that emphasizes the graphic arts component of audiovisual material production. Theories of learning and communication are used in the design and production of materials used for classroom settings.

5346 Instructional Television (3)

Prerequisite: Ed Tec 5340 or consent of instructor. Not open to lower-division students. A lecture-demonstration laboratory course designed to concentrate on the use of instructional television in formal and informal learning situations. Basic script writing, management of ITV systems, and design and production of low-budget programs will be emphasized.

6404 Seminar (1-10)

Prerequisites: Ed Tec 5340 or consent of instructor. Seminar in educational technology addressing special issues

and topics not normally included in the regular educational technology courses.

6410 Computer-Based Graphics and Text Design and Production (3)

Prerequisite: Education 4301 or permission of the instructor. A lecture-demonstration-laboratory course that emphasizes the theoretical and practical design of graphic and textual material through the use of computer-based graphics programs. Emphasis will be placed on the utilization of commercial software to produce graphic designs and desktop publishing projects such as newsletters, workbooks, and other textual materials.

6412 Applications of Computers in Education (3)

Prerequisite: Educ 4301 or permission of instructor. Uses and capabilities of computers in the teaching, administration, and counseling areas of Education. Familiarization with computing facilities and package programs.

6415 Teaching and Learning with Technology: Authoring Tools (3)

Prerequisite: Ed Tec 5340 or consent of instructor. A practical course in the design and development of computer-based educational materials and activities, utilizing "authoring" software tools. Authoring tools allow the development of interactive multimedia educational modules without the need for command-line programming. Emphasis will be placed on principled, theoretically sound, learner-centered design that meets curriculum needs.

6416 Teaching and Learning with Technology: Data Representational Tools (3)

Prerequisites: Ed Tec 5340 or consent of instructor. Examines the use of representations of different forms of data with technology for teaching and learning. Students will learn about techniques for graphing and visualizing data in science, math, the social sciences, and humanities, and will become familiar with research and practice pertaining to their use in a variety of learning activities and projects.

6417 Teaching and Learning with Technology: Geographic Information Systems (GIS) (3)

Prerequisites: Ed Tec 5340 Provides a foundational understanding of the Geographical Information System (GIS) and how it is integrated into middle and high school classrooms. Students will learn how to represent data used in schools and carry out projects that can be used in middle and high school classrooms.

6433 Educational Technology Systems Management (3)

Prerequisite: Ed Tec 5340. Basic principles of management in design and operation of media programs and systems in various educational settings. Emphasis on strategies and alternative structures for achieving and evaluating functions of media centers.

6435 Instructional Technology and Education Reform (3)

Prerequisite: Ed Tec 5340 or consent of instructor. Students will learn how to foster changes in uses of technology for learning in schools, based on a historical understanding of previous technology reforms, and a critical assessment of recent reforms. Questions addressed include: What did stakeholders predict and hope for with earlier educational technologies, early uses of the computer and networking, and present technological innovations? What actually happened? Why? How can teachers and other educators help foster and spread effective use of technology for learning?

6436 Computer-Mediated Communication in Education (3)

Prerequisite: Ed Tec 5340 or consent of instructor. Explores the theory, research, and practice of using computer-mediated communication and computer-supported collaborative learning in education. Learning environments including elementary, secondary, higher, and adult education will be considered.

6437 Distance Learning via Networks and Telecommunications (3)

Prerequisite: Graduate standing. This course is an investigation in the ways the learning and teaching across the barriers of time and distance are similar to and different from face to face learning and teaching. Students will study the influence of interactive media: Videoconferencing, asynchronous discussions and other commonly used methods.

6444 Cognition and Technology (3)

Prerequisites: Ed Psy 6111 or consent of instructor. Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in educational settings, and their implications for learning.

6446 Advanced Instructional Television Production (3)

Prerequisite: Ed Tec 5340 and Ed Tec 5346. Advanced management, script writing, and production of ITV programs. Laboratory activities in production of systematically designed instruction. Each student will produce ITV programs involving writing, production of graphics, directing, editing, and validating the programs.

6448 Technology-Supported Inquiry Learning (3)

Prerequisites: Ed Tec 5340 and Ed Psych 6310 or consent of instructor. Educational technology such as networked computers and software can play a supportive role in inquiry-based learning. Students will explore the theoretical background, design issues, and pragmatic realities of technology-supported inquiry learning environments. Such learning environments are best understood as systems involving social, cultural, material and psychological aspects. Consideration will be given to the important

properties of settings, activities and technologies, as well as to the role of instructors.

6449 Using Technology in Administration Processes (3)

Prerequisites: A course in measurement, statistics or evaluation, or consent of instructor. (Same as ED ADM 6449) The course will explore how the use of data analysis with technology can be applied in the administration of schools or other work settings. Administrators will explore software tools and their implications for making decisions. A case study will be completed on the implementation of a technology in a school or other appropriate setting.

6452 Educational Multimedia Design (3)

Prerequisite: Ed Tec 5340 or consent of instructor. Examines principles and techniques for design of visually and functionally effective multimedia educational resources. Emphasis on techniques for computer-based production of materials incorporating text, graphics, and video. Rapid prototyping and evaluation techniques incorporated.

6454 Instructional Video Production (3)

Prerequisites: Ed Tec 5340 or consent of instructor. Elements of digital video production will be studied and used to produce video for a variety of formats. Students will develop the skill to produce and stream programs for school news programs, video annuals, documentaries and staff development programs.

6460 Technology Coordination in Schools (3)

Prerequisite: Ed Tec 5340 & 6444 & 6448 or consent of instructor. This course provides theoretical and practical knowledge for implementing technology in schools. A major focus will be placed on analyzing the total cost of implementations and methods for measuring educational success.

6462 Technical System Implementation for Educational Technology (6)

Prerequisites: Ed Tec 5340. Provides a foundational understanding of technical systems used in educational institutions, with a special emphasis on networked personal computers. Students learn theory and practice enabling them to set up, troubleshoot and configure networked computers for educational purposes.

6490 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

6497 Problems (1-10)

Prerequisite: Ed Tec 5340 or consent of instructor. Individual study on topics pertaining to educational technology.

Elementary Education (Ele Ed)

1082 Effective Reading and Study Skills (2)

Designed to increase reading rate and comprehension and to develop study techniques appropriate to the purpose and difficulty of materials. Use is made of mechanical pacer, comprehension tests, vocabulary materials, and lecture demonstrations. No credit toward a degree.

2177 An Introduction to Music for the Elementary School (3)

(Same as Music 3770). An introduction to the elements of music and the expressive nature of music. Includes application of fundamentals to appropriate literature and activities for use with children in a classroom setting. This course will not apply toward requirements for a music major.

2179 Art Activities for Elementary Schools (3)

Same as Art 1179. A study of art principles; provides laboratory experiences with various media and materials. Stresses curriculum planning and developments of the elementary school program in art. Lab fee required. Basic studio equipment will be provided though students will need to supply some personal equipment and supplies

2192 Educational Laboratory/Field Experience (1-3)

A laboratory/field experience requiring systematic observation and/or participation in appropriate educational settings. To precede student teaching. May be repeated to maximum of three hours.

3277 Curriculum and Methods of Teaching Elementary School Music (3)

Prerequisites: Music 2311, 2312 and Level 1 Education courses. Same as Music Education 3570. Prerequisites: Music 2311 and Ed Fnd 1111. For the music Education major. A study of the elementary school music curriculum emphasizing the objectives, methods of teaching and staffing music classes, and analysis of instructional materials and resources. This course must be completed in residence.

3289 Elementary Education Professional Internship (3)

Prerequisites: Level 1 & Level 2 requirements. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in an elementary school setting with students. Activities on site include assisting the classroom teacher in all areas of instruction, assessment, and classroom management. Particular emphasis will be given to literacy development. This course is to be taken during the semester immediately preceding student teaching. This course is to be taken in conjunction with Ele Ed 4253, Ele Ed 4246 and Ele Ed 4341.

Assignments from these allied courses are carried out in the Internship, and Internship experiences inform the activities and discussions in these courses.

3290 Elementary School Student Teaching I (6)

Prerequisites: Completion of Level III courses. Clinical teaching experience in elementary school classrooms under university and school supervision. Required for all majors in elementary education.

3291 Elementary School Student Teaching II (6)

Prerequisite: Completion of Level III courses. Clinical teaching experiences in elementary school classrooms under university and school supervision. Required for all majors in elementary education.

3330 Literacy, Literature and the Learner (3)

Prerequisite: Level I and Level II. Exploration of literature and literacy-related resources available to teachers for children and young people. Emphasis on critical reading of literature for a variety of purposes, including communication, instruction, information, and recreation. Focus on the development of criteria for evaluating and selecting culturally and developmentally appropriate materials for motivating students to read in school and at home, as well as strategies for using literature to build family and school partnerships around reading. Twelve hours of participation in a school classroom setting are required. This course may be applied toward a Literacy Minor.

3336 Communication Arts Learning and Instruction (3)

Prerequisites: Level I and Level II. Analysis of the six communication arts including listening, speaking, viewing, visually representing, writing, and reading across content areas. Attention on understanding children's home language and how children learn and develop communication skills. Special emphasis on strategies for assessing and teaching reading and writing, including workshop models, spelling, grammar, and grand conversations to meet the needs of every child. Twelve hours of involvement in a school classroom setting required. This course may be applied toward a Literacy Minor.

3389 Classroom Based Assessment to Guide Literacy Instruction (3)

Prerequisites: Tch Ed 3315 or Tch Ed 4391 or equivalent reading methods course. Strategies for differentiating instruction for a range of readers and writers across content areas. Focus on cultural and language considerations in the assessment of students' literacy skills. Emphasis on meeting the needs of individual readers and writers in the context of whole class instruction. Twelve hours of participation in a school classroom setting are required. This course may be applied toward a Literacy Minor.

3390 Elementary School Student Teaching III (6)

Prerequisites: Ele Ed 3291 or equivalent and admission to student teaching. Clinical teaching experience in elementary school classrooms under university and school supervision with seminar included. For students who wish an additional student teaching experience.

4246 Teaching Mathematics in the Elementary School (3)

Prerequisites: Ed Fnd 1111, junior standing, and completion of mathematics requirements in general education. Organization and implementation of a modern elementary school mathematics program. A field experience involving several visits to local elementary schools is a required assignment of the course.

4253 Teaching of Social Studies in the Elementary School (3)

Prerequisites: Ed Fnd 1111, junior standing, and completion of social science requirements in general education. Study of elementary school social studies emphasizing the current social studies curricular content, methods of teaching, and instructional materials. Analysis of forces affecting objectives, materials, and teaching techniques.

4310 Elementary School Curriculum (3)

Prerequisites: Level I and admission to teacher education program. Study of modern education with regard to objectives, content, and methods in elementary school curriculum.

4341 Teaching Science in the Elementary School (3)

Prerequisites: Level I and Level II. An analysis of teaching science to elementary school children with emphasis on current science education trends, science curricular materials, and strategies of instruction.

4342 Addressing Needs in Mathematics Teaching & Learning (3)

Prerequisite: Ele Ed 4246. Instructional strategies for analyzing and addressing needs of students who have difficulties understanding and becoming proficient in mathematics. Conceptual development and procedural fluency are approached in a diagnostic and prescriptive context. Course requires that students participate in K-12 classrooms for a minimum of 10 hours, in addition to university class schedule.

4346 Advanced Methods in Elementary School Mathematics (3)

Prerequisites: Ele Ed 4246 and consent of instructor. Review, evaluate, develop, and provide classroom trial of instructional components prepared for teaching mathematics. Course will develop greater depth of preparation in: elementary program content; programs for exceptional children; and curricular extensions such as transformational geometry, rational numbers, and intuitive algebra.

4405 Seminar (1-10)

6387 Literacy Acquisition and Learning for Urban Students (3)

Prerequisites: Graduate standing. Designed to extend teacher understanding of children's literacy acquisition, development, and learning through the elementary grades. Emphasis on development of a teaching philosophy and

skills which include maintaining effective literacy learning environments in urban classrooms, fostering culturally responsive classroom communities, understanding social and environmental issues that affect the literacy learning of urban learners, using effective methods and materials to develop engaged and literate students, and fostering children's participation in literacy activities.

6410 Current Research in Early Childhood and Elementary Program (3)

Prerequisite: Graduate admission. A systematic examination of research related to early childhood and elementary school programs. Students will be expected to become effective consumers of educational research and to utilize appropriate research findings in their decision-making processes when planning instruction. This course should be taken as the first course in the M.Ed. in Elementary Education degree program.

6411 Curricular Issues in Early Childhood and Elementary Programs (3)

Prerequisite: Ele Ed 6410. Selected contemporary problems that affect classroom decisions. Technology, literacy, meeting individual needs, diversity, and dealing with discipline are studied through investigative discussions, reading, and a research paper.

6412 Microcomputers in Elementary Education (3)

Focuses on principles and procedures for using microcomputers for instructional and classroom management activities in the elementary classroom.

6422 Curriculum Construction in Early Childhood and Elementary Programs (3)

Prerequisite: Ele Ed 6410 and 6411. A study of current and classic curricular models early childhood and elementary education. Using developmental learning theory, students will select appropriate curriculum and develop activities for the early childhood or elementary classroom. Students begin a research project by gathering data and evaluating curricular designs from the models studied.

6423 Curricular Implementation in the Early Childhood and Elementary Programs (3)

Prerequisite: Ele Ed 6422. Implementation of a culminating project designed in Ele Ed 6422. Students will study implementation and evaluation strategies for the project. The project will be implemented during the semester and students will conduct an evaluation of the project by the end of the semester.

6425 Elementary School Supervision (3)

Organized to study such problems in field of supervision as will meet needs of superintendents, principals, and special supervisors.

6426 Elementary School Curriculum Reform in the Earth/Space Sciences (4)

Prerequisite: Graduate standing. Field-based experiences in improving the district-level elementary school science

program, with special attention to the earth/space sciences. Emphasis is given to planning and implementing standards-based inquiry science activities that include connections to other curricular areas.

6427 Supervision of Clinical Experiences in Teacher Education (3)

Prerequisite: Teaching experience and consent of instructor. A consideration of the clinical phase of the teacher Education program, with special emphasis on student teaching. Examination of role responsibilities and supervisory practices. Study of professional literature for research findings, theoretical formulation, and recent developments in the field.

6428 Elementary School Curriculum Reform in the Life Sciences (4)

Prerequisite: Graduate standing. Field-based experiences in improving the district-level elementary school science program, with special attention to the life sciences. Emphasis is given to planning and implementing standards-based inquiry science activities that include connections to other curricular areas.

6429 Elementary School Curriculum Reform in the Physical Sciences (4)

Prerequisites: Graduate standing. Field-based experiences in improving the district-level elementary school science program, with special attention to the physical sciences. Emphasis is given to planning and implementing standards-based inquiry science activities that include connections to other curricular areas.

6432 Problems and Research in Elementary School Language Arts (3)

Prerequisites: Ele Ed 6430, Ed Rem 6710, and six hours of English. A systematic study of research in teaching speaking, listening, written composition, handwriting, spelling, and linguistics as it focuses on the problems of teaching these skills in the elementary school. Attention is given to innovations in the field.

6436 Children's Literature I: Survey and Analysis (3)

Prerequisite: Ele Ed 3330 or equivalent. A survey of children's literature published in the last ten years. Special emphasis will be placed on the relationship between children's literature and contemporary issues of society. Students will experience the materials themselves rather than reading about books. In addition, students will begin to study the literary elements that make literature interesting and meaningful for children.

6437 Children's Literature II: Selection and Functions (3)

Prerequisite: Ele Ed 3330 or equivalent. A study of literary elements that make literature interesting and meaningful for children will be completed. Further emphasis will focus on the application of trade books for children as resources in school curriculum planning. Children's Literature II may be taken either before or after Children's Literature I.

6441 Problems and Research in Teaching Elementary School Science (3)

Prerequisites: Eight hours of science, Ele Ed 4341, and Ed Psy 6111. A thorough examination of research related to elementary school science instruction with particular emphasis on innovative programs. Includes methods of investigation and techniques for interpreting the professional literature.

6442 Elementary School Curriculum Reform in the Health Sciences (4)

Prerequisites: Graduate Standing. Field-base experiences in improving the district-level elementary school science program, with special attention to the health sciences. Emphasis is given to planning and implementing standards-based inquiry science activities that include connections to other curriculum areas.

6443 Teaching Physical Science in the Elementary School (3)

Activity-oriented experiences with basic physical science concepts, laboratory skills, and techniques that are appropriate for elementary school teachers. The physical science concepts in elementary school curricula will be analyzed in depth.

6444 Environmental Studies for Elementary Teachers (3)

Activity-oriented training in developing environmental awareness, field and/or laboratory skills and techniques, and the use of elementary environmental curricula. Materials and activities appropriate for one's students and locale will be developed.

6445 Problems of Teaching Mathematics in the Elementary School (3)

A study of the mathematics program in the elementary school from the viewpoint of goals, content, techniques, and evaluation.

6446 Curriculum and Methods of Teaching Measurement in Mathematics: Metric and Standard Systems (3)

Prerequisite: Ech Ed 4346 or Ele Ed 4246. Curricular development and implementation on reflecting recent research findings. Content, materials, methods of teaching the general topic: measurement. Applications in both the metric and standard systems.

6447 Problems and Research in Teaching Elementary School Mathematics (3)

Prerequisite: Ele Ed 6445. A thorough examination of research related to recurrent problems in elementary school mathematics instruction, as well as current problems arising within modern programs. Includes methodology appropriate to investigation of such problems and techniques for assessment of the literature.

6448 Diagnosis and Remediation of Disabilities in Learning Mathematics (3)

Prerequisite: Ele Ed 6445. Causes of mathematical disabilities. Materials and techniques for diagnoses and corrective programs for children and youth.

6450 Problems of Teaching Social Studies in the Elementary School (3)

A classroom-oriented study of curricular and instructional problems encountered in social studies. Emphasis is placed upon development of materials, techniques, and resources.

6452 Problems and Research in Teaching Elementary School Social Studies (3)

Prerequisite: Ele Ed 6450. An advanced study of pedagogical problems germane to social studies education with particular emphasis on application of research findings to the solution of classroom problems.

6482 Problems and Research in Teaching Elementary School Reading (3)

Systematic study of research as it focuses on the problems of teaching reading in the elementary school. Attention is given to innovations in the field.

6490 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

6493 Reading Specialist Practicum I (3)

Prerequisites: Ele Ed 6486. Application of reading theory and research in a supervised setting. Emphasis on assessing and analyzing the literacy strengths, needs, and interests of a range of readers with the goal of improving their reading abilities and attitudes. Focus is on establishing reading support for children with the assistance of formal and informal assessments, reading professionals, educators, and children's families.

6494 Reading Specialist Practicum II (3)

Prerequisite: Ele Ed 6493. Application of reading theory and research in a supervised setting. Emphasis on using appropriate materials and providing effective instructional techniques to address children's assessed literacy strengths, needs, and interests with the goal of improving their reading abilities and attitudes. Focus is on sustaining reading, support for children with the assistance of other reading professionals, educators, and children's families.

6495 Supervision of Practicum in Clinical Reading (3)

Prerequisites: Ele Ed 6486, Ele Ed 6494, Ed Rem 6716 or consent of instructor. Supervising graduate students in diagnosis and remedial process within the reading clinic.

6497 Problems (1-10)

Selected problems to meet the needs of individual students.

6630 Communication Arts Instruction (3)

Designed to extend teacher understanding of children's acquisition, development, and learning of the six communication arts. Emphasis on development of a teaching philosophy and skills in which children actively engage in reading, writing, listening, speaking, viewing and visually representing. Focus on developing culturally responsive classroom communities using effective methods and materials to engage children while fostering their participation in authentic communication arts activities.

6684 Instructional Strategies for Teaching Reading (3)

Prerequisite: Graduate standing. Designed to extend teacher knowledge of effective instructional strategies for teaching reading. Emphasis on development of a teaching philosophy which acknowledges children gain considerable knowledge about reading from their families and communities, long before they encounter formal reading instruction. Focus on fostering culturally responsive classrooms using children's prior experiences, their language systems, cross-cultural literature, authentic texts, and other print materials familiar to children's home environments, as well as on teaching effective strategies to promote children's reading success.

6686 Literacy Assessment to Guide Instruction I (3)

Prerequisites: ED REM/TCH ED 6040 and at least one graduate elective in literacy. Designed to develop teacher understanding of the roles and responsibilities of the teacher of reading. Reading Specialist and Literacy Coach. Emphasis on development of a teaching philosophy which represents an understanding of the range of cultural, linguistic, social, emotional, and academic factors that impact children's acquisition of literacy skills. Focus on literacy assessment tools and techniques to guide instruction for a range of children. Teachers will use informal and formal literacy assessment tools to guide instructional planning for children in the UMSL Reading Center.

6688 Literacy Assessment to Guide Instruction II (3)

Prerequisite: ED REM/TCH ED 6040, at least one graduate elective in literacy, and Ele Ed 6686. Designed to extend teacher knowledge of the roles and responsibilities of the teacher of reading, Reading Specialist and Literacy Coach. Emphasis on the nature of specific reading difficulties, distinguishing reading difficulty/disability from language difference, becoming familiar with a range of tools for assessing reading skills and strategies, and developing a critical orientation for evaluating the purpose and utility of various literacy assessment tools. Teachers will use informal and formal literacy assessment tools to guide instructional planning for children in the UMSL Reading Center.

Middle Education (Mid Ed)**3289 Middle Level Education Professional Internship (3)**

Prerequisites: Level 1 & Level 2 requirements, Mid Ed 4315, Mid Ed 4316. This course is an intensive professional development experience (9 hours per week for 14 weeks) working with students in a middle school setting. Activities on-site include assisting the classroom teacher in all areas of instruction, developing instructional materials, assessment, and classroom management. This course is to be taken prior to student teaching, ideally during the semester immediately preceding student teaching. This course should be taken concurrently with Mid Ed 4317.

4246 Teaching Mathematics in the Middle School (3)

Prerequisites: Level 1 & Level 2 and completion of mathematics area of concentration. A study of the middle school math curriculum with state standards and appropriate instructional strategies, materials and assessments.

4315 The Middle Level School (3)

Prerequisites: Level 1 and admission to teacher education program. An in-depth study of the philosophical and historical basis of middle level schools, including a review of the research as the basis for organization, current trends and practices.

4316 Middle Level Curriculum and Instruction (3)

Prerequisites: Completion of Level 1. Preparation for teaching and learning in a middle school, grades 5-9. Content focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in middle level education for early adolescents

4317 The Middle-Level Child (3)

Prerequisites: Completion of Level 2. Developmental characteristics and needs of early adolescents are studied through field experience in middle school classrooms. The relationship between needs and behavior is explored and skills for effective student teacher relationship are highlighted.

Physical Education (Phy Ed)

Prerequisites may be waived by consent of the department or the instructor.

1124 Principles and Practice in First Aid and Cardiopulmonary Resuscitation (1)

The course provides theory and supervised practice in first aid and cardiopulmonary resuscitation leading to American Red Cross certification in those areas.

1190 Clinical Experience in Physical Gerontology (3)

Same as Gerontology 1190. Early supervised experience in gerontological physical activity programming. Seminar precedes and accompanies clinical experience.

1193 Clinical Experience in Youth Support Programs (3)
Supervised clinical experience in youth sport programs. Seminar precedes and accompanies clinical experience.

2132 Personal Health (3)

A study of factors that contribute to physical and mental well-being at all stages of the life cycle. Particular attention will be given to the identification and analysis of individual health behaviors.

2134 Personal Physical Fitness (3)

A study of the relationship between vigorous physical activity and individual well-being. Emphasis will be placed on an individualized analysis of health fitness, resulting in a prescribed program to develop optimal levels of physical fitness, including aerobic fitness, strength, muscular endurance, flexibility, body composition, and lifetime sports considerations.

3204 Special Topics in Physical Education (1-3)

Prerequisite: Consent of instructor. Independent study through readings, reports, field study, or research.

3261 Physical Activity for the Exceptional Learner (2)

Prerequisites: Spc Ed 3311 and Spc Ed 3313. A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities.

3267 Performance Analysis in Physical Education (3)

Prerequisite: College-Level Mathematics. A study of quantitative and qualitative approaches processes and instruments used in assessing student progress in physical education activities. Emphasis will be given to the application of statistical methods to the results of evaluations of human motor performance and the interpretation of those results, as well as to the construction and administration of measurement instruments.

3275 Psychological Aspects of Physical Education (3)

Prerequisites: Psychology 1003. A study of the following aspects of psychology as they influence performance in sport and physical activity: learning, retention, transfer, practice, feedback, motivation, anxiety, perception, motor control, social facilitation, cohesion, leadership, and reinforcement.

3276 Sociocultural Aspects of Physical Education and Sport (2)

Prerequisite: Junior standing. Study of the theoretical, methodological, experimental, and applied foundations of sport and physical activity programs in society and the schools. Applied issues included cultural, political, economical, legal, and educational aspects of sport and physical activity programs.

3277 Historical and Philosophical Foundations of Physical Education and Sport (2)

Prerequisite: Junior Standing. A study of the history of physical education and sport programs, philosophical influences and issues related to the programs and applications of the knowledge base to current programs.

3280 Human Anatomy and Physiology (5)

Prerequisite: Bio 1012 and Bio 1003 or consent of instructor. Study of the basic aspects of human anatomy and physiology and their relationship to concepts in sport and physical activity. Two hours of laboratory per week.

3282 Physical Growth and Motor Development (3)

Prerequisite: Psychology 2270. An examination of the physical growth and aging, and motor development of the human being over the life span. Emphasis on evaluative tools, techniques, and studies of research findings.

Laboratory field experience for observing individuals.

Attention is directed toward acquisition of basic skills, perceptual-motor development, fitness development, and age-related changes in information processing. A required course for physical education majors; an elective course for early childhood, special, and elementary education majors.

3283 Kinesiology (3)

Prerequisite: Phy Ed 3280. Study of the biomechanics of human motion with particular application to performance in sport activities.

3284 Physiology of Human Exercise (3)

Prerequisite: Phy Ed 3280. Study of the physiological effects of human exercise, training, and sport activities upon the human body; understanding and evaluation of physical fitness components, with consideration given also to areas including work, fatigue, nutrition, age, sex, and environment.

3285 Sports Medicine (3)

Prerequisite: Phy Ed 3280 or equivalent. A study of the prevention and care of athletic/sport participation injuries. Emphasis is given to proper conditioning and training of the sport participant and on emergency responses, including CPR certification.

3287 Seminar in Exercise Science (3)

Prerequisites: Phy Ed 3283, 3284, or 3285. A review of current topics in the area of exercise science. Focus is on research and practice in various subdisciplines in the field. An emphasis will be placed on application of research to professional situations. Some field experience may be required.

3289 Physical Education Professional Internship (3)

Prerequisites: Level II designated course requirements. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in a school setting with students. Activities on site include assisting the classroom teacher in all areas of instruction, assessment, and classroom management. This course is to

be taken prior to student teaching, ideally during the semester preceding student teaching. Assignments from allied courses Phy Ed 3422, 3423, 3424 or 3425 are carried out in the Internship, and Internship experiences inform the activities and discussions in these courses.

3422 Teaching of Skills: Grades PK-4 (4)

Prerequisite: Completion of 27 designated credit hours of Level II courses. Study of skill analysis and techniques of teaching developmental games, education gymnastics and perceptual-motor activities. Emphasis will be given to biomechanical analysis of movement, application of motor learning concepts, and design and preparation of appropriate instructional experience and materials.

3423 Teaching of Skills: Grades 5-9 (4)

Prerequisite: Completion of 27 designated credit hours of Level II courses. Study of skill analysis and techniques of teaching track and field, outdoor education, soccer, softball, flag football, basketball, and volleyball. Emphasis will be given to biomechanical analysis of movement, application of motor learning concepts, and design and preparation of appropriate instructional experience and materials.

3424 Teaching of Skills: Grades 9-12 (4)

Prerequisite: Completion of 27 designated credit hour of Level II courses. Study of skill analysis and techniques of teaching racquet sports, aquatics, bowling, golf, archery and team handball. Emphasis will be given to biomechanical analysis of movement, application of motor learning concepts, and design and preparation of appropriate instructional experience and materials.

3425 Teaching of Skills: Movement, Dance and Rhythms (3)

Prerequisites: Completion of 27 credit hours of Level II courses. Study of movement analysis and techniques of teaching fundamental movement skills, rhythmic activities, creative movement, and dance, including folk, square, ballroom, modern, and jazz, in school settings. Emphasis will be given to biomechanical analysis of movement, developmental sequences of fundamental movement, application of motor learning concepts, and design and preparation of appropriate instructional experience and materials.

3430 Teaching Health in the Elementary School (3)

Prerequisites: Level I courses and admission to teacher education. A study of health programs in the elementary school. Emphasis is given to the teacher's responsibilities in the areas of health services, healthful school environment, and instruction in a comprehensive school health program.

3434 Teaching Wellness and Health-Related Fitness (4)

Prerequisite: Phy Ed 3280 or the equivalent, or consent of the instructor. Study and techniques of teaching wellness and health-related physical fitness concepts across the life span. Evaluation, interpretation, and application of wellness concepts to the individual and groups.

3465 Physical Education Activities in the Elementary School (3)

Objectives of physical education for the elementary school child with applications of choice of activities, organization of program, theory, and practices.

3468 Curriculum and Methods of Teaching Physical Education (3)

Prerequisite: Phy Ed 101 or Sec Ed 3213. Study of the scope and sequence of the school program in physical education with emphasis on planning processes, content selection, management procedures, instructional strategies, and program assessment.

3990 Student Teaching in Physical Education: PK-5 (6)

Prerequisites: Admission to Student Teaching. Clinical teaching experience in physical education settings in the schools under university and school supervision. Required for all majors in physical education receiving certification in physical education, Grades PK-5.

3991 Student Teaching in Physical Education 5-9 (6)

Prerequisite: Admission to Student Teaching. Clinical teaching experience in physical education settings in the schools under university and school supervision. Required for all majors in physical education, Grades 5-9.

3992 Student Teaching in Physical Education: 9-12 (6)

Prerequisite: Admission to Student Teaching. Clinical teaching experience in physical education settings in the schools under university and school supervision. Required for all majors in physical education receiving certification in physical education, Grades 9-12.

5240 Community Health Education (3)

Prerequisites: Tch Ed 2211 or equivalent, junior or graduate standing, or permission of instructor. Study of community health issues and programs, within the school and the community, including spread and control of communicable diseases. Treatment and prevention programs, community resources, and educational issues for both communicable and chronic diseases will be examined.

5248 Teaching Health in the Secondary School: Grades 9-12 (3)

Prerequisites: Tch Ed 2211 or equivalent, junior or graduate standing, or permission of instructor. Study of methods of health education in the secondary school. Class will examine instructional program, ways to provide healthful environment in the school, and health services for high school student.

5312 Management of Sports Programs (3)

Prerequisite: Consent of instructor. A study of administrative theory, roles, responsibilities, and functions in the management of sports programs.

5330 Prescribing Physical Activity (3)

(Same as Gerontology 5330). Prerequisite: Phy Ed 3280 or consent of instructor. Prescription of physical activity for

individualized and group programming based upon physical fitness assessment. Health, nutrition, age, physical fitness, and testing aspects are considered in developing specialized exercise programming based upon current physiological and biomechanical research.

5380 Nutrition for Human Performance (3)

A study of human nutrition and its relationship to human performance. Consideration is given to nutrients--function, food source, health concerns and implications, and energy intake and expenditure. Special consideration is given to the following: body composition including weight gain and loss, ergogenic aids, competitive athletes, older adults, children and teens, pregnant women, disease risk, fluid and electrolyte balance, and specific sport activities.

5931 Adult Exercise Leadership (3)

Prerequisites: Phy Ed 3284 or equivalent. A study of the roles, functions, and skills necessary to become certified as an American College of Sports Medicine Health/Fitness Instructor for adult exercise programs.

5990 Student Teaching in Physical Education III (5)

Prerequisites: Phy Ed 3991 or equivalent and admission to student teaching. Clinical teaching experience in physical education settings in the school under university and school supervision with seminar included. For students who wish an additional student teaching experience.

5992 Internship in Physical Gerontology (1-10)

Prerequisites: Phy Ed 1190 or consent of instructor. Same as Gerontology 5992. Supervised clinical experience in selected gerontological settings as a physical education practitioner under the supervision of university and program professionals. Internship may include two or more separate experiences completed concurrently or sequentially and involve planning of instruction, participant and program evaluation, research, and related activities.

6462 The Physical Education Curriculum (3)

Prerequisite: Consent of instructor. A study of current practices, problems, trends, and research involved in the analysis and development of the physical education curriculum.

6464 Analysis of Teaching in Physical Education (3)

Prerequisite: Consent of instructor. A study of trends and research relating to teaching methodology, teacher effectiveness, and supervision of instruction in physical education. Emphasis will be given to the application of research on teacher effectiveness in the instructional process in physical education.

6474 Psychological Dynamics of Sport Performance (3)

Prerequisite: Phy Ed 3275 or consent of instructor. Application of specific principles of social psychology to the teaching of physical education and sport and of mental aspects of peak physical performance. Explores the techniques of improving team and individual performance in interscholastic and elite competition through sport

psychology. Attention is given to motivation, competitive anxiety, attitude, aggression, team cohesion and leadership, exercise adherence, personality, individual differences, and gender roles as they pertain to sport performance.

6475 Motor Learning and Control (3)

Prerequisite: Phy Ed 3275 or consent of instructor. Application of specific principles of learning and the control of movement to the teaching of motor skills in physical education and sport. Surveys neurologic systems involved in perception and motor performance. Explores theoretical perspectives, including open versus closed loop control, schema theory, information processing, and dynamical systems theory. Attention is given to efficiency of learning skills by accommodating transfer of training, utilizing feedback, manipulating practice schedules, and promoting retention.

6476 Social Inquiry of Sport (3)

Prerequisite: Phy Ed 3276 or consent of instructor. A study of basic social processes in sport, such as socialization, social facilitation, and assimilation.

6478 Problems and Research in Physical Education (3)

A study of potential research problems and research processes in specific physical education subdisciplines. A research project will be completed in the student's physical education subdiscipline interest area.

6482 Life Span Perceptual and Motor Development (3)

Prerequisite: Phy Ed 3282 or consent of instructor. A study of sensory and perceptual development and change, and the age-related qualitative and quantitative changes in motor skill. Both current theory and current empirical findings are stressed. Attention is given to methods of structuring learning environments to maximize development. Study is from a life span perspective.

6483 Biomechanics of Sport Techniques (3)

Prerequisite: Phy Ed 3283 or consent of instructor. A study of the biomechanical concepts important to analysis of techniques used in selected sports. Explores recent research findings on efficient sports techniques. Provides experience in the analysis of skill performance.

6484 Physiological Bases of Physical Performance (3)

Prerequisites: Phy Ed 3280 and Phy Ed 3284 or consent of instructor. Physiological bases and contemporary trends in the study of human performance and exercise stress; will analyze research literature and study experimental strategies with the focus upon application to teaching and coaching.

6485 Theory of Exercise and Cardiovascular Disease Risk Factor Management (3)

Prerequisite: Completion of Phy Ed 6484 or equivalent. A study of the effects of exercise on the basic epidemiology, physiology, and management of unavoidable and avoidable cardiovascular risk factors. Special attention will be given to the examination of the effect of exercise in the management of cardiovascular disease risk.

6497 Problems (1-10)

Prerequisite: Consent of instructor. Selected problems to meet the needs of individual students.

6990 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

7492 Directed Readings in Curriculum and Instruction (1-6)

Prerequisites: Graduate standing, one graduate course in curriculum and instruction, and consent of instructor. Independent study into the current research, literature, and issues in the areas of physical education and curriculum and instruction.

7494 Directed Readings in Motor Behavior (1-6)

Prerequisites: Graduate standing, one graduate course in motor behavior, and consent of instructor. Independent study into the current research, literature, and issues in the area of motor behavior.

Secondary Education (Sec Ed)**2162 Computer Keyboarding and Formatting (3)**

Prerequisite: Intermediate typewriting or equivalent. Review of keyboarding techniques and skills; development of speed and accuracy; instruction in the preparation of business and professional papers and forms with emphasis on formatting and information processing skills.

3204 Seminar: Business Education Student Teaching (1)

Prerequisites: Completion of all required courses in major and/or certification emphasis area. To be taken concurrently with student teaching. Application of theory, methods, and techniques to the teaching of business subjects in grades 7-12.

3208 Mathematics Teaching Intern Seminar (1)

Prerequisite: Concurrent enrollment in Sec Ed 3290. A seminar in the integration of mathematics curricula, educational philosophy, teaching strategies, and instructional technology in the classroom setting. To be taken concurrently with Secondary Student Teaching, Sec Ed 3209.

3209 American Government for the Secondary Classroom (3)

Prerequisites: Tch Ed 3310 and Pol Sci 1100, graduate standing or consent of instructor. Same as Pol Sci 3090. Adapts the themes and subject matter of American government to the secondary classroom and trains teachers in techniques particularly designed to maximize the use of primary sources, foster critical inquiry, and encourage knowledge of subject matter. Particular emphasis will be

placed on defining the broad and connecting themes of American government, on expanding bibliography, and on choosing methods of inquiry for use in an interactive classroom. Either History/Sec Ed 3257 or 3258 or Political Science/Sec. Ed. 3209 must be taken the same semester as History/Sec Ed 3255 except with special consent of the Social Studies Coordinator. Can be counted towards the Political Science major requirement, but not the American Politics subgroup. Counts towards Social Studies Certification.

3240 Curriculum and Methods of Teaching Physical Sciences (3)

Same as Chemistry 4802 and Physics 4802. Prerequisite: Tch Ed 3310 and a near major in the subject matter. A study of the scope and sequence of the physical science courses in the school curriculum, with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward learning the techniques and research tools of the scholar in the field of science. To be taken prior to student teaching. This course must be completed in residence.

3246 The Curriculum and Methods of Teaching Mathematics (3)

Prerequisites: Tch Ed 3310 and a near major in the subject matter. A study of the scope and sequence of the mathematics courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward learning the techniques and research tools of the scholar in the field of mathematics. To be taken prior to student teaching. This course must be completed in residence.

3255 The Curriculum and Methods of Teaching History and Social Studies (3)

Same as History 3255. Prerequisite: Junior standing and Tch Ed 3310. A study of the scope and sequence of history and social studies courses in the school curriculum, with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is directed also toward learning the techniques and research tools of the scholar in the fields of history and social studies. May not count toward history hours required for history major. Must be completed prior to student teaching. This course must be completed in residence.

3256 Social Studies Teaching Intern Seminar (1)

Same as History 3256. Prerequisite: Must be enrolled concurrently in student teaching. Addresses the application of educational philosophy, social studies curriculum, teaching strategies, and instructional technology in the classroom setting. Offered concurrently with Secondary School Student Teaching, Sec Ed 3290.

3257 United States History for the Secondary Classroom (3)

Same as History 3257. Prerequisites: Tch Ed 3310 or consent of the instructor. This course is required for Social

Studies Certification. Adapts the themes and subject matter of American history to the secondary classroom and trains teachers in techniques particularly designed to maximize the use of primary sources, foster critical inquiry, and encourage knowledge of subject matter. Particular emphasis will be placed on defining the broad and connecting themes of American history, on expanding bibliography, and on choosing methods of inquiry for use in an interactive classroom. Cannot be counted towards the 38-hour history major requirement, but can be counted towards the 45-hour maximum and for Social Studies Certification.

3258 World History for the Secondary Classroom (3)
Prerequisite: Tch Ed 3310 or consent of instructor. Same as History 3258. This course is required for Social Studies Certification. Adapts the themes and subject matter of World history to the secondary classroom and trains teachers in techniques particularly designed to maximize the use of primary sources, foster critical inquiry, and encourage knowledge of subject matter. Particular emphasis will be placed on defining the broad and connecting themes of World history, on expanding bibliography, and on choosing methods of inquiry for use in an interactive classroom. Cannot be counted towards the minimum 38-hour history major requirement, but can be counted towards the 45-hour maximum and for Social Studies Certification.

3261 Methods of Teaching Keyboarding and Formatting (3)
Prerequisite: Intermediate Typewriting or equivalent. Instruction in the methods and techniques used to teach keyboarding and document formatting.

3263 Methods of Teaching Accounting (3)
Prerequisites: BA 2410, BA 2415, or equivalent. Methods and techniques of teaching data processing and accounting in the secondary schools.

3264 Methods of Teaching Basic Business Subjects (3)
Prerequisites: Econ 1001 or equivalent, BA 3700 and/or BA 3900. Methods and techniques of teaching basic business, business law, economics, consumer economics, and business principles and management in the secondary school curriculum.

3267 The Secondary Business Curriculum (3)
Prerequisite: Tch Ed 2211 or equivalent or consent of instructor. Study of the scope and sequence of business education courses in the high school curriculum. Attention is directed toward the history of business education, curricular change, standards, evaluation, and research in the field of business education.

3700 English Student Teaching Seminar (2)
(Same as English 3700). Prerequisite: Sec Ed 3289). A seminar in the integration of English curricula, educational philosophy, teaching strategies, and instructional technology in the classroom setting. To be taken concurrently with Secondary Student Teaching, Sec Ed 3290.

3273 The Curriculum and Methods of Teaching Art (3)
Prerequisites: Sec Ed 3328 and completion of, or concurrent enrollment in Tch Ed 3310, 3312, 3313, 3386. A study of the scope and sequence of art education in the school curriculum, with emphasis on the preparation, selection, organization and application of materials and methods of instruction and assessment. Attention is also given to understanding the research methods of literature in the field of art education.

3274 Curriculum and Methods of Teaching Foreign Language (3)
Same as FLL 3264. Prerequisites: Tch Ed 3310 and passing the departmental language skill test. A study of the scope and sequence of the foreign language courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward learning the techniques and research tools of the scholar in the field of foreign language. To be taken prior to student teaching. This course must be completed in residence.

3275 Philosophic and Practical Foundations of the Secondary Music Education Curriculum (1)
Prerequisites: Music 2311, 2312, Music 3570/Ele Ed 3277, and Level I Education courses. Concurrent registration in Music 3680/Sec Ed 3276 and Music 3700/Sec Ed 3278 or Music 3710/Sec Ed 3279. (Same as Music 3670). For the music education major. A study of the secondary school music program: curricular objectives, philosophy, and general administrative procedures common to all secondary music classes. This course must be completed in residence.

3276 Curriculum and Methods of Teaching Instrumental Music I (2)
Prerequisites: Music 2311, 2312, 3410, 2510, 2610, Level I Education courses and two of the following: Music 1250, 1260, 1270, 1280. Concurrent registration in Music 3570/Ele Ed 3277. Same as Music 3680 A study of the teaching techniques, materials, curriculum, and organization of the beginning instrumental music Education program. Topics include student recruitment, the elementary band/orchestra, small group instruction, jazz ensemble, and marching band. This course must be completed in residence.

3277 Curriculum and Methods of Teaching Middle School/Junior High School General Music (2)
Prerequisites: Music 2311 and 2312. Music 3570/Ele Ed 3277, and Level I Education courses. Concurrent registration in Music 3670/Sec Ed 3275 and Music 3710/Sec Ed 3279. (Same as Music 3690). For the music education major. A study of the middle school/ junior high school general music program emphasizing a conceptually based curriculum, objectives, methodologies, materials, innovations, classroom organization, and management. This course must be completed in residence.

3278 The Curriculum and Methods of Teaching Instrumental Music II (2)

Prerequisites: Music 2311, 2312, 3521, 3620, Music 3570/Ele Ed 3277, Music 3680/Sec Ed 3276, Level I Education courses and three of the following: Music 1250, Music 1260, Music 1270, Music 1280. Concurrent registration in Music 3670/Sec Ed 3275. Same as Music Ed 3700. A continuation of Music 3680/Sec Ed 3276. Topics include large group rehearsal techniques, program development, administrative procedures, and evaluation. This course must be completed in residence.

3279 Curriculum and Methods of Teaching Secondary Choral Music (2)

Prerequisites: Music 2311, 2312, Music 3570/Ele Ed 3277, and Level I Education courses. Concurrent registration in Music 3670/Sec Ed 3275 and Music 3690/Sec Ed 3277. For the music education major. A study of the secondary school choral music program: curriculum, methods, teaching techniques, organization, and administrative procedures for choral performance classes. This course must be completed in residence.

3289 Secondary Education Professional Internship (3)

Prerequisites: Level 1 & Level 2 requirements. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in a secondary school setting. Activities on site include assisting the classroom teaching in all areas of instruction, assessment, and classroom management. This course is to be taken during the semester immediately preceding student teaching. This course must be taken in conjunction with methods of instruction course in specific content area. Assignments from these allied courses are carried out in the Internship, and Internship experiences inform the activities and discussions in these courses.

3290 Secondary School Student Teaching (12)

Prerequisites: Completion of Level III and admission to teacher education program. Clinical teaching experience in secondary school classrooms under university and school supervision. To be taken after appropriate curriculum and methods course.

3293 Student Teaching in Music Education, K-6 (6)

Prerequisites: Level I Education Courses. *Music 3570/Ele Ed 3570, *Music 3670/Sec Ed 3670, Music 2180. *Music 3680/Sec Ed 3680. *Music 3700/Sec Ed 3700. (Instrumental emphasis majors): Music 3290, *Music 3690/Sec Ed 3690, *Music 3710/Sec Ed 3710 (Choral/Vocal emphasis majors): and admission to student teaching. Must be taken "in block" with Sec Ed 3294 and must immediately precede it in the semester. Clinical teaching experience in music education settings in the schools under university and school supervision with seminar included. Required of all majors in music education. *Courses must be taken in residence.

3294 Student Teaching in Music Education, 7-12 (6)

Prerequisite: Sec Ed 3293. Must be taken "in block" with Sec Ed 3293 and must immediately follow it in the semester. Clinical teaching experience in music education settings in the schools under university and school supervision with seminar included. Assignments will be in different settings from those of Sec Ed 3293. Required of all majors in music education. *Courses must be taken in residence.

3296 Student Teaching in Elementary Art (6)

Prerequisites: Sec Ed 3273, 45 hours Studio Art, 15 hours Art History, and admission to student teaching. Intensive clinical teaching experience under university and school supervision, with seminar included. Must be taken in block with Sec Ed 3297.

3297 Student Teaching in Secondary Art (6)

Prerequisites: Sec Ed 3273, 45 hours Studio Art, 14 hours Art History, and admission to student teaching. Clinical teaching experience under university and school supervision in middle/junior high and/or high school, with seminar included. Must be taken with in block with Sec Ed 3296.

3328 Art Education: Theory to Practice (3)

Prerequisites: Tch Ed 2210, 2211, 2212 and completion of Foundation Art Program. Development and application of concepts related to comprehensive art education and standards-based curriculum in art education, with an examination of current theories, trends, publication, and on-line resources in the field.

3600 The Curriculum and Methods of Teaching English (3)

Prerequisites: Completion of Level II courses and a near major in the subject area. (Same as Eng 3600). A study of the scope sequence of the English course in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. Includes field experiences. The course prepares students for reflective teaching by relating course reading to field experiences and theory to practice. To be taken prior to student teaching and concurrently with Professional Internship, Sec Ed 3289. This course must be completed in residence

4360 Administration and Supervision of Office Personnel (3)

Prerequisite: Consent of instructor. An advanced course in office administration and supervision designed to meet the needs of business personnel involved in administrative office management work; emphasis on updating leadership and human relations skills, organizing, planning, controlling office services, and business data processing systems.

4361 Information Processing: Applications and Techniques of Teaching (3)

Prerequisite: Sec Ed 2162, Sec Ed 3261, or equivalent, or consent of instructor. The course will focus on the needs of pre-service and in-service teachers who instruct courses in

information processing. Special emphasis placed on organizing and managing an information processing lab, software applications, integration of information processing concepts into existing courses, teaching strategies, and current information processing research.

4362 Teaching Alpha Writing Systems: Theory and Application (3)

Prerequisite: Consent of instructor. A study of alphabetic shorthand writing systems. Instruction in the theory and application of alpha writing systems. Emphasis on teaching techniques, learning activities, evaluation, testing, and current research.

4367 Methods of Teaching Desktop Publishing Concepts and Procedures (3)

Prerequisite: Sec Ed 2162; Sec Ed 3261 or consent of instructor. This course will focus on the integration of text and graphics using graphic design and electronic page assembly with a microcomputer-based system. Special emphasis placed on Desktop Publishing concepts, methods, and techniques. Attention is directed toward teaching techniques, learning activities, evaluation and current research.

4374 Foreign Language Teaching Seminar (2)

Same as FLL 4364. Prerequisite: Concurrent enrollment in Sec Ed 3290 or consent of instructor. A practicum course in the teaching of foreign languages. Review and explanation of drills, dialogues, and a variety of classroom techniques, oral and written. A continuation of Sec Ed 3274, Curriculum and Methods, with an emphasis on specific practical skills. To be taken concurrently with Sec Ed 3290, Student Teaching.

4393 Field Study in Secondary Education (1-10)

Identification of specific problems in the area of secondary education. Course is conducted as a field study in the public schools. A maximum of 8 credit hours may be applied toward an advanced degree contingent upon adviser approval.

4399 Student Teaching in Music Education, K-12 (5)

Prerequisite: Sec Ed 3294 or equivalent and admission to student teaching. Clinical teaching experience in music Education settings in the schools under university and school supervision with seminar included. For students who wish an additional student teaching experience.

4880 Writing for Teachers (3)

Same as English 4880. Prerequisite: English 3100 or a comparable course in advanced composition. Designed for prospective as well as in-service teachers, the course includes: (1) writing--short papers to be shared in workshop groups; (2) reading--current theory and research on writing and the implications for teachers; (3) teaching--classroom activities that foster growth in writing.

4985 Curriculum and Methods of Teaching Life Sciences (4)

Same as Biology 4985. Prerequisites: Tch Ed 3310 and a near major in biology. A study of the scope and sequence of the life science courses in the school curriculum, with emphasis on the selection and organization of materials and methods of instruction and evaluation. The analysis of teaching/learning and field experience observations in secondary school classrooms will be integrated into classroom activities and discussions. This course must be completed in residence.

4986 Laboratory in Teaching Life Sciences (2)

Same as Biology 4986. Prerequisite: Tch Ed 3310. Discussion, development, utilization, and evaluation of equipment, materials, and techniques applicable to instruction in the life sciences. Must be taken concurrently with Biology 4985/Sec Ed 4985.

4999 Science Teaching Intern Seminar (3)

Same as Biology 4999. Prerequisites: Sec Ed 4985 and Sec Ed 4986. Addresses the application of educational philosophy, science curriculum, teaching strategies, and instructional technology in the classroom setting. Offered concurrently with Secondary School Student Teaching, Sec Ed 3290.

6404 Seminar (1-10)

6413 Secondary Teaching with Microcomputers (3)

Prerequisite: Educ 4301 or consent of instructor. A course designed for teachers, department heads, and school administrators. Research and theory on microcomputer-assisted instruction as a teaching method in the secondary schools will be presented. Both hardware and software suitable for microcomputers will be used and analyzed.

6414 Teaching the Gifted/Talented Student in Secondary School (3)

A survey of research and theory on teaching the gifted/talented student in secondary school. Ways to identify the gifted/talented with emphasis on teaching the gifted/talented in both heterogeneous and homogenous secondary classrooms. Models of gifted/talented programs in a school setting.

6415 The Secondary School Curriculum (3)

For secondary school principals, teachers, and superintendents. Present methods in curricular change and methods of curricular investigation.

6416 Curriculum Construction for Secondary Schools (3)

Prerequisite: Sec Ed 6415 or consent of instructor. Designed for those engaged in curriculum revision work and construction of new secondary school courses.

6420 The Improvement of Secondary School Teaching (3)

For secondary school teachers, principals, and superintendents with considerable training in education and experience in teaching. Recent developments in secondary school teaching.

6422 Individualizing Instruction in Secondary Schools (3)

This course surveys a variety of theoretical models and research findings related to individualized instruction in the secondary school and are designed for teaching and administrative personnel.

6426 Secondary School Curriculum Reform in the Earth/Space Sciences (4)

Prerequisites: Graduate standing. Field-based experiences in improving the district-level K-12 school science program, with special attention to the earth/space sciences. Emphasis is given to planning and implementing standards-based secondary school earth/space science activities that are built on the district K-6 science program.

6427 Supervision of Clinical Experiences in Teacher Education (3)

Prerequisites: Teaching experience and consent of instructor. A consideration of the clinical phase of the teacher education program, with special emphasis on student teaching. Examination of role responsibilities and supervisory practices. Study of professional literature for research findings, theoretical formulations, and recent developments in the field.

6428 Secondary School Curriculum Reform in the Life Sciences (4)

Prerequisites: Graduate standing. Field-based experiences in improving the district-level K-12 school science program, with special attention to the life sciences. Emphasis is given to planning and implementing standards-based secondary school life science activities that build on the district K-6 science program.

6429 The Department Head (3)

This course emphasizes the role of the department chairperson as an educational leader. Theoretical concepts are related to sound practice. The potential for the job is discussed, as well as the roadblocks to successful execution. Appropriate for practicing department chairpersons, school administrators, or classroom teachers interested in acquainting themselves with this position.

6430 Systems of Teaching English in the Secondary School (3)

A review of recent developments in the teaching of secondary English. Special attention is given to research involving instructional problems in urban and suburban schools. The course is designed for teachers, department heads, and supervisors in secondary English programs.

6452 Systems of Teaching Social Studies in the Secondary Schools (3)

A review of recent developments in the teaching of secondary school social studies. Special attention is given to research and scholarship involving instructional and curricular problems, especially in the metropolitan St. Louis area. Emphasis is placed upon development of effective materials, techniques, and resources. The course is designed primarily for teachers and supervisors in secondary school social studies programs.

6484 Secondary School Curriculum Reform in the Health Sciences (4)

Prerequisites: Graduate standing. Field-based experiences in improving the district-level K-12 school science program, with special attention to the health sciences. Emphasis is given to planning and implementing standards-based secondary school health science activities that build on the district K-6 science program.

6485 Secondary School Curriculum Reform in the Physical Sciences (4)

Prerequisites: Graduate standing. Field-based experiences in improving the district-level K-12 science program, with special attention to the physical sciences. Emphasis is given to planning and implementing standards-based secondary school physical science activities that build on the district K-6 science program.

6490 Internship (1-10)

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

6497 Problems (1-10)

6986 Techniques in Teaching Biology for Graduate Students (2)

Same as Biology 5986. Prerequisites: Graduate standing and teaching assignment. Discussion and practice of techniques specific to instruction in the life sciences. Consideration will be given to teaching strategies, curriculum design, evaluation, instrumentation, and student teacher interactions. Recommended for all graduate students with teaching assistantships.

Special Education (Sp Ed)

3192 Field Experience in Special Education (3)

Intensive early field experience involving on-site observation and limited participation with exceptional individuals in schools and/or other Educational agencies. This course is open to all students.

3242 Characteristics of Learning Disabilities (3)

A study of the divergent characteristics of children with perceptual impairments. This course consists of fifteen half-hour tapes, designed to offer instruction at an undergraduate level on the nature of children with learning disabilities, and the roles of educators, parents, and auxiliary personnel in diagnosis and remediation. Historical perspectives and future trends will be explored. The tapes are followed by student contact with the instructor, for discussion, work evaluation, and testing.

3289 Special Education Professional Internship (3)

Prerequisites: Level 1 & Level 2 requirements and Ele Ed 3289. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in a school setting with students with disabilities. Activities on site include assisting the classroom teacher in all areas of instruction, assessment, and classroom management. This course is to be taken in conjunction with Spc Ed 3349. Assignments from this course are carried out in the Internship, and Internship experiences inform the activities and discussions in this course.

3290 Student Teaching in Special Education I (6)

Prerequisites: Tch Ed 2210, 2211, 2212, 3310, 3312, 3313, 3315, Spc Ed 4320, 3332 and admission to student teaching. Must be taken with Spc Ed 3291 and must immediately precede Spc Ed 3291 in the same semester. Clinical teaching experience in special education classrooms in schools under university and school supervision. Required of all majors in special education.

3291 Student Teaching in Special Education II (6)

Prerequisite: Completion of Level III courses. Clinical teaching experiences in elementary school classrooms under university and school supervision. Assignments will be in different grade levels from those of the Spc Ed 3290 assignments. Required for all majors in special education.

3311 Sex Education for Exceptional Individuals (3)

Prerequisite: Consent of instructor. Course is designed to give teachers a thorough knowledge and understanding of the issues, problems, teaching techniques, and the current curricular resources of teaching sex education to handicapped individuals.

3313 Introduction to Learners with Disabilities and Inclusive Education (3)

Prerequisite: Level I or equivalent. (Same as Tch Ed 3313) Provides an overview of inclusive education and special education with an emphasis on relevant educational legislation, important historical developments, and necessary adaptations of instruction methods to meet the needs of students with disabilities. Issues related to inclusive education, such as professional collaboration, family involvement, multicultural issues, transition services, and professional support for teachers are also covered.

3330 Introductions to Mental Retardation and Severe Handicaps (3)

Prerequisite: Spc Ed 3313. An introductory course describing characteristics, classification, and causes of mental retardation and severe handicapped.

3332 Educating Learners with Developmental Disabilities, Physical or other Health Impairments (3)

Prerequisites: Tch Ed 2211, Spc Ed 3313, and Spc Ed 3345. Methods and techniques for educating learners with developmental disabilities, physical or other health impairments. Required of all who are preparing for certification in special education with endorsement in Developmental Disabilities or Cross Categorical

3345 Educational Programs for Students with Disabilities (3)

Prerequisites: Tch Ed 3313 or equivalent or consent of instructor. This course examines current research, theory, and practices of educational programs provided for students with disabilities. Particular emphasis is given to the effective inclusive education of students with mild/moderate learning disabilities, emotional/behavioral disorders, and developmental disabilities. Topics addressed include assessment for and of learning, assessment for eligibility for special education services, legal requirements for special education programs, various definitions and theories of mild/moderate disability types, collaboration with families and other professionals, and issues of race, ethnicity, class, and gender.

3347 Teaching Learners with Learning Disabilities (3)

Prerequisites: Spc Ed 3313 and Spc Ed 3345. Application of instructional techniques for learners with learning disabilities, including assessment for instruction, interdisciplinary teamwork, parental involvement, individualized education plans, and classroom techniques. Required for certification in special education of learners with learning disabilities.

3349 Learning and Social Supports for Students with Disabilities (6)

Prerequisites: All Level 2 courses and Spc Ed 3345. This course focuses on the development of professional practices for the provision of instructional, social, emotional, medical and behavioral supports for students with disabilities in general education classroom and buildings. Course content includes assessment, planning, action, and collaboration. Students seeking special education teacher certification must take this during the same semester as Spc Ed 3289, Special Education Professional Internship.

3350 Teaching Learners with Emotional/Behavioral Disorders (3)

Prerequisites: Spc Ed 3313 and Spc Ed 3345. A course designed to instruct students in the management and instructional strategies necessary to the education of learners with emotional/behavioral disorders.

4301 Special Education Orientation (2)

Prerequisites: Admission to Special Education Transition Program or consent of instructor. This course examines characteristics of students in cross-categorical placements. Examination of special education philosophy, historical and legal issues, special education process, and personal traits.

4302 Special Education Process and Performance Assessment (2)

Prerequisite: Spc Ed 4301 or consent of instructor. This course examines the special education process from pre-referral to placement, and the roles of educators, parents and auxiliary personnel. Examines informal and formal assessment procedures and instruments for screening, diagnosis, placement and performance of school-aged individuals.

4315 Speech and Language Problems of Exceptional Children (3)

Prerequisites: Ed Fnd 1111, Spc Ed 3313, and admission to the College of Education. Study of the problems associated with speech and language development and the techniques employed by classroom teachers to lessen these problems for children. Required for all majors in special education.

4320 Behavior Management (3)

Prerequisites: Spc Ed 3313 and an appropriate introductory course in the special education area of concentration. An in-depth exploration of various behavior control techniques that is particularly applicable to exceptional children. Students will be required to conduct at least one behavior modification project with exceptional children.

4322 Inclusive Education: Theory and Practice (3)

Prerequisite: Spc Ed/Tch Ed 3313 or Spc Ed 6416, or equivalent. This course for general and special educators focuses on current theory, research, and practice of inclusion of students with disabilities in general education classrooms. Topics include instructional strategies, adaptations of curriculum, facilitation of friendship development and social support, consultation and collaboration with other professionals, and working with parents.

4342 Transitions Issues and Planning

Prerequisite: Tch Ed 3313, or equivalent, or consent of instructor. This course provides information to teachers and human service professionals who work closely with adolescents and young adults with disabilities. Emphasis is placed on understanding and planning for the transition from school to adult life for students with disabilities. Transition outcomes include employment, residential options, and other developmental concerns. Topics include self-determination, career education and planning, interagency collaboration, vocational and residential issues and resources, and family support and involvement.

4370 Sensory-Motor Development of the Severely Handicapped (3)

Prerequisite: Spc Ed 3330 or equivalent or consent of instructor. An examination of basic sensory-motor development and associated disorders to enable teachers to work more effectively with occupational and physical therapists. Basic techniques used by therapists are presented together with an exploration of the teacher's role regarding sensory-motor programming. Required for certification for teaching individuals with severe handicaps.

4371 Methods and Curricula for Severely Handicapped (3)

Prerequisite: Spc Ed 4370 or consent of instructor. This course begins with the application of the clinical teaching model to the severely handicapped population regarding objectives, training methods, and program process monitoring. It also includes critical analysis of existing curricula and methods of classroom or living unit organization. Required for certification in Severe Handicapped.

4382 An Introduction to Gifted Children (3)

Prerequisite: Spc Ed 3313. This course provides an introduction to gifted children. Their characteristics, cognitive abilities, special abilities, and creativity will be reviewed. Current problems, research, and issues concerning the gifted are covered.

4384 The Education of Gifted Children (3)

Prerequisite: Spc Ed 3313. This course deals with methods, techniques, and curricular modifications necessary for the effective education of gifted children.

4390 Student Teaching in Special Education III (6)

Prerequisites: Spc Ed 3291 or equivalent and admission to student teaching. Clinical teaching experience in special education classrooms in schools under university and school supervision with seminar included. For students who wish an additional student teaching experience.

5303 Instructional Practices (3)

Prerequisite: Spc Ed 4301 or consent of instructor. This course provides an in-depth examination of methods and techniques for use in the education of students in cross-categorical placements.

5304 Structure of Teaching and Communication (2)

Prerequisite: Spc Ed 5303 or consent of instructor. This course provides a study of the problems associated with speech and language development and the techniques employed by classroom teachers. Examination of transition requirements and strategies for students in cross-categorical placements in order to utilize communication skills for effective collaboration with students, parents, colleagues, and community agency representatives.

5305 Planning and Managing the Teaching and Learning Environment (3)

Prerequisite: Spc Ed 5303 or consent of instructor. This course provides an in-depth exploration of various behavior management techniques that are particularly applicable for students in cross-categorical placements. Projects on functional behavioral assessment and behavior support plans will be conducted.

5306 Research Into Practice (4)

Prerequisite: Spc Ed 5305 or consent of instructor. This course provides an examination of current trends, issues and research in the education of students in cross-categorical placements with particular emphasis on instructional and management issues, effective inclusive education practices, and behaviorist and constructivist strategies for delivering instructional content and reflective practices.

5307 The Reflective Practitioner (4)

Prerequisite: Spc Ed 5306 or consent of instructor. This course provides reflection on all competency areas associated with the education of students in cross-categorical placements. Self-assessment on abilities and self-reflection on professional development. Selected problems on student-learner exceptionalities. A selective portfolio for K-12 Mild/Moderate Cross-Categorical endorsement is required.

6320 Advanced Studies in Classroom Management (3)

An advanced course designed for practicing educators examining current research, theory, and practice of classroom and behavior management. Emphasis will be given to the analysis of research and development of practical skills in the areas of conflict resolution, social problem-solving, classroom and school community building, and the promotion of social competence among children and youth.

6372 Screening and Diagnosis of the Developmental Delays: Birth to 5 Years (3)

Prerequisites: ED REM 3721. This course addresses the content, techniques, and special problems related to the assessment of children at risk for developmental delays in the birth to five year age range. Students gain experience in construction, administration, and interpretation of assessment tools used with young children. Required for certification in severe handicapped and early childhood-special education.

6405 Introduction to Braille (4)

Braille reading and writing of Standard English Grade 2 braille and braille mathematics will be introduced. Information on transcribing printed matter into braille and the use of writing devices and technical aids will be presented. The objectives of this class will be met over two semesters due to the large amount of information and high level of proficiency required. A literary braille test and transcription test must be passed at the end of the course.

6410 Families and Schools in Inclusive Communities (3)

Prerequisite: Graduate standing. This course focuses on how parents and other family members, teachers, administrators (and other education professionals) can collaboratively increase the capacity of families and schools to support inclusive education and community participation for all students, especially those with significant disabilities. This course draws upon the multiple perspectives of families, schools and the general culture to explore a shared context of family and disability history, educational issues, and personal perspectives.

6411 Law, Policy and Bureaucracy in Education and Disability Studies (3)

Prerequisite: Graduate Standing. This course focuses on the evolution and current status of law and educational policy affecting individuals with disabilities and their families. The course will provide a basic review of governmental structure and educational policy analysis in the United States, and explore statutes, policies, and judicial decisions in areas of special education, adult services, family supports, and civil rights.

6412 Psychology of Exceptional Children (3)

An in-depth analysis of the unique psychological problems of exceptional children and youth. Current psychological theories and research emphasized.

6416 Current Research in Psychology of Learners with Disabilities (3)

Prerequisite: Consent of instructor/adviser. Study of current trends, issues, and research in special education. Areas of investigation focus on major developments in disabilities, situations related to programming for projected needs, and considerations and utilization techniques with learners with disabilities. Students should have experience or an undergraduate background in the education of learners with disabilities prior to enrolling in this course.

6421 Prescriptive Teaching of Learners with Disabilities (3)

Prerequisite: Spc Ed 3313 or equivalent. Course will instruct students on how to develop and implement prescriptive educational programs for learners with disabilities. Students will become familiar with prescriptive systems, which will enable them to use various sources of information in response to learner remedial and developmental needs.

6430 Introduction to Developmental Disabilities (3)

Prerequisite: Spc Ed 3313 or equivalent. An advanced study of the theoretical and methodological problems related to developmental disabilities. Particular emphasis on the application of current research findings to the problems confronting learners with developmental disabilities.

6431 Education of Learners with Developmental Disabilities (3)

Prerequisite: Spc Ed 6430. A systematic study of current educational practices and procedures for the education of

learners with developmental disabilities. Methods and materials are stressed.

6440 Disability, Schooling and Culture (3)

Prerequisites: Tch Ed 3313 or equivalent. An advanced course that will examine foundational issues in social and educational policy for students with disabilities. The course explores the historical, philosophical, sociological and economic dimensions of the recent emphasis on inclusive and community-based support systems for individuals with disabilities and their families. The course will review recent research and experience in the U.S. (primarily) concerning the evolving roles and relationships of families, teachers, administrators, and students with and without disabilities in increasingly diverse schools and communities.

6441 Curriculum & Teaching for Diverse Learners and Students with Disabilities (3)

Prerequisites: Spc Ed 6440 Curriculum and methods for working within a general education environment with students with disabilities and other students who require extra support and assistance. The course examines approaches to assessment and curriculum design that can accommodate all students, including activity- and interest-based assessments, various strategies for developing integrated curriculum units, and developments of various learning outcomes that can be individually tailored or "personalized" for any student.

6443 Introduction to Learning Disabilities (3)

Prerequisite: Spc Ed 3313 or equivalent. Advanced study of the theoretical and methodological problems related to learning disabilities. Particular emphasis on the application of current research findings to the problems confronting learners with disabilities.

6444 Education of Learners with Learning Disabilities (3)

Prerequisite: Spc Ed 6443. Systematic study of current educational practices and procedures for the education of learners with learning disabilities. Methods and materials are stressed.

6450 Introduction to Emotional/Behavioral Disorders (3)

Prerequisite: Spc Ed 3313 or equivalent. Advanced study of the problems and characteristics of learners with emotional/behavioral disorders. Particular emphasis on the application of current research findings to problems confronting learners with emotional/behavioral disorders.

6452 Social, Emotional, and Environmental Supports for Learners with Disabilities (3)

Prerequisite: Spc Ed 6450 or consent of instructor. This course provides advanced students with the research, theory, and practices of providing support to students with disabilities and other students experiencing emotional and behavioral problems. This course focuses on the development of professional skills necessary to assist and teach students with difficult behaviors. Additionally, this course helps classroom teachers learn how to work

collaboratively with parents and other professionals in order to construct classroom environments that are supportive and productive for all students.

6462 Introduction to Early Childhood Special Education (3)

Prerequisite: Spc Ed 3313 or equivalent. A study of issues and concepts central to special Education of young children with disabilities, and at-risk for disabilities, and their families. Focus on program models, screening and assessment procedures, and curriculum concepts. An ecological perspective is emphasized.

6463 Curriculum, Methods, and Materials for Early Childhood Special Education (3)

Prerequisites: Spc Ed 6462. In-depth study of integrated assessment-based curriculum development for learners in early childhood special education. Emphasis on individualized educational planning and implementation for learners and their families.

6481 Introduction to Orientation and Mobility (3)

This course is an introduction to the principles of orientation and mobility and is designed to acquaint the student with the effects of visual impairment on spatial orientation and movement within the environment. Topics will include instructional strategies for developing prerequisite concepts basic travel techniques, structuring the classroom environment, low vision orientation and mobility, and orientation and mobility devices for individuals who are visually impaired.

6483 Instructional Strategies and Technology for Students with Visual Impairment (4)

This course focuses on meeting the instructional needs of visually impaired and blind elementary and secondary students through the use of curricula adaptations and technology. Topics include designing and implementing instructional plans to teach keyboarding skill, math, science, and social studies; listening and recording devices; transition; and the use of computers with students who are visually impaired. The objectives of this class will be met through in class, lab, and out of class activities. Students will be expected to have an ongoing interaction with students who are visually impaired through directed experiences.

6490 Internship (1-10)

Prerequisite: Consent of instructor/adviser. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship includes planning, research, evaluation, and related professional activities.

6492 Practicum in Special Education (3-6)

Prerequisite: Two courses in area of concentration (developmental disabilities, early childhood special education, emotional/behavioral disorders, or learning

disabilities). Supervised experience in the education of learners with disabilities in a school or other appropriate setting.

6493 Practicum with Students with Visual Impairment (6)

Prerequisites: Spc Ed 366, 6405, 6481, 482, 6483 and all required course work for certification for Teachers of Blind and Partially Sighted Students. This practicum focuses on the techniques and materials necessary to education students who are visually impaired and on procedures for evaluating their effectiveness. This supervised practicum involves both field placement and classroom instruction. It is limited to advanced students in the area of Blind and Partially Sighted.

6497 Problems (1-10)

Prerequisite: Spc Ed 3313 or equivalent and consent of instructor. Investigation of a selected problem related to the education of learners with disabilities. To be conducted under the direction of a graduate faculty member.

Teacher Education (Tch Ed)

2210 Introduction to Teaching (3)

Explores the multiple roles and functions of professional teaching including: communication, leadership, management skills, use of technology, and identification of needs of diverse populations. Portfolio preparation will be introduced. A minimum of 15 field experience hours required.

2211 Introduction to American Schools (3)

One of three introductory, prerequisite courses to the Teacher Education Program. An examination of selected concepts and principles underlying American public education. A minimum of 4 field experience hours required.

2212 Introduction to Learners and Learning (3)

Prerequisites: Psych 1003. Same as Ed Psy 2212. Foundational study of the development of infants, children and adolescents focusing on the role of appropriate educational environments in fostering positive physical, cognitive, social and moral outcomes. Reading relevant research will be combined with experiences in the field and technology-based assignments to investigate both biological and sociocultural forces that shape the development process. A minimum of 10 field experience hours required.

3310 Introduction to Instructional Methods (3)

Prerequisites: Tch Ed 2210, 2211, 2212, or equivalent and admission to Teacher Education Program. Beginning methods course for K-12 teachers. Skill development in planning instruction, selecting content, use of various teaching methods, designing assessment, developing classroom climate and management strategies. Participation in professional development through observing students in a school setting, microteaching, using educational technology, and portfolio development. A minimum of 12 field experience hours required.

3312 The Psychology of Teaching and Learning (3)

Prerequisites: Tch Ed 2210, Tch Ed 2211, Tch Ed 2212 or equivalents and admission to Teacher Education program. Same as Ed Psy 3312. Application of the principles of psychology to an understanding of the dynamics of teaching behavior and learning behavior. Involves both theoretical and practical approaches to analysis of the learning environment of the school. Required of all who are preparing to teach.

3313 Introduction to Learners with Disabilities and Inclusive Education (3)

Prerequisites: Level I or equivalent. (Same as Spc Ed 3313). Provides an overview of inclusive education and special education with an emphasis on relevant educational legislation, important historical development, and necessary adaptations of instructional methods to meet the needs of students with disabilities. Issues related to inclusive education, such as professional collaboration, family involvement, multicultural issues, transition services, and professional support for teachers are also covered.

3315 Literacy Learning and Instruction (3)

Prerequisites: Admission to the Teacher Education program. May take concurrently with Tch Ed 3312 and Tch Ed 3313 or equivalents; may not be taken before Tch Ed 3312 and Tch Ed 3313 or equivalents. Methods, materials, frameworks, and technology for the effective teaching of literacy to young children, children with special needs, and children in elementary education settings. Emphasis on role of language experience, phonics, semantics, syntactics, pragmatics, schema theory, and metacognition in literacy development. Observation, assessing children's literacy interests and development, and teaching lessons in a school classroom setting are required. This course may be applied toward a Literacy Minor.

4320 Educational Issues in the Cultural Construction of Diversity (3)

Prerequisites: none In this course students will explore issues of human diversity and how these issues impact a wide range of educational settings. Students will be involved in a continued process of self-assessment regarding how each of us deals with others not like ourselves. Human similarity and diversity will initially be examined using anthropological and biological research. Socio-cultural constructions of this diversity will then be investigated. Diversity will be explored on the individual, local, national and global levels. Students will become familiar with the science of diversity and will investigate how this diversity plays out in a variety of socio-cultural contexts. This class will provide students with a knowledge base about human diversity and will promote multicultural competencies for educators.

4361 Foundations of Service Learning (6)

Prerequisites: Admission to the BES program and completion of Level I and Level II courses. This is a foundations course in the history and fundamentals of service learning. The area of service learning will be

examined from its origins including the philosophical concept of the servant as leader and the role of public service and civic engagement in a democracy. Students will work with partner schools and other organizations as a part of the fieldwork requirement for the course.

4391 Teaching Reading in Secondary School Content Areas (3)

Prerequisite: Tch Ed 3310 and 3312, or consent of instructor or equivalent. Methods and materials for improving reading and study strategies in content area classes in upper grades.

5310 Instructional Design (3)

Prerequisites: Graduate standing, TCH ED 5311, participation in an initial teacher preparation program, and consent of instructor. Skill development in planning teaching units, instructing lessons, selecting content, using various teaching methods, designing assessment, developing classroom climate and in management strategies. Professional skills are developed through reflecting on one's own practice, using educational technology, and developing a professional portfolio.

5311 Foundations of Education (4)

Prerequisites: Acceptance into the post-baccalaureate teacher education certification program. Investigation into the history, philosophies, and purposes of public schools and the multiple roles played by professional educators. Emphasis will be on the history of public education, the role of the teacher as change agent, the influence of technology, and the impact of diversity on American classrooms.

5454 Cultural Diversity in Teaching (3)

Prerequisite: Graduate standing. An advanced study, application, and discussion of pedagogical issues associated with cultural diversity and human origin. The course will emphasize application of research in order to help teachers develop effective strategies for preparing teachers to integrate.

5850 Topics in the Teaching of Writing (3-6)

Same as English 4850. Prerequisite: English 3100 or equivalent. Special topics in the practice of and pedagogy of writing designed for in-service teachers. Topics may include writing at specific grade levels, writing/reading workshops, writing in urban settings, writing across the curriculum, action research, new technology, classroom and district-level assessment. May be repeated once for credit if topics differ. Counts toward Certificate in writing.

6010 Examining History, Community and Social Justice in Education (3)

Addresses the issues of equity and social justice from the context of personal and educational history. Students will develop a cultural understanding of their own previous school, community and family experiences and generalize those findings to their current work as educators. They will develop an understanding of the historical foundations of American education and the role of the teacher to be a

catalyst for change. Curriculum, instruction and learning will be examined through a variety of lenses including race, class, gender, ability, sexual orientation and religion to become culturally responsive teachers.

6020 Teacher Action, Advocacy and Leadership (3)

Investigates the relationships among students, general and special education teachers, counselors, principals, parents, and other support and specialist personnel typically present in schools in Missouri and the changing roles of all these individuals as a consequence of general and special education reform initiatives. Develop systemic action plans and become advocates and leaders within the school and larger community for children, families, and the profession. Assists teachers to analyze and improve their management planning and record keeping systems and professional development planning.

6030 Instruction, Learning and Assessment (3)

Prerequisites: Admission into Graduate School (Same as ED PSY 6030) Uses learning as the basis for the design of classroom instruction. By applying learning theories, teachers can improve their own unit development, lessons plans, assessment strategies, and the use of technology for effective teaching. Deals with the impact of cognitive educational research on the subject content and what is known about how people learn. Teachers will learn to critically evaluate and improve their own educational practices, design principled and appropriate assessments based on their instructional goals, and to assess their own professional development.

6040 Teacher Research (3)

Prerequisites: TCH ED 6010 and TCH ED 6020 (Same as ED REM 6040) This course provides the knowledge, skills, and practice for experienced practitioners to engage reflectively in a process of systematic study of their own practice within educational systems and situated contexts. Educators will learn both analytic and practical tools to document multiple factors that can impact student learning and become more sophisticated consumers of research in order to engage in student advocacy and influence policy decision-making.

6890 Seminar in Professional Writing for Teachers (3)

Prerequisite: Tch. Ed. 6880, Eng. 5880, and near-completion of Graduate Certificate in the Teaching of Writing. Capstone seminar for the Graduate Certificate in the Teaching of Writing. Participants will pursue the dual role of writer/writing teacher by designing individual projects with one of these emphases: (1) research writing based on a classroom inquiry into the teaching of writing. (2) expository and creative writing based on an inquiry into the teacher's own evolution as a writer. Seminar meetings will include both face-to-face and on-line communication.

6880 Gateway Writing Project (1-6)

Same as English 5880. An intensive course in the writing process and the writing curriculum, designed for experienced teachers. Readings of current theory and

research will be related to participants' experience as writers and as teachers. Topics may vary. May be repeated for credit. No more than six hours may be applied toward the M.Ed. Counts toward the Certificate in Writing.

6910 Teacher Research Capstone (3)

Prerequisites: Completion of TCH ED/ED REM 6040 and all but the last 6 hours of M.Ed. program. (Same as ED REM 6910) This course applies the research knowledge, skills, and practice of experienced practitioners to a final research project that results from reflectively evaluating their own practice within educational systems and situated contexts. Educators will use both analytic and practice tools to research multiple factors that impact their own students learning. The final project will be presented to the faculty and students in the College of Education and displayed in a public forum as a capstone project for the M.Ed..

Evening College

The Evening College provides undergraduate degree programs for students who, for various reasons, choose to attend evening classes. Thirty degree programs are offered through the Evening College. Courses needed as prerequisites for graduate programs are available. In addition, persons who want to maintain their professional competence or broaden their educational background without pursuing degree work will find a broad array of courses which may be taken for credit or on an audit basis.

Recognizing the value of continuing education and career advancement, many St. Louis institutions, businesses, and industries encourage their employees to avail themselves of the educational opportunities offered by the Evening College. The Veterans Administration has approved full-time and part-time study for educational benefits.

Since most Evening College students are employed full time, they normally carry less than a full academic load. To enable students to carry as many courses as they wish, the Evening College schedules classes after 5 p.m. and limited offerings on Saturday mornings. Classes and degree programs are conducted according to the same standards as the day program.

Course Areas The Evening College offers courses in the following areas: anthropology, art, astronomy, biology, business administration, chemistry, communication, computer science, criminology and criminal justice, economics, education, English, French, geography, geology, German, history, mathematics, music, philosophy, physics, political science, psychology, sociology, social work, and Spanish.

Academic Advising and Program Planning

New students are encouraged to consult with an academic adviser to develop programs appropriate to their needs. Students can see an academic adviser by calling or stopping by the University Advising Center, 225 Millennium Student Center, (314) 516-5161. All students may come to the University Advising Center for advising, see a faculty adviser in their department, or see a professional adviser in their college, school or professional school.

Facilities The facilities of the University of Missouri-St. Louis, including the computer center, library, laboratories, cafeteria, cashiers, bookstore, financial aid, health service, and admissions office, are open in the evening. Evening College students are also eligible to participate in any of the university sports programs that interest them. The athletic facilities of the Mark Twain Building are available.

Alpha Sigma Lambda The Beta Epsilon Chapter of Alpha Sigma Lambda is a national honorary scholastic

society for Evening College students. To be eligible for membership, a student must have completed at least four semesters of college or university work, completed a minimum of 24 semester hours in the Evening College, have a cumulative grade point average of 3.2, and be enrolled in the Evening College.

Degree Programs

General Education Requirements

All candidates for a degree through the Evening College must meet the university general education requirements.

Bachelor of Arts

Majors available for the B.A. degree are biology, chemistry, communication, economics, English, history, mathematics, physics, political science, psychology, and sociology. For further information, consult the appropriate departmental section of the College of Arts and Sciences or College of Fine Arts and Communications portion of this *Bulletin*.

Bachelor of Science

The B.S. degree is available in biology, chemistry, computer science, criminology and criminal justice, economics, mathematics, physics, and sociology. For further information, consult the appropriate departmental section of the College of Arts and Sciences portion of this *Bulletin*.

Specialized Bachelor's Degrees

Also available are the bachelor of science in accounting (B.S.A.), bachelor of science in business administration (B.S.B.A.), the bachelor of science in management information systems (B.S.M.I.S.), the bachelor of science in education (B.S.Ed.), and the bachelor of science in public policy and administration (B.S.P.A.). The B.S. in education offers specialization in any of the following: early childhood education, elementary education, middle school/junior high school, special education, and secondary education. Students should consult the appropriate departmental section of the College of Arts and Sciences, the College of Business Administration, or the College of Education of this *Bulletin*.

Bachelor of Social Work The B.S.W. degree program is designed to prepare persons for employment in social welfare agencies, schools, hospitals, correctional institutions, or day care, geriatric, or rehabilitation centers. Individuals currently working in social welfare settings can improve their skills and increase their opportunities for job advancement. For further information, consult the Social Work section of this *Bulletin*.

The **Bachelor of General Studies** degree (B.G.S.) is also offered through the Evening College. It is designed to provide mature students with a meaningful alternative to traditional degree programs. It appeals to a variety of students whose circumstances, goals, and aspirations are

different from those of the "typical" college student. The B.G.S. program provides the flexibility needed to enable students, with careful advisement, to develop individualized programs of study.

Admission Requirements for the B.G.S. Program

Candidates for the B.G.S. degree must be admitted to the Evening College and must complete an application for admission to the program. Applications must be approved by the General Studies Committee and the Evening College dean. The criteria for admission are:

- Students must have reasonable programs of study, and be in good academic standing.
- Students must have demonstrated the equivalent of academic proficiency required for any other undergraduate degree at UM-St. Louis.
- Study programs should be structured to meet students' unique educational goals and should not be readily available under any other UM-St. Louis degree program.

Degree Requirements for the B.G.S. Program

General Education Requirements

Students must complete the university's general education requirements. For details refer to the general education requirements section of this *Bulletin*.

Personal Emphasis Area

In consultation with a faculty adviser, students shall develop a personal emphasis area of at least 36 advanced semester hours of graded credit that meets their educational goals. Graded credit consists of degree credit courses in which the student received a letter grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-. Regardless of the focus, theme, or purpose, the personal emphasis area should result from self-examination and contribute to self-realization and an advanced level of academic competence and achievement. The program must be approved by the faculty adviser, dean, and General Studies Committee. Students and advisers periodically review the program and make appropriate modifications where necessary, subject to the dean's approval.

Hour and Grade Requirements

The degree requires completion of 120 semester hours with a 2.0 campus grade point average overall and in the personal emphasis area. No more than 30 hours may be taken in any one department. At least 45 hours must be earned in courses beyond the introductory level. A minimum of 24 hours of graded credit must be completed in residence at UM-St. Louis, of which 18 hours must be in the personal emphasis area and completed after admission to the B.G.S. program. No more than 18 hours may be taken on a satisfactory/unsatisfactory basis. Each candidate must be in residence for 24 of the last 30 hours of graded

credit (exclusive of courses taken on a satisfactory/unsatisfactory basis).

Credit for Experience, Special Projects, Examinations, and Nontraditional Forms of Study

Credit may be earned through the College Level Examination Program in accordance with university policy or through examinations proposed or approved by university departments. Credit also may be earned through correspondence study, supervised independent research study, and college-level courses offered by television or similar education media. Students are responsible for obtaining approval for credit applied under this option.

Students may receive credit for vocational experience, community service projects, or cultural activities after they have completed 24 hours of course work in residence.

Vocational Experience

Credit may be granted for vocational experience when related to the personal emphasis area. Credit cannot exceed 3 semester hours for each year of experience with a maximum of 12 hours allowed only in exceptional circumstances. Petitions for vocational experience credit must be accompanied by a job description verified by the employer or similar appropriate evidence. Credit may be granted only upon recommendation of the faculty adviser and approvals of the dean and the General Studies Committee.

Community Service Projects/Cultural Activities

Credit not exceeding 6 hours may be earned for participation in approved community service projects or cultural activities. The projects or activities must be formulated by the student and carried out under the supervision of a faculty member with the approval of the adviser, dean, and General Studies Committee. Students must submit a written report approved by the supervisor upon completion of the projects or activities. Credit for vocational experience or community service/cultural activities may be applied toward the elective credits required for the degree but may not be used to complete the personal emphasis area or general education requirements.

Students must file a degree application form in the Evening College at least one year before the expected graduation date.

Minors

Minor in Employee Training and Development

The Evening College and the College of Business Administration offer a minor in employee training and development. The requirements are:

BA 3623, or Psych 3318, Industrial and Organizational Psychology

BA 3624, Employee Training and Development

Ed Psy 3312, Psychology of Teaching and Learning
Ed Tec 5340, Selection and Utilization of Educational
Media

Psych 2219, Research Methods

One additional course selected from these approved
electives:

BA 3621, Human Resources Management

Comm 1141, Business and Professional Speaking

Sociology 4354, Sociology of Business Work Settings

Students should consult with an adviser when planning
their programs. A 2.0 grade point average is required for
the minor. No courses may be taken on a
satisfactory/unsatisfactory basis. At least 12 credits of
those required must be completed in residence at UM-St.
Louis.

This minor is designed for human resources managers in
small companies and training managers or human
resources specialists in larger companies. The required 18
hours, including the approved elective course, enable the
student to be exposed to different skills essential for the
occupational area.

Other minors in business administration include
accounting, finance, general business, international
business, logistics and operation management,
management and organizational behavior, marketing, and
management information systems.

Other Minors

Minors are also available in biology, black studies,
chemistry, communication, computer science, criminology
and criminal justice, economics, English, history, legal
studies, mathematics, political science, philosophy,
physics, psychology, public affairs journalism, social
work, sociology, and urban studies. For currently offered
minors, consult an adviser.

Certificates

Certificate programs are available in various areas of
study. For more information, consult the Certificate
Programs section of this *Bulletin*.

Career Outlook

Many graduates of the Evening College have found their
careers advanced upon obtaining their degree. Some have
entered new careers in midlife, and others have found
personal satisfaction in the acquisition of knowledge for its
own sake. The Evening College staff consists of advisers
with extensive experience concerning adult students'
needs. Call the Evening College office, (314) 516-5161 for
more information.

The College of Fine Arts and Communication

General Information

The College of Fine Arts and Communication at the University of Missouri-St. Louis includes the Departments of Art and Art History, Communication, Music, and Theatre Dance and Media Studies. The faculty and alumni of this College have distinguished themselves as scholars, visual artists, teachers, and performers. Students of the College pursue their activities in a variety of campus locations, including the Fine Arts Building, Lucas Hall, the Music Building and the General Services Building. The University's new, \$55 million Performing Arts Center will opening the spring of 2003, affording two world class venues for performances by individual university students and faculty, campus ensembles, and visiting artists. In addition, Gallery 210, Gallery FAB, and Gallery VISIO in the Millennium Student Center, offer space for the display of student and faculty artwork, as well as visiting exhibitions.

The College of Fine Arts and Communication is distinguished by its collaboration with the community. Four endowed professorships link the University to the Saint Louis Symphony, the Saint Louis Art Museum, Opera Theatre of Saint Louis, the Laumeier Sculpture Park, and other local cultural institutions. The Des Lee Music Education Collaborative connects the University and a variety of partner cultural institutions to eleven local school districts.

The College of Fine Arts and Communication consists of some 50 full-time faculty members in the following departments, each offering work in specific undergraduate degree programs: art and art history, communication, and music. In addition, the Theatre Dance and Media Studies Department began to offer classes in the theatre and dance during the 2002-2003 academic year.

Graduate study degree programs, administered through the Graduate School, are also offered in the communication and music departments.

Requirements for Undergraduate Study

In addition to the university general education requirements, all majors in the College of Fine Arts and Communication must meet the following requirements:

To graduate, all majors in the college also must complete the following:

Requirements of their chosen baccalaureate degree (i.e., B.A., B.F.A., B.M., etc) in accordance with the policies of the College of Fine Arts and Communication.

Requirements of the department for their selected major or interdisciplinary program.

Cultural Diversity Requirement

To expand cultural awareness, all students are required to complete a course that emphasizes Asian, African, Middle Eastern, Latin American, Pacific aboriginal, Native American, or a comparable culture. Courses that satisfy this requirement involve substantial material independent of the cultures' interactions with European cultures. If a course focuses on one facet of a culture, it must treat the topic within the context of the culture as a whole. A list of courses which fulfill the Cultural Diversity requirement may be found elsewhere in this bulletin.

Academic Policies

Grade Requirements

To graduate, all majors in the college must satisfy one of the following grade point options:

- Earn 120 hours with a C grade or better, which constitutes a complete degree program. Neither a grade of C- nor a satisfactory grade may be counted.
- Have a minimum UM-St. Louis Campus grade point average of 2.0 and have met all other Grade Point restrictions that are required for the degree program and the major.

Residency Requirements

Unless otherwise specified, a transfer student must complete 12 hours of graded work at UM-St. Louis at the 2000 level or above within the minimum number of hours required for each major.

Unless otherwise specified, a transfer student must complete at least six hours of graded work at UM-St. Louis at the 2000 level or above within the minimum number of hours required for each minor. Students should consult the minor department for specific residency and grade requirements.

Specific Baccalaureate Degree Requirements

Course Requirements

After fulfilling the general education and specific major degree requirements, students are to take the remaining hours required to complete the bachelor's degree from courses (which the appropriate department has evaluated as being of university level quality) from one or more of the following areas or their university quality equivalents at other institutions: anthropology/archaeology, art (appreciation, history, studio), astronomy, biology, chemistry, communication, criminology and criminal justice, economics, English, foreign languages/literatures, geology, history, mathematics/computer science, music (appreciation, history, performance), philosophy, physics, political science, psychology, social work, sociology, business, education, engineering, or interdisciplinary. Other areas or courses not listed require approval by the chair of the student's department.

Bachelor of Arts (B.A.)

All B.A. degree candidates must successfully complete a curriculum which includes a departmental major or an approved interdisciplinary field. A major must include at least 30 credit hours but no more than 45 hours. The College offers the B.A. degree in art history, communication, and music.

A number of minors are available at UM-St. Louis. Some are offered by individual departments, while others, such as Classical Studies and Black Studies, are interdisciplinary in nature and involve a number of departments. The requirements for the various minors are listed in either the departmental or interdisciplinary sections of this *Bulletin*.

Foreign Language Requirement

Candidates for the B.A. degree are required to complete 13 credit hours or the equivalent in proficiency in one foreign language. Foreign language guidelines are as follows:

Students entering with no high school language units must enroll in Language 1 or may enroll in the 2115 series.

Students with the degree of proficiency equivalent to 13 hours of college-level work may obtain exemption by passing the department's placement exam. The specific dates for the exam are announced in the Schedule of Courses or may be obtained from the admissions office or the Department of Foreign Languages and Literatures.

Native speakers of language other than English may meet the foreign language requirement by presenting a transcript from a university or secondary school of their native country. The department will certify native speakers of those languages which are taught at the university. Those who are proficient in other languages must submit certification of competence to the college.

Language 2115 a, b, and c (Intensive) will satisfy the foreign language requirement. 2115 and co-requisites and must be completed with a grade of C-or better, to satisfy the foreign language requirement.

Students may not repeat, for credit an elementary course if they have already completed a higher-level course for which the elementary course, or its equivalent, is a prerequisite.

Applied Music and Studio Art.

All students in the college may count any number of hours of applied music (private lessons) or studio art courses toward any degree in the college. This also includes transferred credit. However, students not majoring in music may count no more than eight hours in music-performing organizations (Music 1400, 1410, 1500, 1520, etc.) toward graduation, including credit transferred.

Bachelor of Music (B.M.)

The requirements are the same as for the B.A. degree with the addition of music education courses for music majors seeking state teacher certification. Although foreign language proficiency is not required, foreign language study is required for applied voice students.

Certificate Programs

A certificate program is offered in photographic studies.

Department Honors

Majors in the following department may pursue departmental honors.

Minors

Department of Art and Art History

Faculty

Dan Younger, Professor, Chairperson*

M.F.A., University of Iowa

Kenneth Anderson, Professor*

M.F.A., Southern Illinois University, Edwardsville

Yael Even, Professor*

Ph.D., Columbia University

E. Louis Lankford, Professor, Des Lee Foundation

Endowed Professorship in Art Education*

Ph.D., Florida State University

Jay Rounds, Professor, Des Lee Foundation Endowed

Professorship in Museum Studies and Community History*

Ph.D., University of California, Los Angeles

Jeanne Morgan Zarucchi, Professor*, Art History

Coordinator

Ph.D., Harvard University

Marian Amies, Associate Professor*

M.F.A., Southern Illinois University, Edwardsville

Ruth L. Bohan, Associate Professor*

Ph.D., University of Maryland

Susan E. Cahan, Associate Professor, Des Lee Endowed

Professorship in Contemporary Art

Ph.D., Graduate Center, City University of New York

Glen P. Gentele, Associate Professor, Aronson Endowed

Professor of Modern and Contemporary Art History,

Director of Laumeier Sculpture Park

M.F.A., Maryland Institute, College of Art

Jeffrey L. Sippel, Associate Professor*, BFA Coordinator

M.F.A., Arizona State University

Terry L. Suhre, Associate Professor, Gallery Director*

M.F.A., Southern Illinois University, Carbondale

Jennifer McKnight, Assistant Professor

M.F.A., California Institute of the Arts

Phillip E. Robinson, Assistant Professor*

M.F.A. University of Illinois, Chicago

Gretchen Schisla, Assistant Professor

M.F.A., Boston University

Susan Waller, Assistant Professor

Ph.D. Northwestern University

Luci' Mauricio-McMichael, Lecturer

M.F.A., Fontbonne University

*members of Graduate Faculty

The Department of Art and Art History represents a diverse faculty actively engaged in the production of art and in its historical and critical evaluation. The department prides itself on its commitments to high standards of teaching and sound research achievements. Individual faculty have been cited for their teaching excellence. Art history faculty members have written books, articles, and critical reviews and regularly participate in national and international conferences. Art history faculty have received research grants from such major institutions as the J. Paul Getty Foundation, the National Endowment for the Humanities, the Andrew W. Mellon Foundation, and the American Philosophical Society. Studio art faculty exhibit nationally and internationally in group- and solo-juried and invited

exhibitions. Their work has been accorded various show awards and received financial support from the National Endowment for the Arts, the Ford Foundation, and University Research grants.

General Information

Degrees and Areas of Concentration

The department offers course work leading toward the B.A. in art history and the B.F.A. in studio art.

Courses included in the B.A. in art history cover the arts of Asia, Africa, Europe, and North America, including Native American arts, from ancient times to the present. Courses examine the entire range of human visual expression from painting, sculpture, architecture, and photography to performance and festival arts. In each case the arts are examined within their historical, aesthetic, and cultural contexts.

The B.F.A. in studio art consists of a foundation art program and an emphasis area in one of the following: drawing, graphic design, painting, photography, printmaking, and general fine arts. UM-St. Louis has a transfer agreement with the St. Louis Community College District, which offers a direct credit transfer to upper division BFA courses for students who graduate with an AFA degree from the SLCC.

To support its teaching and research objectives, the department maintains a slide collection of over 110,000 slides. The collection, which includes examples of painting, sculpture, architecture, photography and decorative arts, is under the supervision of a professional slide curator, who is available for special assistance to staff and students.

Gallery 210

Gallery 210, located in Building 7, 44 East Drive, offers visual arts programming of regional, national, and international importance. The gallery's exhibitions and related arts programming have enjoyed a long and distinguished history of service to the university and to the St. Louis community. Gallery activities are supervised by a professional gallery director.

Gallery FAB

Located in the Fine Arts Building, Gallery FAB exhibits a range of work by artists of regional and national significance. The exhibitions are coordinated by members of the Studio Art Faculty and complement the teaching emphases of the Fine Arts program.

Gallery Visio

Gallery Visio is a student-run gallery located in room 109 Millennium Student Center. Its exhibitions are devoted primarily to the display of student and faculty work.

Scholarships/Internships

Three scholarships are available on a competitive basis within the department: the Art Department/Barbara St. Cyr Scholarship, the William T. Isbell Jr. Scholarship, and the

Aronson Scholarship. The department also sponsors a variety of internships with local arts institutions, including the St. Louis Art Museum, the Missouri Historical Society, Contemporary Art Museum St. Louis, Laumeier Sculpture Park, and various private art galleries.

Undergraduate Studies

General Education Requirements

Majors in art history must meet the college and university general education requirements. A foreign language is required. French or German is recommended. Art history courses required for the degree may not be taken on a satisfactory/ unsatisfactory (S/U) basis.

Art history courses can be applied toward minors in Anthropology, American Studies, Classical Studies, Philosophy, and Urban Studies, or certificates in Studies in Religions, Women's and Gender Studies, Photographic Studies and African Studies.

Majors in studio art must meet the college and university general education requirements. A foreign language is not required. Studio art courses required for the degree may not be taken on a satisfactory/ unsatisfactory (S/U) basis. A minimum of 120 hours is required for graduation. Studio art courses do not fulfill the humanities general education requirement.

Degree Requirements

Bachelor of Arts in Art History

Art history majors must complete a minimum of 36, but no more than 45, hours in art history. The following courses are required:

- 1100, Introduction to Western Art
- 3303, Media and Technique in Art History
- 3395, Sophomore/Junior Seminar: The Methods of Art History
- 4495, Senior Art History Seminar

Students must take **three** lower-division courses from three of the following four categories:

Ancient and Medieval

- 2211, Art and Archaeology of the Ancient World
- 2212, Greek Art and Archaeology
- 2213, Roman Art and Archaeology
- 2214, Early Christian and Byzantine Art
- 2225, Medieval Art

Early Modern

- 2235, Italian and Northern European Renaissance Art
- 2237, Northern European Renaissance Art
- 2238, Italian Renaissance Art
- 2240, French Art and Architecture 1400-1715
- 2245, Baroque Art and Architecture

Modern and American

- 2250, Nineteenth Century European Art
- 2255, Modern Art
- 2270, American Art to 1876
- 2272, American Art since 1876
- 2279, American Architecture
- 2265, History of Photography
- 2281, Art Since 1960

Non-European

- 1103, Pre-Columbian Art
- 1104, Indigenous Arts of North American
- 1105, The Arts of Africa
- 1108, Introduction to the Arts of Asia
- 1109, Chinese Art
- 1110, Japanese Art

Students must take **four** upper-division courses. **Two** of these courses should be chosen from the following list:

- 3365, The Artist and the City
- 3374, Philosophy of Art
- 3375, The Art of the Print
- 3376, Women and the Visual Arts
- 3385, Studies in Architectural History
- 3391, Advanced Issues and Ideas in Art History
- 3394, Art Criticism
- 3396, The Nude in Art
- 3397, Landscape Perspectives in Art
- 3398, The Portrait

The remaining **two** upper-division courses must be chosen from **two** of the following four categories:

Ancient and Medieval

- 4411, Topics in Ancient Art and Archaeology
- 4425, Topics in Medieval Art

Early Modern

- 4445 Topics in Baroque Art
- 4455, Topics in Renaissance Art

Modern and American

- 4455, Topics in Modern Art
- 4475 Topics in American Art
- 4465, Topics in Photographic Studies
- 4481, Topics in Contemporary Art

Non-European

- 4408, Topics in the Arts of Asia
- 4405, Topics in Arts of Africa

Students must also take **one** course in studio art. Up to nine hours in studio art may be applied toward the B.A. in art history. Art 1134, Art Activities for Elementary Schools, does not fulfill this requirement.

To complete the 36-45 hours for the degree, art history majors may take additional courses from those previously noted or any of the following:

1165, Photography and Society
2291, Issues and Ideas in Art History
2295, Special Topics in Art History
3387, Professional Internship
3388, UM-St. Louis-Saint Louis Art Museum Internship
3389, Visual Resources Management
3390/4490, Special Study
3392, Museum Studies
3393, Art Gallery Management

Bachelor of Fine Arts in Studio Art

Candidates for the B.F.A. degree must complete a Foundation Art Program (which is largely satisfied by the A.F.A. degree) and an emphasis area in one of the following: drawing, graphic design, painting, photography, printmaking or general fine arts. An art education emphasis may be taken in combination with one of the studio art emphasis areas. Studio art majors are required to take 75 hours in studio art (this includes 30 hours in the foundation art program) and 15 hours in Art History, Art 1134, Art Activities for Elementary Schools, cannot be applied toward this degree. A minimum of 24 hours must be completed in residence at UM-St. Louis. Graduating students must also pass a faculty portfolio review.

Advanced Placement in Studio Art Classes: Studio Art Majors who have professional Graphic Design or Photographic experience may wish to submit a portfolio review to a committee of studio art faculty. Depending on the nature and the quality of the student's portfolio, they may be able to obtain exemptions from selected lower level division studio art courses. Students applying for these exemptions must submit their portfolios prior to the first day of class of their first semester at the University. A handout detailing the submission procedures and requirements can be obtained from the Studio Arts office. Students will be notified in writing if an exemption is granted. Students informed of these waivers will be advised of their requirements in the studio art major. All decisions of the portfolio reviews are final.

Foundation Art Program

The following courses are required for the Foundation Art Program:

1140, Drawing I
1141, Drawing II
1142, Figure Drawing I
1143, Figure Drawing II*
1150, Design I
1151, Design II
2240, Drawing III or
2250, Composition
9 hours of Studio Art Electives

*Those planning an emphasis in drawing or painting must take Art 1143.

Students must complete 45 hours in **one** of the following emphasis areas:

Drawing

2240, Drawing III
2241, Drawing IV
2242, Figure Drawing III
2243, Figure Drawing IV
2251, Design III
3340, Advanced Problems in Drawing I
3341, Advanced Problems in Drawing II
4495/4496, Senior Studio Seminar (6 hours)
6 hours of Painting or Printmaking
12 hours of Studio Art Electives

Graphic Design

Note: Enrollment in upper level graphic design courses beginning with Graphic Design III is limited to students who have been admitted to candidacy for the Bachelor of Fine Arts with Graphic Design emphasis

1210, Graphic Design I
1220, Graphic Design II
2220, Computer Art I or Studio Art Elective
2221, Computer Art II or Studio Art Elective
3310, Graphic Design III
3311, Graphic Design IV
3312, Special Techniques in Illustration and Graphic Design or Studio Art Elective
3383, Advanced Problems in Graphic Design I
3384, Advanced Problems in Graphic Design II
3389, Graphic Design Studio or Studio Art Elective
4497, Senior Seminar in Graphic Design I
4498, Senior Seminar in Graphic Design II
9 hours of Studio Art Electives

Painting

1180, Painting I
1181, Painting II
2251, Design III
2280, Painting III
2281, Painting IV
3380, Advanced Problems in Painting I
3381, Advanced Problems in Painting II
4495/4496, Senior Studio Seminar (6 hours)
6 hours from the following list:
2240, Drawing I
2241, Drawing IV
2242, Figure Drawing III
2243, Figure Drawing IV

12 hours of Studio Art Electives

Photography

2251, Design III
2262, Color Photography I
3260, Photography III
3362, Color Photography II
3363, Digital Photography II
3391, Advanced Problems in Photography I
3392, Advanced Problems in Photography II
4490, Senior Seminar in Photography I (3)
4491, Senior Seminar in Photography II (3)

12 hours of Studio Art Electives
6 hours of Photography electives

Printmaking

1170, Printmaking I
2241, Drawing IV
2243, Figure Drawing IV
2251, Design III
2271, Printmaking II
2274, Printmaking and Relief
3370, Advanced Problems in Printmaking I
3371, Advanced Problems in Printmaking II
4495/4496, Senior Studio Seminar (6 hours)
6 hours from the following list:
1173, Printmaking: Screen printing I
2272, Printmaking: Lithography I
2277, Printmaking: Photolithography
3372, Advanced Lithography
9 hours of Studio Art Electives, including one course in photography

General Fine Arts

30 hours of studio art electives must be taken at the 2000 level or above.

The following courses are required:

2251, Design III
4495/4496, Senior Studio Seminar (6 hours)

Select 6 hours from the following:

3340, Advanced Problems in Drawing I and
3341, Advanced Problems in Drawing II or,
3370, Advanced Problems in Printmaking I and
3371, Advanced Problems in Printmaking II
3380, Advanced Problems in Painting I and
3381, Advanced Problems in Painting II or,
3391, Advanced Problems in Photography I and
3392, Advanced Problems in Photography II or,

Students must complete 15 hours of Art History, with at least 9 hours taken in residence at UM-St. Louis.

Students choosing a double major in two studio art emphasis areas must complete all the requirements for each emphasis area. If the double major includes Graphic Design, students must take four semesters of Senior Studio Seminar. This includes Art 4490, Art 4491, Art 4497, Art 4498, Art 4495, and Art 4496.

Minors

Minor in Art History

A minor in art history requires the completion of at least 18 hours in art history courses. Students must take Art 1100 and at least one course in non-Western art. They must also take at least 2 courses at the 4000 level or above. A maximum of 3 hours of internship can be applied toward a minor in art history. The GPA for the courses for the minor must be 2.0 or better. Nine of the 18 hours must be taken in residence at UM-St. Louis.

Minor in Studio Art

Students who wish to minor in studio art must take a minimum of 18 hours with a grade point average of 2.0 or better. The requirements for the minor are as follows:

1140, Drawing I
1141, Drawing II
1150, Design I

and two consecutive courses (6 hours) in any single area to be selected from the following (students should be aware that courses are not always available in all areas):

Painting
Printmaking (any one subfield)
Photography
Graphic Design
Advanced Drawing
plus a studio art elective: one three-hour course.

Photographic Studies Certificate

UM-St. Louis students, graduates, and post-baccalaureate candidates may obtain a certificate in photographic studies by coordinating courses in and related to photography. To be eligible for the certificate, undergraduates must complete a degree in a chosen major field. A faculty member of the Interdisciplinary Photographic Studies Committee will act as adviser to all students and will consult with the faculty adviser in the student's major to plan appropriate credits. This certificate is designed for all who have an intense interest in the myriad aesthetic and practical aspects of the medium.

Requirements

The following courses are required:

Art 1060, Photography I
Interdisciplinary 1165/Art 1165, Photography and Society
Art 2160, Photography II
Art 2265, History of Photography
Art 3260, Photography III, or
Interdisciplinary 3390, Independent Studies in
Photographic Studies

Students must also take at least one 3-hour course selected from the following departmental offerings. New courses will be reviewed periodically for inclusion:

Art 1100, Introduction to Western Art
Art 2262, Color Photography I
Art 2263, Introduction to Digital Photography
Art 2264, Non-Silver Photography
Art 2265, Photography Since 1945
Art 2268, Video Art I
Art 2277, Printmaking: Photolithography
Art 3260, Photography III
Art 3362, Color Photography II
Art 3364, Video Art II
Art 3374, Philosophy 274(3374), Philosophy of Art
Art 3390, Special Studies
Art 3391, Advanced Problems in Photography I
Art 3392, Advanced Problems in Photography II
Biology 4784, Techniques in Electron Microscopy

Comm. 1050, Introduction to Mass Media
Comm. 1070, Introduction to Cinema
Comm. 2210, Television Production
English 3140/Comm 3214, News Writing
English 3150, Feature Writing
Interdisciplinary 3390, Independent Studies in
Photographic Studies
Psych 2213, Principles of Perception

Pre-Professional Graduation: Architecture

The Department of Art sponsors the 3+4 Program for the School of Architecture at Washington University. A student who transfers to the School of Architecture, Washington University, at the end of the junior year may graduate from UM-St. Louis after the satisfactory completion of the first year of professional school upon meeting one or more of the following conditions:

- 1) The student has completed all general education requirements and all requirements for a major and lacks only the total hours (electives) necessary for a degree.
- 2) A student who has not completed required courses for a degree must remedy the deficiency with courses taken at the University of Missouri-St. Louis within three years of entering the professional school. At the time of graduation the student must remain in good standing in the professional school or have successfully graduated from the professional school.
- 3) A student who has not completed all the courses required for a major may, if the major department at UM-St. Louis agrees, substitute up to six hours of appropriate course work from the professional school.

The requirement that 24 of the last 30 hours of course work for a degree be taken at UM-St. Louis shall be waived where necessary for students graduating under this procedure.

Career Outlook

Study in art history broadens and enriches a general education, offering insight into the visual, architectural, and cultural artifacts left by earlier, as well as modern, civilizations. Art history graduates have found career opportunities in teaching, museums, galleries, libraries, historical societies, sales and auction houses, historic preservation, and arts administration.

Students with degrees in studio art find careers in teaching, advertising, public relations, graphic design, illustration, film and video production, arts administration, art restoration, product and industrial design, framing, and commercial photography.

Course Descriptions

Courses in this section are grouped as follows: Art History and Studio Art. Prerequisites may be waived by consent of instructor. For the nonmajor, any number of studio courses will be accepted as electives.

Students who have earned 24 or more semester hours of credit at any accredited post-secondary institution(s) before the start of the fall-2002 semester must meet the general education requirements stipulated in the UM-St Louis 2001-2002 Bulletin. The following courses fulfill the Humanities breadth of study requirements as described in that Bulletin: ART HISTORY 1100, 1103, 1104, 1105, 1108, 1109, 1110, 1165, 2211, 2212, 2213, 2214, 2225, 2235, 2237, 2238, 2240, 2245, 2255, 2265, 2267, 2278, 2279, 2281, 2291, 2295, 3303, 3365, 3374, 3375, 3376, 3385, 3390, 3391, 3392, 3393, 3394, 3395, 3396, 3397, 3398, 4402, 4405, 4408, 4411, 4425, 4435, 4445, 4455, 4465, 4475, 4481, 4490, 4495.

The following courses meet the Cultural Diversity requirement: ART HISTORY 1103, 1104, 1105, 1108, 1109, 1110, 4402, 4405, and 4408.

Art History

1100 Introduction to Western Art (3) [H]

An introduction to major historical movements in Western art.

1103 Pre-Columbian Art of Mexico and Central America (3) [CD]

A survey of the arts of native peoples of Middle America before the coming of the Spaniards in 1519. The cultural context and meaning of sculpture, painting, architecture, and ritual among the Olmec, Maya, Aztec, and other tribes.

1104 Indigenous Arts of North America (3) [CD]

A survey of the indigenous arts of North America from pre-contact through the present. Cultures to be covered include Iroquois and Ojibway of the Northeast; Navajo and Pueblo of the Southwest; Kwaguith and Gitsxan of the Northwest Coast; and Inuit from the Arctic. The relationship of art to religion, philosophy, politics, and social life will be explored.

1105 Introduction to the Arts of Africa (3) [H, CD]

A survey of the major achievements in painting, sculpture, and architecture of the continent of Africa, with an emphasis upon the religious and social contexts of the arts. This course satisfies the cultural diversity requirement.

1108 Introduction to the Arts of Asia (3) [H, CD]

A survey of the major achievements in architecture, sculpture, and painting of India, China, Japan and Southeast Asia, with an emphasis on religious, historical, and social context of the arts. This course satisfies the cultural diversity requirement.

1109 The Arts of China (3) [CD]

A survey of the major achievements in the history of Chinese art. Bronzes, sculpture, painting, calligraphy, ceramics, and jades will be considered within their historical, philosophical, and social context.

1110 The Arts of Japan (3) [CD]

A survey of the art and architecture of Japan from prehistory to the present. Topics will include sculpture, architecture, pottery, gardens, Japanese prints and paintings in their various forms, i.e. Chinese style, purely Japanese style, narrative scrolls, Zen, and Rimpa.

1165 Photography and Society (3)

Same as Interdisciplinary 1165. A study of photography as a means of information and expression, as an influence on culture, and as a reflection of concepts in politics, science, morality, and art. This course counts toward the major.

2211 Art and Archaeology of the Ancient World (3) [H]

Prerequisite: Art 1100. A survey of art in Egypt, the Ancient Near East, Greece, and Rome, beginning in the Neolithic era (8000-4000 BC) and ending with the Barbarian invasions of Italy in the fifth century A.D. The major highlights of architecture and city planning, sculpture, painting, pottery, and the minor arts will be covered.

2212 Greek Art and Archaeology (3)

Prerequisite: Art 1100. General survey of material culture in the Aegean basin, beginning with the Bronze Age (third millennium BC), and terminating in the late Hellenistic period (second century BC). For the Hellenistic period the course will trace Greek developments and influences outside of the Aegean, for example, in Italy and in Egypt.

2213 Roman Art and Archaeology (3)

Prerequisite: Art 1100. General survey of material culture in Italy and its dependencies beginning with prehistoric Italy (ninth and eighth centuries B.C.) and terminating in late antiquity (the fifth century A.D.). The course will focus on the regional variants of Roman art in such places as Gaul, Spain, Great Britain, North Africa, and the Greco-Roman East.

2114 Early Christian and Byzantine Art (3)

Prerequisite: Art 1100. Survey of the development of Christian imagery during the Late Antique period, the Constantinian epoch, the development of the early Byzantine style during the sixth century, and later innovations in style and subject matter in later Byzantine art until AD 1453.

2225 Medieval Art (3)

Prerequisite: Art 1100. A survey of the art and architecture of the Mediterranean World and northern Europe from late antiquity to the Late Gothic period (300-1300 A.D.). Focus on new styles and subject matter in painting, sculpture, and architecture.

2235 Italian and Northern European Renaissance Art (3) [H]

Prerequisite: Art 1100 or permission of instructor. An introduction to selected artworks, artists and patrons in Italy and Northern Europe throughout the fifteenth and sixteenth centuries, beginning with Ghiberti and Van Eyck and ending with Michelangelo and Brughel.

2237 Northern European Renaissance Art (3)

Prerequisite: Art 1100. A review of Flemish, "Franco-Flemish", and German paintings, illuminations, and prints during the fifteenth and sixteenth centuries, before and after Luther.

2238 Italian Renaissance Art (3)

Prerequisite: Art 1100. The study of sculpture, paintings, and architecture in Florence, Rome, and Venice during the fourteenth, fifteenth, and sixteenth centuries as reflections of cultural, religious, philosophical, and political beliefs.

2240 French Art and Architecture 1400-1715 (3)

Prerequisite: Art 1100 or permission of the instructor. A survey of art and architecture in France from the late medieval period to the late baroque. Topics will include the development of French chateaux and gardens, the rise of the Academy, and the influence of royal patronage on the arts.

2245 Baroque Art and Architecture (3)

Prerequisite: Art 1100 or permission of the instructor. A survey of the major paintings, statues, buildings, and their artists and patrons in seventeenth-century Italy, France, Flanders, Holland, and Spain. Special attention will be given to the study of the city of Rome.

2250 Nineteenth Century European Art (3)

Prerequisites: Art 1100 or consent of the instructor. A survey of European art from 1780 to 1880, focusing on developments in England, France, Germany, and Scandinavia. Topics to be addressed include Neoclassicism, Romanticism, Realism, and Impressionism.

2255 Modern Art (3) [H]

Prerequisite: Art 1100 or consent of the instructor. A survey of art from 1880 to 1960. Topics to be addressed include Post-Impressionism, Cubism, Surrealism, Abstract Expressionism, and non-representational art.

2265 History of Photography (3)

Prerequisite: Art 1100 or consent of instructor. A study of photography: its historical development, an examination of it as an art medium, and its influence on the development of modern art.

2270 American Art to 1876 (3)

Prerequisites: Art 1100 or consent of the instructor. An overview of the major developments in painting, sculpture, and the decorative arts in the United States to 1876.

2272 American Art since 1876 (3)

Prerequisites: Art 1100 or consent of the instructor. Major developments in American painting, sculpture, and the decorative arts since 1876.

2279 American Architecture (3)

Prerequisite: Art 1100 or consent of the instructor. An overview of American architectural practice from 1600 to the present.

2281 Art since 1960 (3)

Prerequisite: Art 1100 or consent of the instructor. A survey of art from 1960 to the present. Topics to be addressed include Pop Art, Conceptual Art, Minimalism, performance art, and other recent art forms and movements.

2291 Issues and Ideas in Art History (3)

Prerequisite: Art 1100 or permission of instructor. Intensive studies of a few selected works from various eras and cultures, with special attention to the particular social and cultural factors surrounding their creation. May be repeated for credit with change of topic and permission of adviser.

2295 Special Topics in Art History (1-3)

Prerequisite: Art 1100 or consent of instructor. Selected topics in art history. This course may be repeated for credit.

3303 Media and Technique in Art History (3)

Prerequisite: Art 1100, and two other courses in art history. Technical demonstration of and research into various materials and media used by artists. In addition to ancient media such as egg tempera and fresco, it will include modern media such as photography and video.

3365 The Artist and the City (3)

Prerequisite: Art 1100. Examines the role of urban centers as a focus for significant artistic activity, as a recurring theme in art, and as a spatial and physical architectural reality. Aspects of urban planning, urban imagery in art, and the social, political, and personal networks artists develop as a result of living in particular urban centers at particular moments in history will be among the topics discussed.

3374 Philosophy of Art (3)

Same as Philosophy 3374. A study of issues concerning the definition of art, meaning and truth in the arts, aesthetic experience, and criticism.

3375 The Art of Print (3)

Prerequisite: Art 1100 or consent of the instructor. A study of the history of print forms: woodcuts, etchings, engravings, lithographs, silk-screens, monotypes, and mixed media. Special emphasis will be given to the importance of prints to the art and artists of our time.

3376 Women and the Visual Arts (3)

Prerequisite: Art 1100 or enrollment in the Women's Studies Certificate Program recommended. Selected topics concerning women as creators, users, and subject matter of

art. Great women artists in the Western world will be studied, as well as women weavers, potters, and sculptors in non-western society.

3385 Studies in Architectural History (3)

Prerequisite: Art 1100 or consent of instructor. A study of selected topics in architectural history. The content of the course will vary, and the course may be repeated for credit with permission of the instructor and departmental adviser. Possible topics include the history of the castle, factory architecture, the evolution of the Gothic cathedral, and domestic and vernacular architecture.

3387 Professional Internship (1-6)

Prerequisites: Junior/Senior standing in art history or studio art and consent of faculty advisor. The internship provides experience in museums, historical societies, galleries, design firms, or visual resource collections. Students will assist in the diverse duties associated with the day-to-day functions of the institution, under the joint direction of a faculty adviser and a supervisor at the institution. Course requirements may include readings, research assignments, and/or a paper. This course may be counted for art history or studio art credit with the department's consent.

3388 UM-St. Louis/Saint Louis Art Museum Internship (3)

Prerequisites: Art History or Anthropology major, junior/senior standing, and consent of faculty advisor. Student, selected competitively after submitting application to the UM-St. Louis/St. Louis Art Museum Internship Committee, completes 20 hours of work per week under direction of a curator or curators at the Saint Louis Art Museum. The precise schedule and particular projects are to be determined by the curator and the student together. Projects can include research on the Museum collection, research on possible Museum acquisitions, checking label information, research or compilation of bibliography for exhibitions, or other tasks at the discretion of the curator. Each internship runs for the duration of one semester.

3389 Visual Resources Management (1-3)

Prerequisites: Art 1100 and 3 credit hours in other Art History courses, or permission of Instructor. A hands-on course in the Department of Art and Art History's media center that will cover collection development and management as well as technical and theoretical issues in the visual resources profession.

3390 Special Study (1-10)

Prerequisites: Junior or senior standing and consent of department and instructor. Independent study through readings, reports, or field research.

3391 Advanced Issues and Ideas in Art History (3)

Prerequisites: Art 1100 and three additional courses in art history, or permission of the instructor. Seminar format. Intensive study of a few objects or issues in the history of art, focusing on issues which crosscut periods or geographic regions.

3393 Art Gallery Management (3)

Prerequisites: Art 1100 and 6 credit hours in other art history courses. This course will consider the practical application of professional training in art history as it applies to gallery management. Topics covered will include: grant writing in the arts, the development of art exhibits, the role of the art curator, and the operation of a gallery. All students will get hands-on experience in Gallery 210.

3394 Art Criticism (3)

Prerequisite: Art 2255 or Art 2281 or permission of instructor. An overview of the history and function of art criticism, focusing principally on the theory and criticism of twentieth-century art. Students will attempt their own critical writings on contemporary art.

3395 Sophomore/Junior Seminar: The Methods of Art History (3)

Prerequisites: Art 1100 and nine additional hours in art history. An introduction to the methods of art historical analysis. Emphasis on research techniques and writing. This course must be taken before a student's senior year.

3396 The Nude in Art (3)

Prerequisites: Art 1100 and one other course in art history. An exploration of the various meanings of nudity in art. The cultural, social, and psychological contexts of nudity in art will be examined in different historical periods and geographic regions, both Western and non-Western. Representations of both males and females will be analyzed in terms of gender construction, political authority, and personal identity.

3397 Landscape Perspectives in Art (3)

Prerequisite: Art 1100. This seminar considers the various conventions for representing landscape and nature, and human relationships to landscape, throughout history and across cultures. Issues to be considered may include landscape as metaphor in European painting, contemporary earthworks, landscape photography, and the relationship of artist to landscape in the non-Western world.

3398 The Portrait (3)

Prerequisite: Art 1100 or permission of instructor. An examination of portraiture in its social, economic and political contexts. Group and individual portraits will be analyzed in terms of gender construction, social status, family history and personal and public identity throughout selected periods of Western and non-Western culture.

4405 Topics in the Arts of Africa (3) [CD]

Prerequisite: Art 1105 or consent of instructor. Intensive study of selected of selected topics in the arts of Africa. The content of the course will vary. May be repeated for credit with permission of instructor and adviser. This course satisfies the cultural diversity requirement.

4408 Topics in the Arts of Asia (3) [CD]

Prerequisite: Art 1108 or consent of instructor. Intensive study of selected topics in the arts of Asia. The content of

the course will vary. May be repeated for credit with permission of instructor and adviser. This course satisfies the cultural diversity requirement.

4411 Topics in Ancient Art and Archaeology (3)

Prerequisites: One of the following: Art 2211, 2212, 2213, 2214, or consent of instructor. Intensive study of some aspect of ancient art and archaeology, with emphasis prior to the common era. May be repeated for credit with permission of instructor and adviser.

4425 Topics in Medieval Art (3)

Prerequisite: Art 2225 or consent of instructor. A study of selected topics in Medieval art. The content of the course will vary, focusing on single topics such as manuscript painting, the Gothic cathedral and its sculptural decoration, or the art of pilgrimage churches. May be repeated for credit with permission of instructor.

4435 Topics in Renaissance Art (3)

Prerequisite: Art 2235, 2237 or 2238 or consent of instructor. Studies of selected topics, which will vary. Subjects to be considered may include the art of Florence, the role of patronage in Renaissance Italy, and Papal art. May be repeated for credit.

4445 Topics in Seventeenth and Eighteenth-Century European Art (3)

Prerequisite: Art 2245 or consent of instructor. A study of selected topics in Baroque and Rococo art. The content of the course will vary, focusing on single areas, such as the Baroque in Rome; or on major artists, such as Bernini, Rubens, and Rembrandt. May be repeated for credit with permission of instructor and adviser.

4455 Topics in Modern Art (3)

Prerequisite: Art 2255 or consent of instructor. Intensive study of selected topics in art of the nineteenth and/or twentieth centuries. May be repeated for credit with permission of instructor and adviser.

4465 Topics in Photographic Studies (3)

Same as Interdisciplinary 4465. Prerequisite: Permission of instructor. Advanced study of specific styles, periods, or issues within photographic history.

4475 Topics in American Art (3)

Prerequisite: Art 2270 or 2272 or 2279 or consent of instructor. Intensive study of selected topics in American art. May be repeated for credit with permission of instructor and adviser.

4481 Topics in Contemporary Art (3)

Prerequisites: Art 1100 and Art 2281 or consent of the instructor. Intensive study of selected topics in art since 1960. May be repeated for credit with permission of instructor and adviser.

4490 Special Study (1-10)

Prerequisites: Junior/senior standing and consent of department chairperson and instructor. Independent study through readings, reports, or field research.

4492 Museum Studies (3)

Prerequisites: Art 1100 and 6 credit hours in other art history courses. This course is intended as an introduction to the function and operation of the art museum. Sessions will include the history of art museums and collecting policies; the organization of art museums; the tasks of the curator; the registration practices; art conservation; the museum as an educational institution; the organization and planning of permanent galleries; and the planning and installation of temporary exhibitions.

4495 Senior Art History Seminar (3)

Prerequisite: Art 3395, English 3100 and senior standing in art history or consent of instructor. Intensive reading, discussion, and writing on topics to be announced.

5578 Topics in American Art (3)

Prerequisite: Graduate standing and consent of instructor. This course examines a discrete aspect of the history of American art within the changing social, cultural and historical contexts of Euro-American and/or Native American experiences and traditions.

5588 Museum Education and Visitor Research (3)

Prerequisite: Consent of director of Museum Studies Program. Development and operation of museum educational programs: learning theory; program design; relationships with exhibit development; programming for children and adults. Visitor research: theoretical foundations; research design; field experience; impact on programming and strategic planning.

5592 The History of the Visual Arts in American Museums (3)

Prerequisite: Graduate standing and consent of instructor. This course is an introduction to selected topics in the history of museology, focusing on art and anthropology museums as sites for the interpretations of art and culture, and as contested meeting grounds for various views of history and culture.

6035 Foundations of Museology I (3)

Prerequisite: Consent of Director of Museum Studies Program. Same as Anthropology 6035 and History 6035. Concepts for understanding museums in their social and cultural context; history of museums; museology and general social theory; information transfer vs. Meaning-making models; museums and communities; the changing role of museums; museums as complex organizations; process models of museology.

6036 Foundations of Museology II (3)

Prerequisite: Art 6035 and consent of Director of Museum Studies Program. Same as Anthropology 6036 and History 6036. Audience-centered approaches to museology; visitor

research and learning theory; philosophical and practical considerations in museum planning; the physical design of museums; creativity; exhibit and program development; collections and curation; the challenge of diversity; the future of museums.

6037 Effective Action in Museums (3)

Prerequisite: Consent of Director of Museum Studies Program. Same as Anthropology 6037 and History 6037. The nature of the work done in museums; how museums are organized to accomplish this work; professional roles and practices; technology and resources used by museums, skills for creative and effective leadership in project management and administration in museums; planning, flow charting, budgeting, team dynamics, and related skills. The course will include several site visits to area museums and guest lectures by a variety of museum professionals.

6038 Museum Studies Master's Project (4)

Prerequisite: Consent of Director of Museum Studies Program. (Same as Anthropology 6038 and History 6038). Research and writing/exhibit development on a selected topic.

Studio Art

1002 Introduction to Studio Art (3)

An introduction to drawing, painting, and design in a beginning studio environment. This course is designed to provide basic skills and understanding of studio experience for the non-art major. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1030 Ceramics I (3)

An introduction to basic methods and theory of ceramics including work with hand-built construction, wheel techniques, and glazing. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1060 Photography I (3)

An introduction to the techniques and aesthetics of black and white photography, the camera and the darkroom. Students must provide a camera with adjustable speeds and aperture. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1074 Special Topics in Studio Art (1-3)

Selected topics in studio studies. This course may be repeated for credit. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1080 Comics and Cartoon Illustration (3)

A course in creating and appreciating the world of comics and cartoons. This course will investigate the tools and techniques for creating cartoons, cartoon illustrations and the world of comics. Students will create their own cartoons

with traditional media and also with computers. While designed for beginners, experienced artists will be encouraged to perfect their personal styles. The class will create and print its own comic book. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1130 Ceramics II (3)

Prerequisite: Art 1030. A continuation of Art 1030. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1132 Sculpture I (3)

An introduction to traditional and contemporary materials, aesthetics, and theories of three-dimensional art. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1133 Introduction to Fibers and Textiles (3)

Prerequisites: Art 1150. Exploration of a variety of on – and off – loom weaving and other fiber and textile media and techniques. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies,

1134 Art Activities for Elementary Schools (3)

Same as Ele Ed 2179. A study of art principles and laboratory experiences with various media and materials. Stresses curriculum planning and development of the elementary school program in art. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1140 Drawing I (3)

An introduction to drawing through the study of figure, object, and environment. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1141 Drawing II (3)

Prerequisite: Art 1140. The development of drawing skills through continued observation and problems of invention. A further exploration of varied drawing materials and techniques including graphite, charcoal, conte crayon, and inks. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1142 Figure Drawing I (3)

Basic studies of the human form and anatomy from the model in a variety of drawing media. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1143 Figure Drawing II (3)

Prerequisite: Art 1142. Continuation of Figure Drawing I. Lab fee required. Basic studio equipment will be provided,

though students will need to supply some personal equipment and supplies.

1150 Design I (3)

Studio problems in the creative use and integration of the elements of two-dimensional design: line, form, space, texture. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1151 Design II (3)

Prerequisite: Art 1150. A continuation of Art 1150, two-dimensional design, with introduction to color theory. Some application of mixed media problems. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1170 Printmaking I (3)

Prerequisite: Art 1150 and Art 1141 or consent of instructor. An introduction to printmaking techniques, materials, and theories. The course will include work in a variety of print materials. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1173 Printmaking: Screen-printing I (3)

Prerequisite: Art 1170. An introduction into the techniques, methods, and aesthetics of screen-printing. Studio problems involving uses and approaches will be emphasized. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1180 Painting I (3)

Prerequisite: Art 1140, Art 1150 or consent of instructor. An introduction to the use of oil and/or acrylic painting media. Studio problems to develop technical and expressive skills on various surfaces. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1181 Painting II (3)

Prerequisite: Art 1180 or consent of instructor. Continuation of basic studio problems in painting media. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1210 Graphic Design I (3)

Introductory studio problems in layout, lettering, and design with typographic elements. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

1220 Graphic Design II (3)

Prerequisite: Art 1220, Art 1150 and Art 1140. Continuation of Graphic Design I. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2160 Photography II (3)

Prerequisite: Art 1060. Continuation of Photography I at the intermediate level. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2220 Computer Art I (3)

Prerequisite: Art 1150. An introduction to the use of computer graphics software for the creation of artwork applicable to the advertising and graphic design industry. No previous computer experience is necessary. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2221 Computer Art II (3)

Prerequisite: Art 2220. Designed to familiarize students with the methods and processes and computer functions used in graphic art and illustrations. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2232 Sculpture II (3)

Prerequisite: Art 1132. Continuation of Sculpture I. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2240 Drawing III (3)

Prerequisites: Art 1140 and Art 1141. This course offers studio problems designed to further the development of drawing skills in various media. Limited color will also be introduced. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2241 Drawing IV (3)

Prerequisite: Art 2240. Studio problems with emphasis on color and multi-material approach to drawing. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2242 Figure Drawing III (3)

Prerequisites: Art 1142 and Art 1151. Advanced study of the human form and anatomy from the model in a variety of drawing media. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2243 Figure Drawing IV (3)

Prerequisite: Art 2242. Continuation of Figure Drawing III. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2250 Composition (3)

Prerequisites: Art 1150 and Art 1151. An investigation of the use of formal design elements as used in historic and contemporary art. Weekly studio problems and discussions

will concentrate on skills, application, and unifying effects of compositional elements on a variety of visual art forms. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2251 Design III (3)

Prerequisites: Art 1150 and Art 1151. Advanced studio problems in design materials. Use of two-dimensional and three-dimensional mixed media. Experimental use of materials and media will be introduced. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2262 Color Photography I (3)

Prerequisite: Art 1060 or equivalent. An introduction to the techniques and aesthetics of color photography. Mastering the printing and finishing processes and producing a color print portfolio will be the requirements of this class. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2263 Introduction to Digital Photography (3)

Prerequisite: Art 1060 or consent of instructor. An introduction to computer usage in photography. The basic computer techniques and software applications for digitizing, retouching, enhancing and altering photographic images will comprise the core of this course. This class will involve both learning exercises and the creation of original computer-aided photographic art. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2264 Non-Silver Photography (3)

Prerequisites: Art 1060 and Art 2160. An introduction to the aesthetics and techniques of non-traditional photographic processes. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2265 Commercial Applications in Photography

Prerequisites: Art 2160 and permission of adviser. Exploration of issues and applications in commercial photographic production. Topics will vary. Course may be repeated for credit with permission of adviser. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2268 Video Art I (3)

Prerequisite: Art 2160 or permission of instructor. An introduction to video as an art form. Knowledge of contemporary uses and video techniques will be stressed. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2271 Printmaking II (3)

Prerequisite: Art 1170 or consent of instructor. A continuation of Printmaking I. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2272 Printmaking: Lithography I (3)

Prerequisite: Art 1150 and Art 1141 or consent of instructor. An introduction to printmaking skills and theory in stone and plate lithography. Studio problems in the use of materials and equipment. Attention will be given to individual development. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2277 Printmaking: Photolithography I (3)

Prerequisite: Art 1060 or departmental consent. An introduction to printmaking skills and theory in stone and plate lithography with particular emphasis on the photographic applications of the process. Some attention will also be given to commercial printmaking applications while studio problems in the use of materials and equipment will be stressed. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2281 Painting IV (3)

Prerequisite: Art 2280. A continuation of Painting III. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2283 Watercolor Painting (3)

Prerequisites: Art 1150 and Art 1141. Beginning problems in watercolor painting. Includes the study of traditional and contemporary approaches to color, color techniques, and treatment of papers. May be repeated for credit. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2290 Special Study (1-10)

Prerequisites: Junior/Senior standing and consent of department and instructor. Independent study through readings, reports or field research. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

2363 Digital Photography II (3)

Prerequisite: Art 2263. Intermediate exploration of the aesthetics and techniques of digital photography. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3260 Photography III (3)

Prerequisite: Art 2160. An exploration into contemporary theories and trends in photography. Advanced projects, portfolios and techniques will be expected from those enrolled. Lab fee required. Basic studio equipment will be

provided, though students will need to supply some personal equipment and supplies.

3274 Printmaking and Relief (3)

Prerequisites: Art 1170 and Art 2271. Advanced problems in printmaking. Problems in relief printmaking. Work in wood and mixed materials. Development of skills and aesthetic judgments in the media. May be repeated for credit with consent of instructor. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3280 Painting III (3)

Prerequisite: Art 1181 or consent of instructor. Advanced studio problems in painting media. Attention paid to individual development of theory, expression, and technique. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3310 Graphic Design III (3)

Prerequisites: Art 1220. Advanced studio problems to further the understanding of design and its relationship to typographic elements, illustration, and communication. The course will encourage both conceptual and technical development of the designer. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3311 Graphic Design IV (3)

Prerequisite: Art 3310. Further studio problems in the graphic arts. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3312 Special Topics in Illustration and Graphic Design (3)

Prerequisite: Art 3311 or consent of instructor. Illustration and graphic design techniques as diverse as cartooning, Web page design, multi-media animation, and interactive kiosk design (among others) are explored in this class. Each semester, one or more of these specialties are offered. Emphasis is placed on the practical applications of these approaches as well as the production of a strong student portfolio that will demonstrate the mastery of these skills.

3334 Contemporary Art Education: Craft and Theory (3)

Prerequisite: Upper-division standing or consent of instructor. Intensive study for advanced students and art teachers, emphasizing specialized techniques and innovative concepts. Topics to be announced. May be repeated for credit. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3340 Advanced Problems in Drawing I (3)

Prerequisite: Art 2241. This course is focused on professional-level art and portfolio production. It offers studio problems designed to further the development of

drawing skills. Emphasis will be given to the study of drawing as an independent art form. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies

3341 Advanced Problems in Drawing II (3)

Prerequisite: Art 3340. A continuation of Art 3340. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3362 Color Photography II (3)

Prerequisite: Art 2262. An advanced exploration into the aesthetics and techniques of color photography. Students will be expected to refine their vision utilizing color processes. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3363 Special Topics in Photography

Prerequisite: Art 2160: Photography II and permission of adviser. Selected topics in photographic practice. May be repeated for credit with permission of adviser. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3364 Video Art II (3)

Prerequisite: Art 2268. An advanced exploration of video as a visual art. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3370 Advanced Problems in Printmaking I (3)

Prerequisite: Art 3274. This course is focused upon professional-level art and portfolio production. After completion of this and the preceding course, students should be ready to meet the artistic and intellectual demands of today's visual art world. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3371 Advanced Problems in Printmaking II (3)

Prerequisites: Art 3370. A continuation of Art 3370. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3372 Advanced Lithography (3)

Prerequisites: Art 1173. Continuing problems in lithography with problems in black and white, photolithography, and/or color. May be repeated for credit. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3380 Advanced Problems in Painting I (3)

Prerequisite: Art 2281. Course is focused on professional-level art and portfolio production. Non-traditional materials might be explored. Attention is focused on individual development of painting theory, self-expression, and

advanced techniques. The student is expected to assume a substantial responsibility with regard to direction, motivation, and content. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3381 Advanced Problems in Painting II (3)

Prerequisite: Art 3380. A continuation of portfolio production in Art 338. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3383 Advanced Problems in Graphic Design I (3)

Prerequisite: Art 3311. This course is focused on professional-level art and portfolio production. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3384 Advanced Problems in Graphic Design II (3)

Prerequisite: Art 3383. A continuation of Art 3383. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3390 Special Study (1-10)

Prerequisites: Junior/senior standing and consent of department. Independent study through readings, reports, or field research. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3391 Advanced Problems in Photography I (3)

Prerequisite: Art 3260. This course is focused on professional-level art and portfolio production. Students may employ black and white, color, non-silver or other traditional or non-traditional press for projects in this course. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

3392 Advanced Problems in Photography II (3)

Prerequisite: Art 3391. A continuation of Art 3391. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

4389 Graphic Design Studio (3)

Prerequisite: Art 3384 or consent of instructor. Students will work on actual client projects in a studio setting from creative concept through client presentation. Studies will include client interviews, project planning, studio operations, project budget and estimating, vendor selection, prepress preparation, working in creative groups and professional presentations.

4490 Senior Seminar in Photography I (3)

Prerequisites: Senior standing and Art 3392. Weekly critiques and discussions of technical and professional issues. Will instruct students in methods of portfolio

display, documentation, gallery representation, grant writing, and professional preparation. Lab fee required. Basic studio equipment will be provided though students will need to supply some personal equipment and supplies. Offered only during Fall semester.

4491 Senior Seminar in Photography II (3)

Prerequisites: Senior standing and Art 4490. Weekly critiques and discussions of technical and professional issues. Will instruct students in methods of portfolio display, documentation gallery representation, grant writing, and professional preparation. Lab fee required. Basic studio equipment will be provided though students will need to supply some personal equipment and supplies. Offered only during Spring semester.

4495 Senior Studio Seminar (3)

Prerequisites: Senior standing and Art 3381, 3341, 3392 or 3371. Weekly critiques and discussions of technical and professional issues. Will instruct students in methods of portfolio display, documentation, gallery representation, grant writing, and professional preparation. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies. Offered only during fall semester.

4496 Senior Studio Seminar (3)

Prerequisites: Senior standing and Art 4495. Weekly critiques and discussions of technical and professional issues. Will instruct students in methods of portfolio display, documentation, gallery representation, grant writing, and professional preparation. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies. Offered only during winter semester.

4497 Senior Seminar in Graphic Design I (3)

Prerequisite: Senior standing and Art 3384. Weekly critiques and discussions of technical and professional issues. Will instruct students in the methods of professional preparation. Lab fee required. Basic studio equipment will be provided, though students will need to supply some personal equipment and supplies.

4498 Senior Seminar in Graphic Design II (3)

Prerequisite: Art 4497. Continuation of Art 4497 Will instruct students in the methods of professional preparation. Lab fee required. Basic studio equipment will be provided though students will need to supply some personal equipment and supplies.

Department of Communication

Faculty

Michael Beatty, Professor*; Chairperson
Ph.D., Ohio State University
Donald Shields, Professor Emeritus
Ph.D., University of Minnesota
Elizabeth Kizer, Associate Professor Emerita
Ph.D., Purdue University
C. Thomas Preston, Associate Professor*
Ph.D., University of Nebraska-Lincoln
Alice E. Hall, Assistant Professor
Ph.D., University of Pennsylvania
Alan D. Heisel, Assistant Professor
Ed.D., West Virginia University
Yan Tian, Assistant Professor
Ph.D., Temple University
Jina Yoo, Assistant Professor
Ph.D., Michigan State University
Alan Akerson, Lecturer
M.A., University of Missouri-St. Louis
Leighanne Heisel, Lecturer
M.A., West Virginia University
Clark McMillion, Lecturer
M.A., State University College of New York at Brockport

*members of Graduate Faculty

The faculty represents many fields within the discipline of communication including interpersonal communication, organizational communication, mass communication, and rhetoric in addition to public relations. Most faculty members contribute to the continued growth of the knowledge base, publishing the results of their research in scholarly journals and presenting papers at national and international professional conferences. By integrating theory, research, and practice, the faculty is able to offer a comprehensive approach to contemporary communication problems.

General Information

The Bachelor of Arts in Communication

The B.A. in communication is a flexible degree program that allows the student to tailor a specific concentration to meet the student's individual needs and interests. The faculty encourages all students to meet early and often with their faculty adviser to select a meaningful group of courses for a coherent, career-oriented academic program.

Minors and Certificates for Communication

The department actively supports the following minor and certificate programs open to students majoring in communication: Minor in Public Affairs Journalism, Minor in Photographic Studies, Minor in Legal Studies, Certificate in Writing, and Certificate in Secondary Education. For more information, see Certificate Programs and Interdisciplinary Studies in this *Bulletin*.

Master of Arts in Communication

The Master of Arts program, provides the opportunity for an advanced degree program in communication with emphasis in organizational and mass communication. For further details, please see the Graduate Studies section of the Communication Department listings.

Undergraduate Studies

General Education Requirements

Majors must satisfy the university and college general education requirements. The college's foreign language requirement may be taken in any language. Communication courses may not be taken on a satisfactory/unsatisfactory basis.

Degree Requirements

Bachelor of Arts in Communication:

Majors must complete a minimum of 36 semester hours in Communication courses. At least 18 of these must be taken at UM-St. Louis. Furthermore, at least 12 semester hours of the Communication courses completed must be numbered 3000-4999. Finally, all students must complete the required courses.

Required courses for the major:

1030, Interpersonal Communication I
1050, Introduction to Mass Media
1135, Communication Theory
2231, Communication in the Organization
3332, Intercultural Communication

At least 3 hours from practicum courses (1193, 1194, 1197 or 1198) or internship courses (3393, 3394, 3396, or 3397).

Bachelor of Arts in Communication with Certification in Secondary Education

In addition to the requirements for the B.A. in communication and general requirements set by the College of Education, students must meet the state requirements for certification.

The B.A. and certification for grades 7-12 can be completed by taking a minimum of 39 hours in communication, selected according to departmental recommendations. The B.A. and certification for grades 7-9 can be obtained by taking 36 hours in communication, selected according to departmental recommendations. Requirements of the College of Education include courses in professional education and English 3600, The Curriculum and Methods of Teaching English (same as SEC ED 3600).

Department Activities and Internships

Cocurricular projects and activities relevant to student interests and vocational plans are sponsored and advised

by the department. In addition to the traditional classroom experience, students receive practical training in internships at community agencies, and public relations, marketing, and advertising firms, and a variety of business organizations provide valuable opportunities for majors to apply their communication studies.

Minors in Communication

Coursework for a minor in Communication consists of 15 semester hours of the core requirements for the major. Credit hours in Communication 1195, and/or Communication 3395, may be substituted for credit hours listed below with written consent of the communication department chairperson.

Core Requirements:

Com 1030, Interpersonal Communication I
Com 1050, Introduction to Mass Media
Com 1135, Communication Theory
Com 2231, Communication in the Organization
Com 3332, Intercultural Communication

At least 9 of the 15 hours required for the minor must be taken at UM-St. Louis.

A minimum GPA of 2.5 is required in the minor.

Graduate Studies

The department offers the Master of Arts degree in communication.

Admission requirements:

Applicants must have a baccalaureate in communication or a related discipline by the end of the semester in which they apply. In addition, the minimum GPA for regular admission to the graduate program in communication is 2.75 on a 4-point scale. Three letters or recommendation, at least two of which address the applicant's potential to succeed in graduate studies in communication are required. International students must obtain a TOEFL score of at least 600 to be considered for admission.

Master of Arts in Communication

Degree Requirements:

Candidates selecting the thesis or internship option for the M.A. degree will complete at least 30 semester hours of approved study, at least 21 of which must be taken in courses offered by the department. Candidates electing the non-thesis, non-internship option must complete 36 semester hours of approved study, 27 of which must be taken in courses offered by the department.

Communication

6400, Seminar in Communication Theory
6405, Introduction to Communication Research Methods

6411, Seminar in Mass Communication
6431, Seminar in Organizational Communication
6435, Seminar in Advanced Applied Communication Research

Students complete one of the following exit projects: No less than a 6-hour thesis or a 6-hour internship. After consultation with the graduate coordinator the student selects either the 36 hour or the 30 hour program and, in the latter case, selects the appropriate exit project with input from prospective exit project committee members. The internship option requires submission of an essay in which the coursework and internship experiences are integrated. Internship essay and thesis must be approved by the student's committees and assigned a grade by the advisor. The candidate must pass an oral examination conducted by student's committee regardless of exit option selected.

Career Outlook

The B.A. in communication prepares students for careers in numerous fields. Past graduates are working in the following positions: promotion and public relations, administration, advertising, marketing, Web page design, market research, corporate media, sales, training, speech writing, teaching, and research. Other students have pursued graduate education in communication programs offering the M.A. and Ph.D. degrees.

Course Descriptions

Prerequisites may be waived by consent of the department.

Students who have earned 24 or more semester hours of credit at any accredited post-secondary institutions(s) before the start of the fall 2002 semester must meet the general education requirements stipulated in the UM-St Louis 2001-2002 Bulletin. The following courses fulfill the Humanities breadth of study requirements as described in that Bulletin:

1070, 1160, 2271, 2272, 3337, 3340, 3341, 3342, 3343, 3344, 3350, 3352.

The following courses fulfill the Social Sciences breadth of study requirements:

1065, 1135, 2218, 2230, 2231, 2243, 3330, 3331 3332, 3333, 4335, 3350, 3354, 4356.

1030 Interpersonal Communication I (3) [C]

Development of basic one-to-one communication skills. Includes self-awareness, listening, nonverbal communication, feedback, roleplaying, and receiver awareness.

1040 Introduction to Public Speaking (3) [C]

Theories and techniques of organization, evidence, argumentation, persuasion, and delivery in public speaking.

1041 Basic Public Debate (3)

History and practice of debate in the public arena, with opportunities to prepare for a variety of public forums for argumentation. Various debate formats, including panel discussions, joint news conferences, and audience-participation debates, in a variety of settings, will be surveyed.

1050 Introduction to Mass Media (3) [C,SS]

Introduction to oral, print, and electronic media of communication. Emphasis on history, theory, and criticism of the mass media as cultural institutions.

1065 Introduction to Information Technology (3)

The production and consumption of information by individuals, the work place and society. Emphasis on the changing nature of communication processes as a result of the expansion of communication technologies.

1070 Introduction to Cinema (3)

An introduction to the history, rhetoric, and aesthetics of film. Film theory and criticism will be studied as well as major genres, authors, and artists.

1108 Advertising Copywriting (3)

Same as English 2080. To give students a hands-on approach for writing advertising material for print and broadcast against tight deadlines in a professional setting.

1110 Introduction to Radio and Television Broadcasting (3)

An introduction to broadcasting, including the areas of history, government regulations, station operation, and program development.

1113 Basic Television Studio Production (3)

Study of basic television studio production techniques and practices. The class will provide the student with practical experience in studio camera operating, directing, producing, switching, audio mixing and lighting. Lab arranged.

1114 Radio Production I (3)

Prerequisite: Comm 1110. Theory and practice in the creation of radio programs. Laboratory experience included.

1118 Radio and Television Announcing (3)

Prerequisite: Comm 1110; 1114, and 2210 recommended. Training in radio and television studio procedures. Production and criticism of lab programs, including news, continuity, interviews, and oral improvisation. Classroom meetings at the radio lab and the television lab, plus lab hours to be arranged.

1130 Interpersonal Communication II (3)

Prerequisite: Comm 1030. Interpersonal communication in relationships within group contexts, such as family, classroom, and business. Various theories and diagnostic approaches to interpersonal communication. Extensive laboratory sessions utilizing individual and group exercises.

1135 Communication Theory (3)

Survey of elements and processes critical to human communication behavior. Comparison of influential communication theories.

1140 Advanced Public Speaking (3)

Prerequisite: Comm 1040. Application of advanced public speaking skills, with emphasis on special occasion speaking situations.

1141 Business and Professional Speaking (3)

Prerequisite: Comm 1040. Application of communication skills in the business and professional environment with emphasis on presentational speaking, organizational constructs germane to professional careers, and uses of various media.

1143 Parliamentary Procedure (2)

Prerequisite: Comm 1040. Study and practice in rules of procedure by which self-governing groups transact business.

1150 Introduction to Public Relations (3)

Prerequisite: Comm 1040 or 1050. Publicity methods and public relations representation of profit and nonprofit

institutions to the public; use of communication research and media, as applied to the public relations profession.

1160 Fundamentals of Oral Interpretation (3)

Prerequisite: Comm 1040 or consent of instructor. An introduction to the analysis of literature and to the principles of its oral presentation by the interpreter.

1193 Practicum in Applied Communication (1-3)

Prerequisite: Consent of instructor. Practicum work at any of the UM-St. Louis public relations offices, sports and school newspapers, Office of Research or Photography Services. Work must be done on campus, under supervision of a working professional in the field, in consultation with a faculty member.

1194 Practicum in Debate/Forensics (1-3)

Prerequisite: Consent of instructor. Practical work in the University debate and forensics program, supervised by a faculty member. Repeatable, but no more than 6 credit hours may be earned in departmental practicum courses.

1195 Seminar in Communication (3)

Prerequisite: Consent of instructor. In-depth study of topics pertaining to current research in the department or otherwise of timely interest to students or faculty.

1196 Practicum in Radio (1-3)

Prerequisites: Comm 1110 and consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades outstanding. Practical work at the campus radio station, supervised by a faculty member. Repeatable, but no more than 6 credit hours may be earned in departmental practicum courses.

1197 Practicum in Television/Film (1-3)

Prerequisites: Comm 1110 and consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades outstanding. Practical work at one of the campus television studios or for the UM-St. Louis Television/Film Club, supervised by a faculty member. Repeatable, but no more than 6 credit hours may be earned in departmental practicum courses.

2210 Television Production I (3)

Prerequisites: Comm 1110 or consent of instructor. A study of the basic theories and practices of remote television production. The areas of producing and directing in the field will be studied. The class will provide the student with practical experience in remote camera operation and basic editing techniques. Lab arranged.

2212 Broadcast Writing and Reporting (3)

Prerequisites: Comm 1110 and 3214 or English 3140, or consent of instructor. Elementary principles and practice of writing for radio and television in varied program formats, emphasis on preparation of written materials for news and public affairs presentation. Lecture and lab.

2215 Radio Production II (3)

Prerequisite: Comm 1114. Study of advanced theories and techniques of audio production, building on principles and skills learned in Radio Production I. Exploration of complex program formats such as radio drama and special problems such as those encountered in recording live music.

2216 Radio News (3)

Prerequisite: Comm 1114. Theory and laboratory practice in the gathering, writing, and delivery of news through radio. Lab hours to be arranged.

2217 Script Writing for Business and Industry (3)

Prerequisites: Comm 2210 and 2212. Script writing for training, motivation, education, and other applications. Students will identify and discuss communication problems and solutions in live, slide/tape, video, and film script formats.

2218 Public Policy in Telecommunication (3)

An examination of the structure and operation of domestic, international, commercial and public telecommunication. Regulatory agencies, both private and public, will be considered in terms of their effect on programming and ownership.

2219 Promotion, Publicity, and Advertising in Broadcasting (3)

Prerequisite: Comm 1110. Introduction to theory and practice in the planning, execution, and evaluation of persuasive campaigns involving radio and television. Emphasis on concept developments and production elements. Discussion of broadcast ethics.

2228 Public Relations Writing (3)

Same as English 3280. Prerequisite: English 3140 or equivalent. An introduction to the process of planning, producing, and evaluating written public relations messages. Writing assignments include media releases, letters, memos, position papers, background papers, brochures, and reports and proposals.

2230 Small Group Communication (3)

Prerequisite: Comm 1040. Development of communication skills needed in small group decision making. Application of these skills to contemporary problems.

2231 Communication in the Organization (3)

Prerequisite: Junior standing or consent of instructor. Course integrates communication theories applicable to the structure and function of organizations. The effect of communication variables on departmental interface, member satisfaction and motivation, leadership and subordinate styles, and perception of the organization by the external environment.

2232 Effective Communication in the Organization: Tool for Leadership (3)

Prerequisites: Junior standing or consent of instructor. Telecourse designed to equip students with communication skills applicable to the organizational context. The course will present effective strategies for the articulation of ideas, with particular emphasis on the development of leadership skills.

2240 Persuasive Communication (3)

Prerequisite: Comm 1040. A study of persuasive communication, including theories, techniques, forms, functions, applications, potential, and limitations for the individual and organizations. Insights from both classical rhetoric and contemporary communication theory.

2241 Argumentation and Debate (3)

Prerequisite: Comm 1040, or 1041, or consent of instructor. Principles of argumentation and debate with practice in preparing briefs and in delivering spoken arguments in formal debate. Emphasis on analysis of issues, logical reasoning, and audience analysis.

2243 Communication in American Politics (3)

Prerequisite: Comm 1040. Analysis of audience response and media preferences in political campaigns, campaign speeches, candidates' uses of television and other mass media, and measuring effectiveness of campaign communications.

2256 International Communication (3)

Prerequisite: Comm 1050 or 1110. Examination of the social, technical, economic, and political factors affecting international broadcasting and transnational media systems.

2271 History of Film to World War II (3)

Prerequisite: Comm 1070 or consent of instructor. History of world cinema from the late nineteenth century to the 1940s.

2272 History of Film Since World War II (3)

Prerequisite: Comm 1070 or consent of instructor. History of world cinema from the 1940s to the present day.

3214 News Writing (3)

Same as English 3140. Prerequisite: English 1100 or equivalent. An introduction to news writing and reporting. Course covers basic components of news reporting principles, and news writing style and structure. Daily writing assignments include coverage of speeches, meetings and interviews, accidents, deaths, courts, sports, consumer affairs, and government. Emphasis on clarity, accuracy, and speed.

3310 Television Production II (3)

Prerequisite: Comm 2210. Study of advanced theories of television production. Refinement of studio television

principles learned in Comm 2210. Exploration of complex program formats. Lab arranged.

3311 Broadcast Management (3)

Prerequisite: Comm 1110. Introduction to theories of management, with application to radio and television station operations. Discussion of economic, legal, and ethical problems and issues.

3313 Advanced Video Editing (3)

Prerequisite: Six (6) hours of television production. Study of advanced editing techniques. Exposure to nonlinear formats. Animation and advanced graphics development. Exploration of state of the art editing formats. Lab arranged.

3316 Television News (3)

Prerequisite: Comm 2110. Theory and laboratory practice in the gathering, writing, and delivery of news through television. Lab arranged.

3317 Radio and the Recording Industry (3)

Prerequisite: Junior standing. Historical development and current status of the recording industry, particularly as it interacts with the broadcast industry. Impact of radio and recording technology on the development of rock and other popular music.

3330 Research Methods in Communication I (3)

Prerequisite: Comm 1135. Introduction to the fundamental tools of quantitative research in communication. Focus of the course is on reading and comprehending communication research reports rather than conducting quantitative research.

3331 Research Methods in Communication II (3)

Prerequisite: Comm 3330. Extends the study of research methods covered in Com 3330 to the planning and executing of research projects. Students acquire data analysis, research design, and basic measurement skills. Problems of quantitative study unique to the study of communication are explored.

3332 Intercultural Communication (3)

Prerequisite: Junior standing or consent of the instructor. Study of culture as a variable in both interpersonal and collective communicative situations. Emphasis upon opportunities and problems arising from similarities or differences in communication patterns, processes, and codes among various cultural groups.

3333 Communication Audit (3)

Prerequisite: Comm 2231. The application of specific empirical research designs to evaluate communication flows, effectiveness, or channels in complex organizations.

3334 Advertising Media Planning (3)

Prerequisite: Comm 1050. A hands-on study of how to determine an advertising budget, select media and develop a strategic plan.

3336 Communication in Advertising (3)

Prerequisites: Comm 1050 and junior standing, or consent of instructor. Overview of components in persuasive messages and how advertising messages and campaigns use various media to reach target audiences.

3340 Male/Female Communication (3)

Prerequisite: Junior standing or consent of instructor. This course explores the influence of gender upon contemporary American communication behavior. Topics include semantic and syntactic variations in male and female speech, gender-role development as process and product of communication, analysis of communication patterns and barriers within gender groups. Mass, public, interpersonal, and dyadic communication contexts are considered.

3340 Rhetorical Criticism (3)

Prerequisite: Comm 1040. The application of rhetorical theories to the analytical and critical explanation of persuasive messages.

3341 Classical Rhetoric and Public Address (3)

Prerequisite: Comm 1040 or consent of instructor. A survey of the history and theories of persuasion and public address from ancient times to the Renaissance.

3342 Modern Rhetoric and Public Address (3)

Prerequisite: Comm 1040 or consent of instructor. A survey of the history and theories of persuasion and public address from the post-Renaissance era to the present.

3343 The Rhetoric of Protest (3)

Prerequisite: Comm 1040. An examination of the persuasive messages and tactics used in social movements and their campaigns.

3344 Advanced Argumentation Theory (3)

Prerequisite: Comm 2241 or consent of instructor. This course focuses on advanced argumentation theory. It is aimed at providing an advanced understanding of the complex issues faced by argumentation scholars.

3345 Theory and Practice of Interviewing (3)

Prerequisite: Comm 1040 and junior standing, or consent of instructor. The application of modern communication theory to interview situations. This theory and practicum course is designed to aid the student in mastering specific skills appropriate to specialized settings.

3346 Advanced Interviewing Techniques (3)

Prerequisite: Comm 3345. Examination and application of problem solving and information-gathering methods, with emphasis on specialized situations such as journalistic;

health, crisis intervention, and counseling; superior-subordinate relationships and employment. In-class study approach and field interview assignments.

3350 Mass Communication History (3)

Prerequisite: Comm 1050 or 1110. Examination of the social, economic, and political factors contributing to the development of American mass media. Emphasis on significant personalities who helped shape its course: analysis of select critical works.

3352 Mass Media Criticism (3)

Prerequisite: Comm 1050 or 1060. The study of media content and its effect on society. Reading and viewing of selected works. Independent reading and critical analysis required.

3354 Comparative Telecommunication Systems (3)

Prerequisite: Comm 1065 or consent of instructor. Historical aspects of various systems of telecommunication throughout the world. Examination of American, Canadian, European Community (EC), and other telecommunication systems.

3355 Media Law and Regulation (3)

Prerequisite: Comm 1050 or 1110. Discussion of laws affecting the mass media. Exploration of problems and issues in legal regulation of media content, ownership, access, and accountability. Discussion of industry self-regulation and the influence of citizens' organizations.

3358 Communication in Public Relations (3)

Prerequisite: Comm 1150. An overview of communication within the area of public relations. Emphasis on ethics, law, professional standards, and written communication. Case study approach.

3360 Health Communication (3)

Prerequisite: Comm 1030, 1040, or 1050 or consent of instructor. An analysis of the role communication plays in influencing the health care environment. The course consists of two parts. The first part examines public health care prevention campaigns, e.g., anti-smoking, as well as focusing on the environmental problems, including communication strategies utilizing various media alternatives. The second part focuses on interpersonal and small group communication practices within health-care settings. Consideration of verbal and nonverbal communication research will be explored.

3362 Storytelling (1-3)

Prerequisite: Junior standing or consent of instructor. This course gives an overview of the history of storytelling, types of tales, and appropriate uses for storytelling. The primary emphasis of the course is in developing storytelling skills through preparation, performances, and evaluation.

3370 Documentary Film (3)

Prerequisite: Comm 1070. Consideration of the history, theory, and criticism of nonfiction film. Screening of representative documentary films.

3392 Administration of Cocurricular Activities (3)

Prerequisites: Junior standing and consent of instructor. A survey of the skills required to administer the various cocurricular activities associated with teachers in the secondary schools, such as: operation of debate tournaments, public speaking competitions, and mass media centers.

3393 Internship in Applied Communication (3-6)

Prerequisites: Senior standing, with a least 12 hours of course work in communication theory and rhetoric; an overall GPA of at least 3.0; consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades outstanding. Advanced practical work in business communication, political campaign communication, advertising, public relations, or other forms of organizational or public communication. Work must be done off campus, under supervision of a working professional in the field, in consultation with a faculty member. Repeatable, but no more than six hours total credit may be earned in internship courses toward the 36-hour minimum required for the degree.

3394 Internship in Journalism (3-6)

Prerequisites: Senior standing, with at least 12 hours of course work in journalism, mass communication, etc.; an overall GPA of at least 3.0; consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades outstanding. Practical work with an off-campus newspaper, magazine, or other news organization, supervised by a journalism professional in consultation with a faculty member. Repeatable, but no more than six hours total credit may be earned in internship courses toward the 36-hour minimum required for the degree.

3395 Special Topics in Communication (3)

Prerequisite: Senior or graduate standing. In-depth study of topics pertaining to current research in the department. May be repeated up to six credit hours if topic is different.

3396 Internship in Radio (3-6)

Prerequisites: Senior standing, with at least 12 hours of course work in radio, broadcasting, etc.; an overall GPA of at least 3.0; consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades outstanding. Practical work at an off-campus radio station, supervised by a professional in consultation with a faculty member. Repeatable, but no more than six hours total credit may be earned in internship courses toward the 36-hour minimum required for the degree.

3397 Internship in Television/Film (3-6)

Prerequisites: Senior standing, with at least 12 hours of course work in television, film, video, etc.; an overall GPA of at least 3.0; consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades outstanding. Practical work at an off-campus television, film, or video organization, supervised by a television, film, or video professional in consultation with a faculty member. Repeatable, but no more than six hours total credit may be earned in internship courses toward the 36-hour minimum required for the degree.

4335 Seminar in Applied Communication Research (3)

Prerequisites: Comm 1135 and consent of instructor. This course explores the use of communication concepts, theories, methods, and designs in applied field settings with an emphasis on original research.

4357 Media Ethics (3)

Prerequisite: nine hours of philosophy or nine hours communication or consent of instructor. Same as Philosophy 4457. This course is concerned with some of the issues that arise from the intersection of ethics and modern media communications. Attention is given to some of the more specific concerns of media ethics, such as truth, honesty, fairness, objectivity and bias; personal privacy and the public interest; advertising; conflicts of interest; censorship and offensive or dangerous content (pornography, violence). Particular attention will be given to problems posed by the development of personal computer communications through bulletin boards, on-line services, and the Internet.

4390 Directed Readings (3)

Prerequisites: Consent of instructor; not open to students who have any Y or delayed grades outstanding. Supervised independent study involving readings, conferences, papers, etc., in one of the department's disciplines: communication theory and rhetoric, or mass communication.

4391 Supervised Research (1-5)

Prerequisites: Junior/senior standing and consent of instructor; not open to students who have any Y or delayed grades outstanding. Supervised field or laboratory research, data collection, literature searches, qualitative or quantitative data analysis, report writing and other techniques used by communication researchers. Repeatable, but no more than 5 credit hours may be earned in supervised research courses.

6400 Seminar in Communication Theory (3)

Prerequisites: Graduate Standing. Examination of the theoretical, methodological, and philosophy of science issues in the discipline of communication. Examines general, micro, contextual, and interdisciplinary (sybiotic) communication theories. Required of all graduate communication students. (Core Course.)

6405 Introduction to Communication Research Methods (3)

Prerequisites: Graduate Standing. Concerns the logic of scientific inquiry including the discovery, counting, and analysis of material, social, and symbolic facts, and reviews research methods guided by general, micro and contextual communication theories. Provides an orientation to graduate research including proposal development for thesis, internship and paper requirements and includes a theory-based research project of the student's choice. Required of all graduate communication students. (Core Course.)

6406 Introduction to Communication Education Research (3)

Prerequisites: Graduate Standing. The development of educational communication research as a social scientific field. Critical evaluation of techniques and problem selection. Emphasis on the function of communication education concept formation and theory.

6411 Seminar in Mass Communication (3)

Examines the communication research literature pertaining to media planning, content, and effects. A broad range of media forms and possible effects are considered.

6431 Seminar in Organizational Communication (3)

Prerequisites: Graduate Standing. Explores communication theories and topics related to organizational, institutional, and social system contexts and reviews the communication literature on behavior in organizations. Emphasizes a case study approach to the communication strategies used by agencies and corporations. (Core course.)

6435 Seminar in Advanced Applied Communication (3)

Prerequisites: Graduate Standing. Examines the logic and forms of communication inquiry in solving client-centered problems. Topics include audience ratings and segmentation, targeting, applied and basic research paradigms and approaches to grounding theory. Reviews the use of research by agencies, campaigns and organizations. Includes a team research project. (Core Course.)

6445 Seminar in Advanced Organizational Communication (3)

Prerequisite: Com 6431. Extends the exploration of communication in organizations covered in Com 6431 to more advanced quantitative models of organizational communication. Focuses heavily on the quantitative studies published in communication research literature.

6454 Seminar in Communication Systems and Technologies (3)

Prerequisites: Graduate Standing. Examines innovation in modern communications technologies, their impact on society, and their contribution to the information revolution.

6490 Directed Readings in Communication (1-10)

Prerequisites: Graduate Standing. Individual research on a problem defined by the graduate student and the faculty member in conference. May be repeated once with the consent of the departmental graduate faculty.

6495 Seminar in Special Topics in Communication (3-9)

Prerequisites: Graduate Standing. Selected topics in the study of communication. Review of the communication theory and methods appropriate to the topic. The course includes a research project. May be repeated if the topic is different.

6498 Thesis Research and Preparation (1-10)

Prerequisites: Graduate standing. Individual research for and preparation of the graduate thesis.

6499 Graduate Internship (3-6)

Prerequisites: Graduate standing and approval of graduate coordinator. Individual on-site internship in organizational or mass communication setting. May be repeated.

Department of Music

Faculty

James Richards, Professor* , Chair
Ph.D., University of Rochester, Eastman School of Music

John Hylton, Dean, College of Fine Arts and Communication, Professor*
D.Ed., Penn State University

Gearoid O'hAllmhairain, Jefferson Smurfit Professor of Irish Studies* (Social Anthropology, Ethnomusicology)
Ph.D., The Queen's University of Belfast

Douglas Turpin, E. Desmond Lee Professor of Music Education*
D.Ed., Washington University

Mark Madsen, Professor
D.M.A., University of Arizona

Kenneth E. Miller, Professor Emeritus
Ph.D., Northwestern University

Evelyn Mitchell, Professor Emerita

Arnold Perris, Professor Emeritus
Ph.D., Northwestern University

Barbara Harbach, Professor
D.M.A., Eastman School of Music

Robert J. Ray, Professor*
B.M., Northwestern University

Diane Touliatos, Professor*
Ph.D., Ohio State University

Fred Willman, Professor*
Ph.D., University of North Dakota

James E. Henry, Associate Professor
Ph.D., Washington University

Mark Madsen, Associate Professor
Ph.D., University of Arizona

Leonard Ott, Associate Professor*
Ph.D., Michigan State University

William Richardson, Associate Professor*
Ph.D., University of Kansas

John K. Southall, Assistant Professor
Ph.D., Florida State University

Kurt S. Baldwin, Arianna String Quartet, Artist-in-Residence
M.M., New England Conservatory of Music

Robert Meyer, Artist in Residence (Viola)
Performers' certificate, University of Michigan and the Rice University, Shepherd School of Music

John McGrosso, Artist in Residence (Violin)
Performers' Certificate, Northern Illinois University

Rebecca Rhee, Artist in Residence (Violin)
M.A., Northern Illinois University

James Widner, Artist in Residence (Jazz)
M.A., Memphis State University

William Hammond, Affiliate Associate Professor (World Music/Music Appreciation, Aural Training, French Horn)
D.Ed. Boston University

Kathryn Haggans, Adjunct Associate Professor (Voice)
Ph.D., University of Arizona

Carol Koch, Senior Lecturer (Music Ed./Piano)
M.M.E., University of Missouri-St. Louis

Robert A. Borgstede, Lecturer (Jazz Guitar)
M.M., Southern Illinois University-Edwardsville

Jennifer Garrison Brown, Lecturer (Flute)
B.-M.E., University of North Texas

Matthew Henry, Lecturer (Percussion)
B.M., Performance, University of Missouri-St. Louis

Ann Homann, Lecturer (Oboe)
M.M., St. Louis Conservatory of Music

Joseph Kaminsky, Lecturer (Strings)
M.M., Southern Illinois University-Edwardsville

Kenneth W. Kehner, Lecturer (Jazz Trombone)
B.M. Truman State University

Katharine Lawton-Brown, Lecturer, (Voice) Director, Premiere Performance Concert Series
M.M., James Madison University

Robert Mottl, Lecturer (Bassoon)
M.M., Indiana University

Gerry Pagano, Lecturer (Trombone, Euphonium, Tuba)
M.M., Juilliard School of Music

Alan Rosenkoetter, Lecturer (Guitar)
B.S., Washington University

Larry A. Smith, Lecturer (Jazz Trombone)
Associate, Community College of the Air Force

Sue Stubbs, Lecturer (Double Bass)
M.M., University of Missouri-Columbia

Jeanine York-Garesche, Lecturer (Clarinet)
M.M., St. Louis Conservatory of Music

Meiko Hironaka-Bergt, Specialist (Piano)
M.M. Toho Academy of Music

Vera Parkin, Specialist (Piano)
M.M., Southern Illinois University at Edwardsville

Sharon Tash, Specialist (Piano)
B.A., University of Missouri-St. Louis

*members of graduate faculty

Music faculty members have received recognition for distinguished achievements in conducting, composition, and performance. The faculty is also recognized for research in musicology and music education. Part-time applied music lecturers are all professional musicians.

The music department is accredited by the National Association of Schools of Music.

Membership in Music Department performing ensembles (choral, orchestral, band, jazz, chamber, etc.) is open to UM-St. Louis students in all majors and minors. Admission to most ensembles is by audition (consent of the instructor). Music 1400, University Chorus, is open to all university students without audition.

General Information

Degrees and Areas of Concentration

The Department of Music offers programs of study leading to the B.M. degree in music education (and state teaching certification in grades K-12); the B.M. degree with an emphasis in performance; the B.M. degree with elective studies in business; and the B.A. degree in music. Instruction in piano, organ, voice, and all band and orchestral instruments is given by full-time faculty and part-time professional musicians, some of whom are members of the St. Louis Symphony Orchestra. Faculty recitals are regularly scheduled.

Music Minors Three minors in music are available: a minor in music; a minor in music education (choral/vocal, grades K-9); and a minor in jazz studies.

Facilities The Department's facilities, classrooms, studios, practice rooms, and listening labs are located in the Music Building. Rehearsal rooms are in the Villa.

Ensembles Fourteen performing ensembles are open to all by audition with credit optional:

- 1400, University Chorus
- 1410, The University Singers
- 1500, University Orchestra
- 1520, University Band
- 1530, University Wind Ensemble
- 1541, Chamber Ensemble Brass
- 1542, Jazz Combo
- 1543, Chamber Ensemble Percussion
- 1544, Chamber Ensemble Strings
- 1545, Chamber Ensemble Voice
- 1546, Chamber Ensemble Woodwind
- 1550, Jazz Ensemble
- 1560, Opera Workshop
- 1600, Advanced Opera Workshop

Each year about 50 recitals and concerts are presented.

Undergraduate Studies

General Education Requirements

General education requirements apply to all majors, except students in the B.M. with elective studies in business and B.M. in music education degree programs who are not required to take a foreign language. Courses required for degree programs may not be taken on a satisfactory/unsatisfactory basis. Students must receive at least a C- in each music course and maintain 2.5 GPA in all music courses to meet degree requirements.

Students may complete any number of hours of applied music (private lesson) toward a degree. Non-music majors may complete no more than 8 hours in music-performing organizations Music 1400, University Chorus; 1410, University Singers; 1500, University Orchestra; 1520, University Band, et. seq. toward graduation, including credit transferred. Courses in applied music (private lessons

and performing organizations) do not fulfill the humanities general education requirement. Department courses, which meet the non-Euro-American study requirement, are Music 1090, Non-Western Music I, and Music 1100, Non-Western Music II.

Degree Requirements

Admission to all music degree programs is by audition and interview to demonstrate musical aptitude and potential, moderate technical proficiency, and seriousness in selecting music as a four-year course of study. In addition to the applied music audition, placement examinations in music theory and music history may be required to confirm students' prior experience in these areas. Auditions are scheduled from January to May for the fall semester; a limited number are held in December for the spring/winter semester. Students in applied music must pass a junior-standing examination to confirm their level of performance skills for enrollment in Music 3440 - 3459 or Music 4440 - 4459. This examination is usually taken at the same time as the applied music jury for the fourth semester of enrollment in Music 1440 - 1459.

Evidence of sound musicianship, a close acquaintance with an appropriate portion of musical literature, and the ability to bring it to actual performance are required for graduation in all music degree programs. Students in the bachelor of music-performance emphasis fulfill this requirement with junior and senior recitals. Those in all other degree programs must satisfy the requirement by participating in three regularly scheduled student recitals during the last two semesters of applied music study, or by performing for a special jury of faculty members. The faculty may invite students who are not in the bachelor of music-performance emphasis program to give public senior recitals with the recommendation of the applied music instructor.

Music majors are required to participate in an approved ensemble (University Band, University Singers, University Chorus, or Orchestra) and to study one applied area progressively each semester, and to attend pedagogy and literature seminars each semester of the degree program. (Music education majors are exempt from these requirements during the student teaching semester.) The following specific ensemble enrollments, depending upon the applied music area, are required:

Wind and percussion students—University Band; string students—University Orchestra; voice students --University Singers or University Chorus; keyboard and guitar students--any approved ensemble, but those in the bachelor of music in music education program must enroll in an ensemble compatible with the teaching certification they are pursuing. Instrumental students may be required to participate in additional ensembles to enhance their musical development.

Majors are required to appear in performance at the department's discretion and to attend a prescribed number of departmental recitals. Non-keyboard players are required to

pass an exam in piano proficiency: Music 2180, Intermediate Piano Proficiency, or equivalent for instrumentalists, or Music 3290, Intermediate Piano Proficiency, or equivalent for vocalists.

The music department may require students to pass a placement test in order to enroll in the next level course, provided this or an equivalent test is administered to all students seeking to enroll in that course.

Core Curriculum

The following core courses are required for all music majors:

Music Theory

1301, Theory of Music I
1302, Aural Training I
1311, Theory of Music II
1312, Aural Training II
2301, Theory of Music III
2302, Aural Training III
2311, Theory of Music IV
2312, Aural Training IV
3410, Orchestration

Piano Proficiency

1140, Piano Proficiency
1150, Piano Proficiency
2160, Intermediate Piano Proficiency
2180, Intermediate Piano Proficiency

Music History and Literature

1010, History of Western Music I
1020, History of Western Music II
and at least one upper level history course 4000 – 4270.

Applied Music

1460, 3460, 4460, Seminar in Pedagogy and Literature

In addition to the core curriculum, students must fulfill the requirements for the specific degree program or emphasis area as listed below:

Bachelor of Arts in Music

In addition to the required core curriculum, candidates must complete the following:

2510, Conducting I
3920, Senior Research
1090, Non-Western Music I, or
1100, Non-Western Music II

Applied Area 8 credit hours of private lessons

Ensemble 4 hours maximum credit

Bachelor of Music in Music Education

In addition to the required music core curriculum, candidates must complete the following:

General Education Requirements

At least one course from two of the following fields: music (excluding applied music), art, foreign language, Western and Non-Western cultures, philosophy, literature, classical studies, and theatre and drama.

Communication Skills

At least two courses in English composition and one in oral communications.

Social Studies

Courses in American history, American government and general psychology.

Natural Science

One course in physical or earth science; one course in a biological science. At least one of these courses must have a laboratory component.

Mathematics

One college-level mathematics course. (Note: All of the courses in the General Education Requirement Area must be a minimum of two semester hours.)

Applied Area 7 credit hours of private lessons

Practicum

2510, Conducting I

Instrumental Certification

1250, 1260 1270, 1280, Instrumental Techniques
3521, Conducting II – Instrumental
2610, Elementary School Instrumental Literature Laboratory
3620, Junior – Senior High School Instrumental Literature Laboratory

Vocal Certification

1250, Singer's Diction: English, Italian and German
1260, Singer's Diction: Latin, French, and Spanish
3190, Intermediate Piano Proficiency
3290, Intermediate Piano Proficiency
3420, Choral Arranging
3430, Instrumentation and Score Technique (in lieu of Music 3410
3522, Conducting II – Choral
2611, Elementary School Choral Literature Laboratory
3621, Junior – Senior High School Choral Literature Laboratory

For vocal certification students whose applied area is not voice, the following course is also required:

1240, Intermediate Vocal Techniques

Ensemble 4 hours maximum credit

Curriculum and Methods of Teaching

*3570, Curriculum and Methods of Teaching Elementary School Music

***3670**, Philosophic and Practical Foundations of the Secondary Music Education Curriculum

Instrumental Certification

***3680**, Curriculum and Methods of Teaching Instrumental Music I

***3700**, Curriculum and Methods of Teaching Instrumental Music II

Vocal Certification

***3690**, Curriculum and Methods of Teaching Middle School/Junior High School General Music

***3710**, Curriculum and Methods of Teaching Secondary Choral Music

*Must be taken in residence before enrolling in Secondary Education 3293 and Secondary Education 3294.

Proficiency Exam Students working toward certification in choral/vocal or instrumental music K-12 are required to pass a proficiency examination before admission to student teaching in music, usually before or during the sixth semester of their program.

Professional Education and Student Teaching

Level I Courses:

Tch Ed 2210, Introduction to Teaching

Tch Ed 2211, Introduction to Schools

Tch Ed 2212, Introduction to Learners

Level II Courses:

Tch Ed 3310, Introduction to Instructional Methodology

Tch Ed 3312, Psychology of Teaching and Learning

Tch Ed 3313, The Psychology and Education of Exceptional Individuals

Sec Ed 4391, Teaching Reading in Secondary School Content Area

Level III Courses:

Sec Ed 3293, Student Teaching in Music, K-6

Sec Ed 3294, Student Teaching in Music 7-12

Bachelor of Music with an Emphasis in Performance

In addition to the required core curriculum, candidates must complete the following:

3110, Analysis of Twentieth-Century Techniques

3120, Tonal Counterpoint

2510, Conducting I

3521 or 3522, Conducting II

3920, Senior Research

3190, Intermediate Piano Proficiency (voice majors only)

3290, Intermediate Piano Proficiency (voice majors only)

1090, Non-Western Music I, or

1100, Non-Western Music II

1560, Piano Pedagogy (Keyboard students only)

Music History and Literature

An additional upper level course is required 4000-4270.

Applied Area

12 credit hours of applied music, including 8 credit hours at the Music 4440-4459 level (junior and senior recitals required).

Students in Applied Music must pass a junior standing exam to confirm their level of performance skills for enrollment in Music 4440-4459.

Ensemble Participation required as follows:

Large Group 4 hours maximum credit

Chamber Ensemble/Accompanying 6 hours

Foreign Language Candidates pursuing this emphasis area with an applied area in voice must complete two semesters of one foreign language selected from French, German, or Italian 1 and Italian 2.

Bachelor of Music with Elective Studies in Business

In addition to the required core curriculum, candidates must complete the following:

Applied Area 8 credit hours of applied music

Music History and Literature: An additional upper 4000 – 4459 level course is required.

1090, Non-Western Music I, or

1100, Non-Western Music II

Practicum

2510, Conducting I

Ensemble 4 hours maximum credit

Internship

4920, Internship (replaces Music 3920 Senior Research in Core Curriculum)

English - One of the following English courses is required:

3100, Advanced Expository Writing

3120, Business Writing

3130, Technical Writing

Business Administration The following courses in business administration are required:

2400, Fundamentals of Financial Accounting

2410, Managerial Accounting

3700, Basic Marketing

3600, Management as a Behavioral Science I

Two courses selected from the following list must also be taken:

1800, Computers and Information Systems

2900, Legal Environment of Business

3500, Financial Management

3900, Business Law: Contracts, Sales, Secured Transactions, Bankruptcy
3270, Management of Promotion
3710, Consumer Behavior
3621, Human Resource Management
3611, Advanced Management and Organizational Behavior
3622, Industrial and Labor Relations
3441, Income Taxes

Note: The following courses fulfill general education requirements and are prerequisites to the required business administration courses:

Psych 1003, General Psychology, or
Sociology 1010, Introduction to Sociology
Economics 1001, Principles of Microeconomics

Curricula for Minors

Minor in Music

Candidates must complete the following courses (26 hours):

Music Theory

1301, Theory of Music I
1311, Theory of Music II
1302, Aural Training I
1312, Aural Training II

Music History and Literature

1010, History of Western Music I
1020, History of Western Music II

Applied Area 4 credit hours of private lessons

Ensemble 2 credit hours (4 hours maximum credit)

Six additional credit hours to be chosen from courses such as the following:

2301, Theory of Music III
2302, Aural Training III
2311, Theory of Music IV
2312, Aural Training IV
3410 Orchestration
2160, Intermediate Piano Proficiency (Prerequisite: Music 1150)
2180, Intermediate Piano Proficiency
Any 4200-level music history and literature course

Music education methods courses and instrumental techniques courses may not be taken to complete this minor.

Non-keyboard players are required to pass an exam of piano proficiency Music 1150 or equivalent.

A GPA of 2.5 for all music hours is required to complete this minor.

Minor in Music Education
(choral/vocal, grades K-9)

The minor in music education is designed to provide a second classification area for students enrolled in other education programs that lead to initial teaching certification.

Candidates must complete the following courses (41 hours):

Music Theory

1301, Theory of Music I
1311, Theory of Music II
1302, Aural Training I
1312, Aural Training II

Music History and Literature

1010, History of Western Music I
1020, History of Western Music II

Music Education

3570, Curriculum and Methods of Teaching Elementary School Music
3670, Philosophic and Practical Foundations of the Secondary Music Education Curriculum
3690, Curriculum and Methods of Teaching Middle School/Junior High School General Music

*Elementary education majors will omit Music 3770 from their regular elementary program to take these courses. Also required, as applicable, is Sec Ed 4399, Student Teaching.

Practicum

1140/1150, Piano Proficiency
2160/2180, Intermediate Piano Proficiency
2510, Conducting I
2611, Elementary School Choral Literature Laboratory
3621, Junior-Senior High School Choral Literature Laboratory

Ensemble

1400/1410, Chorus or University Singers

Applied Music, voice (at least 2 hours must be private rather than class voice)

The student must receive at least a C in each music course and maintain a 2.5 GPA in all music courses (Chorus/Singers is not included in the GPA).

Minor in Jazz Studies

Candidates must complete 31 credit hours from the following:

Music Theory

1301, Theory of Music I
1311, Theory of Music II
1320, Theory of Jazz
1302, Aural Training I
1312, Aural Training II

Music History and Literature

1070, Introduction to Jazz

1020, History of Western Music II

Applied Area 4 credit hours of private lessons

Jazz Improvisation

1200, Jazz Improvisation Laboratory (2 credit hours/
Music 1200 repeated)

Piano Proficiency

1140/1150, Piano Proficiency

2160, Intermediate Piano Proficiency

2170, Jazz Keyboard Harmony

Ensemble 2 credit hours minimum, to be selected from:

1542, Jazz Combo

1545, Chamber Ensemble Voice

1550, Jazz Ensemble

Graduate Study

Master of Music Education

The master of music education degree is designed to enable music specialists in grades K-12 to pursue continued professional growth in an emphasis area of their choice: choral, general music, instrumental, or music technology.

Admission Requirements

Admission to the program requires a bachelor of music in music education (or equivalent) degree, admission to the Graduate School, and three letters of recommendation.

A written examination in music education (including applications of music history and music theory/ear-training) will be taken during the first semester or term of enrollment in the program for advising purposes and to identify the possible need for review in the areas of music theory and history.

The program requires completion of 32 hours of graduate credit, 22 of which must be earned in residence.

Required Courses and Options:

Each candidate will choose one of the following emphasis areas:

Choral music education

Instrumental music education

General music education

Music education and technology

The minimum 32-hour program includes the following requirements.

Major Area (9 credit hours)

5810, Foundations of Music Education (3)

5910, Music Education Research (3)

5990, Master's Project in Music Education (3)

Advanced Methods (3 credits from the following)

5510, Graduate Instrumental Methods (3)

5610, Graduate Choral Methods (3)

5710, General Music: A Model for Multi-Faceted Musical Learning (3)

Choose 9 credits from the following:

5010, Studies in Style and Performance (3)

5020, Choral Literature (3)

5030, Band Literature (3)

5040, Orchestra Literature (3)

5110, Scoring and Arranging (3)

5210, Advanced Conducting (3)

5620, Guitar in the Classroom (3)

5750, Microcomputer Applications in Music Education (3)

5760, Microcomputer Assisted Instruction

Curriculum Development in Music (3)

5770, Graduate Microcomputer Applications in

Music (3)

5920, Psychology of Music (3)

Cognate in Education

Choose one 3-credit curriculum course such as:

Sec Ed 6415, The Secondary School Curriculum (3)

Ele Ed 6422, Curriculum Construction in Elementary Schools (3)

Choose one other 3-credit education course such as:

Ed Rem 6707, Classroom Testing and Measurement (3)

Ed Fnd 6421, Philosophy of Education (3)

Sec Ed 6425, Secondary School Supervision (3)

Ele Ed 6425, Elementary School Supervision (3)

Ed Rem 5730, Educational Statistics (3)

Ed Rem 6710, Educational Research Methods (3)

Electives

Choose 5 credits from elective courses such as:

4010, Marching Band Techniques (3)

5020, Choral Literature (3)

5030, Band Literature (3)

5040, Orchestra Literature (3)

5060, Graduate Workshop in Music Education (1-3)

5070, Techniques and Literature for the Jazz Ensemble (3)

5110, Scoring and Arranging (3)

5120, Advanced Composition Techniques (3)

5130, Teaching Music Theory in the High School (3)

5210, Graduate Conducting (3)

5310, Graduate Chamber Ensemble (0)

5430, Special Applied Studies (1)

5440, Graduate Applied Studies (1)

5490, Graduate Ensemble (1)

5510, Graduate Instrumental Methods (3)

5520, Instrumental Music Administration (3)

5610, Graduate Choral Methods (3)

5620, Guitar in the Classroom (3)

5650, Music Theatre in the School (3)

- 5710, General Music: A Model for Multi-Faceted Musical Learning (3)
5720, Electronic Music Techniques for Teachers (3)
5730, Individualizing Music Instruction (3)
5740, Techniques of Group Keyboard Instruction (3)
5750, Microcomputer Applications in Music Education (3)
5760, Microcomputer Assisted Instruction: Curriculum Development in Music
5770, Graduate Microcomputer Applications in Music (3)
5800, Musical Acoustics (3)
5820, School Music Administration and Supervision (3)
5830, Contemporary Music Education (3)
5840, Problems of Urban Music Education (3)
5920, Psychology of Music (3)
5950, Special Problems in Music Education (3)
Ech Tec 5340, Selection and Utilization Education Media (3)
Spc Ed 6412, Psychology of Exceptional Children (3)
Sec Ed 6414, Teaching the Gifted/Talented in the Secondary School (3)
Sec Ed 6418, The Junior High/Middle School (3)
Sec Ed 6427, Supervision of Clinical Experiences in Teacher Education (3)
Sec Ed 6429, The Department Head (3)
Ed Rem 6710, Educational Research Methods (3)

Career Outlook

Undergraduate

A music degree builds the foundation for a career in professional performance, for teaching in a school or private studio or for serving as a church music director. A music degree may also prepare one for positions in the music industry (recording, publishing, radio programming, manufacturing, or music retail). A trained artistic mind can also be valuable in the fields of advertising, public relations, and consumer services.

A number of UM-St. Louis music graduates have been readily accepted into outstanding graduate programs, including our own Master of Music Education degree program. Many are pursuing successful careers in music education, business, and industry, or as professional performers.

Graduate

Many graduate students in music education will already hold full-time music teaching positions. A graduate degree in music education allows for continued professional growth. Music specialists may refine their teaching expertise, add to their understanding and knowledge about music and educational processes, become more specialized in a specific emphasis area of music education (choral, instrumental, general music or music technology), or any combination of these professional growth areas.

Graduate-level work in music education is often required to renew a teacher's certificate or to satisfy professional growth requirements specified by an employing school or school

district or to advance to new positions within the field of music education.

Course Descriptions

Prerequisites may be waived by consent of the department.

Students who have earned 24 or more semester hours of credit at any accredited post-secondary institutions(s) before the start of the fall 2002 semester must meet the general education requirements stipulated in the UM-St Louis 2001-2002 Bulletin. The following courses fulfill the Humanities breadth of study requirements as described in that Bulletin: 1001,1010, 1020, 1030, 1050, 1060, 1070, 1080, 1090, 1100, 1110, 1190, 1301, 1311, 1320, 2301, 2311, 3020, 3770, 3920, 4000, 4210, 4220, 4230, 4240, 4250,4260, 4270, 5000, 5750.

The following music History courses satisfy the Cultural Diversity requirement: Music 1090 and 1100

Applied Music

1410 – 1429 Secondary Applied Music (1)

Prerequisites: By audition and consent of department. Courses are offered in the following areas: 1410-bassoon; 1411-clarinet; 1412-classical guitar; 1413-euphonium; 1414-flute; 1415-French horn; 1416-harp; 1417-oboe; 1418-organ; 1419-percussion; 1420-piano; 1421-saxophone; 1422-trombone; 1423-trumpet; 1424-tuba; 1425-violin; 1426-violola; 1427-violoncello; 1428-string bass; 1429-voice. Not applicable to the applied music requirement for music majors or music minors. May be repeated for credit.

1430 Secondary Applied Music: Jazz Studies (1)

Prerequisites: By audition and consent of department. Individual instruction in jazz performance and literature on designated instrument. Not applicable to applied music requirement for music major or music minor degrees. May be repeated for credit.

1440 – 1459 Applied Music (1)

Prerequisites: By audition and consent of department. Courses offered in the following areas: 1440- bassoon; 1441-clarinet; 1442-classical guitar; 1443-euphonium; 1444-flute; 1445-French horn; 1446-harp; 1447-oboe; 1448-organ; 1449-percussion; 1450-piano; 1451-saxophone; 1452-trombone; 1453-trumpet; 1454-tuba; 1455-violin; 1456-violola; 1457-violoncello; 1458-string bass; 1459-voice. May be repeated, up to 4 credit hours. Applied Music registration requires concurrent registration in a large ensemble and seminar Music 1460.

1460 Seminar in Pedagogy and Literature (0)

Prerequisites: Concurrent registration with parallel Applied Music course. Seminars are offered in pedagogy and literature for all areas of Applied Music. May be taken on a satisfactory/unsatisfactory grading basis.

3440 – 3459 Applied Music (1)

Prerequisite: The completion of Junior Standing Exam in major applied area. Courses offered in the following areas: 3440-bassoon; 3441-clarinet; 3442-classical guitar; 3443-euphonium; 3444- flute; 3445-French horn; 3446-harp; 3447-oboe; 3448-organ; 3449-percussion; 3450- piano; 3451-saxophone; 3452-trombone; 3453-trumpet; 3454-tuba; 3455-violin; 3456-viola; 3457-violoncello; 3458-string bass; 3459-voice. May be repeated, up to 6 credit hours. Applied Music registration requires concurrent registration in a large ensemble and seminar Music 3460.

3460 Seminar in Pedagogy and Literature (0)

Prerequisite: Concurrent registration with parallel Applied Music course. Seminars in pedagogy and literature are offered for all areas of Applied Music. May be taken on satisfactory/unsatisfactory grading basis.

4440 – 4459 Applied Music (2)

Prerequisites: Completion of Junior Standing Exam in major applied area and admission to Performance Degree Program. Courses offered in the following areas: 4440-bassoon; 4441-clarinet; 4442-classical guitar; 4443-euphonium; 4444-flute; 4445-French horn; 4446-harp; 4447-oboe; 4448-organ; 4449- percussion; 4450- piano; 4451-saxophone; 4452-trombone; 4453-trumpet; 4454-tuba; 4455-violin; 4456-viola; 4457-violoncello; 4458-string bass; 4459-voice. May be repeated, up to 12 credit hours. Applied Music registration requires concurrent registration in a large ensemble and seminar Music 4460.

4460 Seminar in Pedagogy and Literature (0)

Prerequisite: Concurrent registration with parallel Applied Music course. Seminars in pedagogy and literature offered for all areas of Applied Music. May be taken on satisfactory/unsatisfactory basis.

5430 Special Applied Studies (1)

Prerequisites: Graduate standing in music and consent of department. Individual instruction in performance and literature of an instrument or instrumental family for pedagogical or review purposes in applied area other than student's primary performance study. No jury examination required. May be repeated for credit.

5440 Graduate Applied Music (1)

Prerequisites: Graduate standing in music and consent of department. Instruction offered in the following areas: bassoon, clarinet, classical guitar, euphonium, flute, French horn, harp, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, violin, viola, violoncello, string bass, and voice. May be repeated for credit.

Ensemble Performance**1400 University Chorus (1)**

Prerequisite: Consent of instructor. Preparation and performance of choral literature.

1410 The University Singers (1)

Prerequisite: Consent of instructor. The study and performance of music for vocal chamber ensemble.

1500 University Orchestra (1)

Prerequisite: Consent of instructor. Study, preparation, and performance of orchestral repertory.

1520 University Band (1)

Prerequisite: Consent of instructor. Study, preparation, and performance of music for the wind ensemble and band.

1530 University Wind Ensemble (1)

Prerequisite: Consent of instructor. The study, preparation, and performance of music for wind ensemble and chamber band.

1541 –1546 Chamber Ensemble (1)

Prerequisite: Consent of instructor. Study, preparation, and performance of music for small ensembles: 1541-brass; 1542-jazz combo; 1543-percussion; 1544-strings; 1545-voice; 1546-woodwinds.

1550 Jazz Ensemble (1)

Prerequisite: Consent of instructor. Study, preparation, and performance of jazz music for big band.

1560 Opera Workshop (1)

Prerequisite: Consent of instructor. Instruction in movement, basic stage techniques, technical theater, repertory and performance techniques and preparation. May be repeated for credit.

4560 Advanced Opera Workshop (1)

Prerequisite: Consent of instructor. Instruction in movement, stage technique, technical theater, repertory, and performance based on advanced vocal skills. May be repeated for credit.

5310 Graduate Chamber Ensemble (1)

Prerequisite: Graduate standing in music and consent of department. Study and performance of traditional and nontraditional chamber literature.

5490 Graduate Ensemble (1)

Prerequisite: Graduate standing in music or consent of department. Study, preparation, and performance of ensemble literature from the choral, orchestral, or band/wind ensemble repertory. May be repeated for a total of four hours of credit.

Music Education**3570 Curriculum and Methods of Teaching Elementary School Music (3)**

Same as Ele Ed 3277. Prerequisites: Music 2311/2312 and Level I Education courses for the music education major. A study of the elementary school music curriculum emphasizing the objectives, methods of teaching and staffing music classes, and analysis of instructional

materials and resources. This course must be completed in residence.

3670 Philosophic and Practical Foundations of the Secondary Music Education Curriculum (1)

Same as Sec Ed 3275. Prerequisites: Music 2311,2312, Music 3570, Ele Ed 3277 and Level I Education courses. Concurrent registration in Music 3680/Sec Ed 3576 and Music 3700/Sec Ed 3278 or Music 3710/Sec Ed 3279. For the music education major. A study of the secondary school music program: curricular objectives, philosophy, and general administrative procedures common to all secondary music classes. This course must be completed in residence.

3680 Curriculum and Methods of Teaching Instrumental Music I (2)

Same as Sec Ed 3276. Prerequisites: Music 2311,2312, 3410, 2510, 2610, Level I Education courses and two of the following: Music 1250, 1260, 1270, and Music 1280. Concurrent registration in Music 3570/ Ele Ed 3277. A study of the teaching techniques, materials, curriculum, and organization of the beginning instrumental music education program. Topics include student recruitment, the elementary band/orchestra, small group instruction, jazz ensemble, and marching band. This course must be completed in residence.

3690 Curriculum and Methods of Teaching Middle School/Junior High School General Music (2)

Same as Sec Ed 3277. Prerequisites: Music 2311, 2312, Music 3570/ Ele Ed 3277, and Level I Education courses. Concurrent registration in Music 3670/Sec Ed 3275 and Music 3710/Sec Ed 3279. For the music education major. A study of the middle school/ junior high school general music program emphasizing a conceptually based curriculum: objectives, methodologies, materials, innovations, classroom organization, and management. This course must be completed in residence.

3700 Curriculum and Methods of Teaching Instrumental Music II (2)

Same as Sec Ed 3278. Prerequisites: Music 2311,2312, 3521, 3620, Music 3570/ Ele Ed 3277(277), Music 3680/Sec Ed 3276, Level I Education courses and three of the following: Music 1250, Music 1260, Music 1270, Music 1280. Concurrent registration in Music 3670/Sec Ed 3275. A continuation of Music 3680/Sec Ed 3276. Topics include large group rehearsal techniques, program development, administrative procedures, and evaluation. This course must be completed in residence.

3710 Curriculum and Methods of Teaching Secondary Choral Music (2)

Same as Sec Ed 3279. Prerequisites: Music 2311,2312, Music 3570/ Ele Ed 3277, and Level I Education courses. Concurrent registration in Music 3670/Sec Ed 3275 and Music 3690/Sec Ed 3277. For the music education major. A study of the secondary school choral music program: curriculum, methods, teaching techniques, organization, and administrative procedures for choral performance classes. This course must be completed in residence.

3770 An Introduction to Music for the Elementary School Teacher (3)

Same as Ele Ed 2177. An introduction to the elements of music and the expressive nature of music. Includes application of fundamentals to appropriate literature and activities for use with children in a classroom setting. This course will not apply toward requirements for a music major.

4000 Advanced Techniques in Music Education (1-2)

Prerequisite: A 3000 level music education course or permission of the department. Intensive study for advanced music education students and music teachers, emphasizing specialized techniques and innovative concepts. Topics to be announced. May be repeated for credit.

4010 Marching Band Techniques (3)

Prerequisite: Junior Standing . Techniques for organizing and training school marching bands. Content will include planning and charting shows, rehearsal problems, corps and traditional styles, and auxiliary units.

4060 Advanced Workshop in Music Education (1-5)

Prerequisite: Junior standing and consent of the instructor. An intensive variable-topic workshop in music education presenting knowledge and skills to supplement specific areas in existing courses.

5000 Directed Research in Music: Variable Topic (1-5)

Prerequisite: Consent of instructor. Directed independent research in music through readings, conferences, writings, and projects. This course may be repeated, but no more than 5 hours may be applied toward a degree.

5060 Graduate Workshop in Music Education (1-5)

Prerequisite: Graduate standing and consent of instructor. Intensive workshop in music education. Variable topics. To gain skills and knowledge in specific areas not readily available in existing courses.

5070 Techniques and Literature for the Jazz Ensemble (3)

Prerequisite: Graduate standing in music. An examination of jazz music education. Includes methods, materials, improvisational techniques, and administration.

5130 Teaching Music Theory in the High School (3)

Prerequisite: Graduate standing in music. A study of the course content and pedagogical techniques for high school music theory courses.

5510 Graduate Instrumental Methods (3)

Prerequisite: Graduate standing in music. Development of objectives for instrumental programs and methods of achieving those objectives. Comprehensive musicianship through instrumental performance, analysis of instrumental literature, instrumental philosophies and methodologies, rehearsal organization, and recent research in instrumental music education will be discussed.

5520 Instrumental Music Administration (3)

Prerequisite: Graduate standing in music. Study of the organizational problems of the instrumental program; library management; budgeting; awards and incentive systems; selection, care, and handling of uniforms and equipment; instrumental balance; seating plans; and operation of festivals and contests.

5610 Graduate Choral Methods (3)

Prerequisite: Graduate standing in music. Development of objectives for choral programs and methods of achieving those objectives. Comprehensive musicianship through choral performance, analysis of choral literature, the changing voice, choral philosophies and methodologies, rehearsal organization, and recent research in choral music education will be discussed.

5620 Guitar in the Classroom (3)

Prerequisite: Graduate standing in music. A study of guitar instruction in grades 5-12 with a focus on curricular sequence that includes chords, strums and picking patterns essential for song accompaniment skill development. Current materials, suitable for upper elementary and secondary students will be explored.

5650 Music Theatre in the School (3)

Prerequisite: Graduate standing in music. Techniques appropriate for school musical productions. Aspects of production and planning, including makeup, staging, lighting, and costuming.

5710 General Music: A Model for Multifaceted Musical Learning (3)

Prerequisite: Graduate standing in music. An exploration of the general music class as a learning laboratory model designed to actively engage the learner in a series of comprehensive music learning experiences. Emphasizes techniques and materials that will motivate the nonperformance-oriented student.

5720 Electronic Music Techniques for Teachers (3)

Prerequisite: Graduate standing in music. Basic electronic music instruments, their operation and use as teaching tools. Materials and techniques suitable for use with students in both elementary and secondary school settings will be presented.

5730 Individualizing Music Instruction (3)

Prerequisite: Graduate standing in music. The development of learning strategies, materials, and evaluation techniques suitable for better accommodating the varying interests, abilities, and learning styles of individual students in music classes.

5750 Microcomputer Applications in Music Education (3)

Prerequisites: Graduate Standing in Music. An examination of the potential of microcomputers in the music education field. Experiences with available hardware and software suitable for applications that include inventory, budget,

music library cataloging, digital music synthesis, and computer-assisted instruction at all levels.

5760 Microcomputer-Assisted Instruction Curriculum Development in Music (3)

Prerequisites: Graduate Standing in Music. Design and development of Computer-Assisted Instruction (CAI) lessons in music. Commercial courseware and various CAI models will serve as the basis for creating original programs that can be used effectively to implement objectives of the music curriculum for a specific school or school district. The design, refinement, and production of a major CAI program for use in an elementary, secondary or postsecondary setting is required.

5770 Graduate Microcomputer Applications in Music (3)

Prerequisite: Graduate Standing in Music. The study of complex microcomputer applications including music synthesis, MIDI, music-oriented graphics, voice and pitch recognition, administrative applications and computer-assisted instruction.

5800 Musical Acoustics (3)

Prerequisite: Graduate Standing in Music. The acoustical properties of the human voice, acoustic and electronic musical instruments, rehearsal rooms and performance spaces. Applications for musicians/teachers in the choice, design and acoustical treatment of rehearsal/performance space, requirements and techniques for quality musical recordings and the use of acoustic principles in the design of original classroom musical instruments.

5810 Foundations of Music Education (3)

Prerequisite: Graduate standing in music. A study of the historical, philosophical, and psychological foundations of music education. Includes principles necessary for development, implementation, and evaluation of the total school music program.

5820 School Music Administration and Supervision (3)

Prerequisite: Graduate standing in music. Theory and practice of administration and supervision of school music programs.

5830 Contemporary Music Education (3)

Prerequisite: Graduate standing in music. A study of recent trends and issues in music education.

5840 Problems of Urban Music Education (3)

Prerequisite: Graduate standing in music. An analysis of current practices, problems, trends, and research involved in developing strategies for the improvement of music programs in inner-city schools.

5910 Music Education Research (3)

Prerequisite: Graduate standing in music. Applications of various approaches in defining and analyzing research problems in music education. Historical, experimental, descriptive, and philosophical research will be included.

5920 Psychology of Music (3)

Prerequisite: Graduate standing in music. A study of the effects of music on behavior. Tuning and temperament, psychoacoustics, measurement of musical behavior, aesthetic response to music, and functional music.

5950 Special Problems in Music Education (1-3)

Prerequisite: Graduate standing in music. Selected problems to meet the needs of the individual student.

5990 Master's Project in Music Education (3)

Prerequisite: Graduate standing in music. A project utilizing historical, experimental, philosophical, descriptive, or analytical research techniques. The project will include a written report.

Music History and Literature

1001 Introduction to Music (3)

A historically oriented study of art music, its styles, and forms from the Baroque period to the present day. This course will not apply toward requirements for a music major.

1010 History of Western Music I (3)

Prerequisite: Music 30(1301/1302) or consent of department. A general survey of the history of Western music. Includes the evolution and development of styles, forms, and their social setting.

1020(102) History of Western Music II (3)

Prerequisite: Music 1301/1302 or consent of department. A continuation of Music 1010.

1060 Introduction to African-American Music (3)

A survey of the African-American musical heritage from its African origins through its role and development in twentieth-century American society. All genres will be discussed, including African-American composers who wrote in the European tradition. This course will not apply toward requirements for a music major or minor.

1070 Introduction to Jazz (3)

A survey course that examines the musical, historical, and social aspects of the subject. This course will not count toward requirements for a music major.

1080 Introduction to Irish Traditional Music (3)

This music appreciation course will survey the rich tapestry of Irish traditional music, song and dance. Particular attention will be given to the cultural history of the traditional music maker in Irish society, as well as among the constituent communities of the Irish Diaspora in Europe and North America. The course will introduce students to the instruments, performance settings and regional styles of Irish traditional music. Using field recordings and archive materials collected in Ireland and North America, it will also focus on celebrated folk performers of the past and present, and evaluate the impact of contemporary media on

their ancient, yet evolving, musical genre. No prior experience of Irish traditional music is necessary to pursue this course.

1090 Non-Western Music I (3)

The music of Oceania; folk and classical music and dance of East Asia, Tibet and Southeast Asia; the influence of Buddhism, Islam, and Western acculturation on the functions of music in these societies.

1100 Non-Western Music II (3)

Music of the African continent, West Asia, and South Asia; a survey of the tribal, folk, and classical music and performing arts of these cultures.

1110 Introduction to Irish Traditional Music in North America (3)

Will examine the cultural history of Irish traditional music and music makers in North America since the end of the eighteenth century. Drawing on a diversity of ethnomusicological sources, will evaluate the contribution of Irish musicians, singers and dancers to the growth of American popular culture in the nineteenth and twentieth centuries. Will explore the role of Irish musicians in rural communities from Newfoundland and Quebec to the Mid Western States and California. In reviewing the music history of the Irish Diaspora in North America, will compare and contrast historical recordings of Irish music made in the 1920s with those produced by modern masters of Irish music. No prior knowledge of Irish traditional music is necessary to pursue this course.

4000 Directed Studies: Variable Topic (1-5)

Prerequisite: Consent of department. Directed independent study of selected topics in music. May be repeated, if topic is substantially different but no more than 5 hours may be applied toward a degree.

4210 Music of the Middle Ages (3)

Prerequisite: Music 1010 or consent of department. study of music and musical thought from the beginning of Christianity to 1450. Gregorian chant, polyphonic music, the Ars Antiqua, and the Ars Nova.

4220 Music of the Renaissance (3)

Prerequisite: Music 1010 or consent of department. A study of the theoretical and practical impact of humanism on music, musicians, and musical thought from 1450 to 1600. Sacred and secular music; the rise of an instrumental idiom.

4230 Music of the Baroque (3)

Prerequisite: Music 1010 or consent of department. A detailed study of music from 1600 to 1750. The rise of the new style, national styles in the seventeenth century, and the culmination of the Baroque period.

4240 Music of the Classic Period (3)

Prerequisite: Music 1020 or consent of department. A study of the growth of classical style; galant and expressive styles; Mozart, Haydn, and Beethoven.

4250 Music of the Romantic Period (3)

Prerequisite: Music 1020 or consent of department.
Composers, forms, and styles in nineteenth-century music.
The literary and social background of musical romanticism.

4260 Music of the Twentieth Century (3)

Prerequisite: Music 1020 or consent of department. A detailed study of trends in modern music and of influential composers; impressionism, serial composition, electronic music, and other recent techniques.

4270 A History of Byzantine Music and Hymnography (3)

Prerequisite: Music 1020 or consent of department. A study of the liturgical and secular music of the Byzantine Empire and post-Byzantine period during the Ottoman occupation; a historical investigation of the Oriental and Ancient Greek origins of the music along with an evolution of the types of music and poetical forms. A study of the types of notation and transcription analyses from the Medieval neumes into Western staff notation is included.

5000 Directed Research in Music: Variable Topic (1-5)

Prerequisite: Consent of instructor. Directed independent research in music through readings, conferences, writings, and projects. This course may be repeated, but no more than 5 hours may be applied toward a degree.

Music Theory and Composition**1190 Fundamentals of Music (3)**

This course provides basic music vocabulary: scales, intervals, and chords, and systematic instruction in the melodic, rhythmic, and harmonic aspects of music. This course will not apply toward requirements for a music major.

1301 Theory of Music I (3)

Prerequisite: Consent of the department. The basic materials of music and their use in analyzing and writing music. Concurrent registration in Music 30B(1302) is required for music majors and minors.

1302 Aural Training I (1)

Prerequisite: Consent of the department. Systematic instruction in ear training and sight singing. Includes diatonic melodic and rhythmic dictation, chord quality recognition, sight singing of diatonic melodies, and the reading of units and divisions of units in simple and compound meters.

1311 Theory of Music II (3)

Prerequisites: Music 1301 and Music 1302 or consent of department. The study of seventh chords, secondary dominants, and modulation; composition in small forms. Concurrent registration in Music 1312 is required for music majors and minors.

1312 Aural Training II (1)

Prerequisites: Music 1301 and Music 1302 or consent of department. The systematic instruction in ear training and sight singing begun in Music 1302 is continued. Includes further diatonic melodic and rhythmic dictation, primary chord progressions, sight singing of diatonic melodies, and the reading of unit subdivisions in simple and compound meters.

2301 Theory of Music III (3)

Prerequisites: Music 1311 and Music 1312 or consent of department. Study of chromaticism in eighteenth and nineteenth centuries; composition in simple part forms. Concurrent registration in Music 2302(130B) is required for music majors and minors.

2302 Aural Training III (1)

Prerequisites: Music 1311 and Music 1312 or consent of department. Systematic instruction in ear training and sight singing of Music 1312 is continued. Chromatic melodic dictation, rhythmic dictation continues, secondary and altered chords in progressions are introduced. Sight singing of chromatic, modulating, and modal melodies, and the reading of syncopated rhythmic patterns are included.

2311 Theory of Music IV (3)

Prerequisites: Music 2301 and 2302 or consent of department. Study of late nineteenth- and early twentieth-century tonal harmony; analysis of large forms; composition in large forms. Concurrent enrollment in 2312 is required for all music majors and minors.

2312 Aural Training IV (1)

Prerequisites: Music 2301 and 2302 or consent of department. Systematic instruction in sight singing and advanced aural perceptions. Includes drill in recognition of formal events and key relationships, sight singing of twentieth-century melodies, and rhythmic drills in borrowed divisions and changing meters.

3110 Analysis of 20th Century Technique (2)

Prerequisite: Music 2311/2312 or consent of department. Study of compositional devices in tonal and atonal music of the twentieth century.

3120 Tonal Counterpoint (2)

Prerequisite: Music 2311/2312 or consent of department. Study of tonal counterpoint with emphasis on the eighteenth-century style. Composition in two and three parts. is substantially different but no more than 5 hours may be applied toward a degree.

3300 Seminar in Composition (2)

Prerequisite: Music 3110 or consent of instructor. The study of composition in theory and practice.

3410 Orchestration (3)

Prerequisite: Music 2311/2312 or consent of department. Study of the instruments of the brass, woodwind,

percussion, and string families; scoring, transcription, and arranging for various instrumental ensembles.

3420 Choral Arranging (2)

Prerequisite: Music 2311/2312 or consent of department. Study of vocal ranges, characteristics and capabilities at various ages and scoring for choral ensembles comprised of singers in these varying stages of development.

3430 Instrumentation and Scoring Technique (2)

Prerequisite: Music 2311/2312 or consent of department. Study of the modern orchestral instruments; scoring for various instrumental ensembles with emphasis on idiomatic technique and transcription from keyboard models. This course will not fulfill the music degree requirement for students with instrumental or keyboard emphases.

4000 Directed Studies: Variable Topic (1-5)

Prerequisite: Consent of instructor. Directed independent study of selected topics in music. May be repeated, if topic

5000 Directed Research in Music: Variable Topic (1-5)

Prerequisite: Consent of instructor. Directed independent research in music through readings, conferences, writings, and projects. This course may be repeated, but no more than 5 hours may be applied toward a degree.

5110 Scoring and Arranging (3)

Prerequisite: Graduate standing in music. Experience in scoring and arranging music for a variety of ensembles.

Pedagogy

1240 Intermediate Vocal Techniques (2)

Prerequisite: Consent of department. Open to non-voice majors and to non-music majors who participate in a university choral program.

1250 Brass Techniques (2)

Prerequisite: Consent of the department. The objective of this course is to familiarize students with materials and techniques for teaching all brass instruments including trumpet, horn, trombone, euphonium, and tuba in the school setting.

1260 Woodwind Techniques (2)

Prerequisite: Consent of the department. The objective of this course is to familiarize students with materials and techniques for teaching all woodwind instruments including flute, clarinet, oboe, bassoon, and saxophone in the school setting.

1270 String Techniques (2)

Prerequisite: Consent of the department. The objective of this course is to familiarize students with materials and techniques for teaching all string instruments including violin, viola, cello, and bass in the school setting.

1280 Percussion Instrumental Techniques (2)

Prerequisite: Consent of the department. The objective of the course is to familiarize students with materials and techniques for teaching all percussion instruments including snare drum, tom-tom, bass drum, cymbals, drumset, timpani, mallet instruments and miscellaneous percussion instruments in the school setting.

1560 Piano Pedagogy (2)

Prerequisite: Successful completion of 2 semesters of Applied Music 1450, Piano or permission of instructor. A study of methods, repertoire, and technical problems pertaining to private studio teaching for all levels of performance ability.

2210 Pedagogy of Jazz Improvisation (1)

Prerequisites: Music 2311/2312 and permission of instructor. Study of the techniques, systems, and instructional materials used in teaching jazz improvisation.

4000 Directed Studies: Variable Topic (1-5)

Prerequisite: Consent of department. Directed independent study of selected topics in music. May be repeated, if topic is substantially different but no more than 5 hours may be applied toward a degree.

5000 Directed Research in Music: Variable Topic (1-5)

Prerequisite: Consent of instructor. Directed independent research in music through readings, conferences, writings, and projects. This course may be repeated, but no more than 5 hours may be applied toward a degree.

Practicum

1140/1150 Piano Proficiency (2)

Prerequisite: Permission of department. Group instruction for music majors who do not meet beginning keyboard requirements.

1200 Jazz Improvisation Laboratory (1)

Prerequisite: Consent of instructor. The study and application of the theoretical, technical, and performance aspects of jazz improvisation. May be repeated for credit.

1250 Singer's Diction: English, Italian, and German (1)

Prerequisite: Music 1440-1459 or Music 1240. A study of English, Italian, and German pronunciation using the International Phonetic Alphabet.

1260 Singer's Diction: Latin, French, and Spanish (1)

Prerequisite: Music 1440-1459 or Music 1240. A study of Latin, French, and Spanish pronunciation using the International Phonetic Alphabet.

1530 Accompanying I (1)

Prerequisite: Consent of department. Accompanying and ensemble practices, including rehearsal techniques, for keyboard majors. Public performance of works studied is required.

1540 Accompanying II (1)

Prerequisite: Consent of department. A continuation of Music 1530.

1550 Accompanying III (1)

Prerequisite: Consent of department. A continuation of Music 1540.

2160, 2180, 3190, 3290 Intermediate Piano Proficiency (1)

Prerequisite: Music 1150 or permission of department. Continuation of piano proficiency study.

2170 Jazz Keyboard Harmony (1)

Prerequisite: Applied Music 2160 or consent of department. Group keyboard instruction in the application of chordal structures and harmonic functions commonly used in mainstream jazz performance.

2510 Conducting I (2)

Prerequisite: Music 2301/2302, Concurrent registration in Music 2610 required for bachelor of music in music education program. Techniques and problems in conducting.

2610 Elementary School Instrumental Literature Laboratory (1)

Prerequisite: Music 2301 & 2302 Active conducting experience while analyzing and evaluating selected instructional and concert materials for elementary grades.

2611 Elementary School Choral Literature Laboratory (1)

Prerequisites: Music 2301 & 2302. Active conducting experience while analyzing and evaluating selected instructional and concert materials for elementary grades.

3521 Conducting II Instrumental (2)

Prerequisite: Music 2510. Concurrent registration in Music 3620 required for bachelor of music in music education program. Advanced study of instrumental conducting and rehearsal techniques, score reading, and interpretation.

3522 Conducting II Choral (2)

Prerequisite: Music 2510. Concurrent registration in Music 3620 required for bachelor of music in music education program. Advanced study of choral conducting and rehearsal techniques, score reading, and interpretation.

3620 Junior-Senior High School Instrumental Literature Laboratory (1)

Prerequisite: Music 2311 & 2312. Analysis and evaluation of selected instructional and concert materials for junior and senior high school performance groups.

3621 Junior-Senior High School Choral Literature Laboratory (1)

Prerequisites: Music 2311 & 2312. Analysis and evaluation of selected instructional and concert materials for junior and senior high school performance groups

3920 Senior Research (2)

Prerequisite: Consent of department. Required of all senior music majors. Directed readings and research in an area mutually acceptable to the student and instructor.

4920 Internship (1-3)

Prerequisites: Senior standing in bachelor of music business emphasis program and permission of the instructor. Supervised experience in the area of the student's career objective, such as music or instrument merchandising, arts management, mass communication, publishing, manufacturing or other, as available. May be repeated once for credit in different area.

4000 Directed Studies: Variable Topic (1-5)

Prerequisite: Consent of department. Directed independent study of selected topics in music. May be repeated, if topic is substantially different but no more than 5 hours may be applied toward a degree.

5000 Directed Research in Music: Variable Topic (1-5)

Prerequisite: Consent of instructor. Directed independent research in music through readings, conferences, writings, and projects. This course may be repeated, if topic is substantially different, but no more than 5 hours may be applied toward a degree.

5020 Choral Literature (3)

Prerequisite: Graduate standing in music. Study of choral literature appropriate for ensembles from elementary to senior high school. Criteria for evaluating choral literature will be developed, and pedagogical implications of choral music as a means of developing comprehensive musicianship will be discussed.

5030 Band Literature (3)

Prerequisite: Graduate standing in music. Study of band literature appropriate for soloists and ensembles from elementary to senior high school. Criteria for evaluating the literature will be developed, and related technical problems will be studied.

5035 Instrumental Literature (3)

Prerequisites: Graduate standing in Music. Study of literature appropriate for soloists and ensembles for elementary to senior high school band, orchestra and jazz ensemble. Criteria for evaluating the literature will be developed and related technical problems will be studied.

5040 Orchestra Literature (3)

Prerequisite: Graduate standing in music. Study of orchestral literature appropriate for soloists and ensembles from elementary to senior high school. Criteria for evaluating the literature will be developed, and technical problems will be studied.

5210 Graduate Conducting (3)

Prerequisite: Graduate standing in music. Conducting techniques, score reading, and interpretation of choral, orchestral, and band literature.

5480 Graduate Applied Conducting (1-2)

Prerequisite: Music 5210 and consent of the department. Private conducting study of the choral, orchestral, or band repertoire. Does not fulfill the applied music requirement for the master of music education degree.

Department of Theatre, Dance & Media Studies

Faculty

James Fay, Associate Professor; Chairperson
M.F.A., Tulane University
Thomas McPhail, Professor (Media Studies)
Ph.D., Purdue University
Michael Murray, Curators' Distinguished Teaching
Professor (Media Studies)
Ph.D., University of Missouri-Columbia
Rita Csapo-Sweet, Associate Professor (Media Studies)
Ed.D., Harvard University
Eric Love, Assistant Professor (Theatre and Dance)
M.A., Southwest Texas State University
Alicia Okouchi-Guy, Assistant Professor (Theatre and
Dance)
M.F.A., University of California-Irvine
Timothy Poertner, Assistant Professor, Production
Manager, Theatre and Dance
M.F.A., University of Texas-Austin

The Theatre, Dance, and Media Studies department program is a newly-reactivated program at the University of Missouri-St. Louis. The curriculum is a component of the Department of Communication. Work is currently underway on a new theatre curriculum

The University of Missouri-St. Louis has presented student theatrical productions in each of the past five years. Two productions are planned for 2003-2004. The University Players, a recognized student organization, is open to any University of Missouri-St. Louis student.

For further information concerning the theatre productions, curriculum, or other matters, contact the College of Fine Arts and Communication.

Undergraduate Studies

General Education Requirements

Majors must satisfy the University and College general education requirements. The College's foreign language requirement may be taken in any language. Communication courses may not be taken on a satisfactory/unsatisfactory basis.

Required Courses for All Majors

Communication:

Communication 1040, Introduction to Public Speaking
Communication 1135, Communication Theory
Communication 2980, (at least a three hour practicum course)

Theatre:

In addition to the required courses for all majors, students must take the following:

a] **Theatre 1210**, Fundamentals of Acting

Theatre 1230, Production Aesthetics
Theatre 1800, Introduction to the Theatre
b] **Nine additional hours in Theatre**

c] **One of the following Mass Communication courses:**

1050, Introduction to Mass Media
1070, Introduction to Cinema
1110, Introduction to Radio and Television Broadcasting
d] **Plus 6-15 hours from any area or areas of the communication/theatre department.**

Theatre, Dance & Media Studies

Prerequisites may be waived by consent of the department.

Course Descriptions

1005 Dance Conditioning (2)

This course provides basic methods to increase personal strength, flexibility, and endurance. Course of study will include stretching, strengthening and relaxation techniques and elements of Therabands, Pilates and Yoga. Prior dance experience is not required. Course may be repeated for credit up to 10 hours.

1006 Beginning Ballet Techniques (2)

An introduction to the art of ballet emphasizing basic movement, technique and terminology. Course study will include basic barre exercises, center work, and across the floor progressions for proper alignment, strength, flexibility, and coordination. Prior dance experience is not required. Dance attire and ballet slippers will be required. Course may be repeated for up to 10 credit hours.

1007 Beginning Jazz Dance Technique (2)

An introduction to the art of jazz dance emphasizing basic principles of traditional and contemporary forms of jazz dance movement, technique, terminology, and style. Course will focus on increasing strength, flexibility, coordination, and creative expression. Prior dance experience is not required. Dance attire and jazz shoes will be required. Course may be repeated for up to 10 credit hours.

1008 Beginning Modern Dance Technique (2)

An introduction to the art of modern dance movement, technique, and terminology. Course of study will introduce the elements of time, space, and energy through basic structured exercises and improvisation. Emphasis will be focused on alignment, strength, flexibility, coordination, and creative expression. Prior dance experience is not required. Dance attire is required. Shoes are not required. Course may be repeated for up to 10 credit hours.

1023 Fundamentals of Dance (3)

This course provides an introductory exploration of movement through various styles of dance, emphasizing movement vocabulary, stretching, strengthening, body

alignment, and creative expression. Prior dance experience is not required. Dance attire and shoes will be required.

1060 Theatre Workshop (1-2)

Course provides practical application of technical theatre practices through 45 hours of lab work within the areas of scenery, lighting, properties, and sound in conjunction with departmental productions. Personal safety equipment and basic tools will be required. Course may be repeated for up to 8 credit hours.

1100 Introduction to Dance (3) (C), (H)

A non-movement class that introduces the general student to the art, appreciation, and aesthetics of dance. Course will include a survey of prominent dancers, choreographers, performance artists, and companies; and analysis of video and live performances.

1105 Dance Repertory (1-3)

Prerequisites: Consent of instructor. Students will learn and rehearse original choreography created by faculty and guest artists. At the end of the semester, students will perform original works at a dance concert. Dance attire and appropriate dance shoes are required. Course may be repeated for credit up to 6 hours.

1106 Dance Ensemble I (1-3)

Prerequisites: Consent of instructor or Audition
Students will create and produce dance lectures and demonstrations. The Dance Ensemble will also travel and perform. Dance attire and appropriate dance shoes are required. Course may be repeated for up to 6 credit hours.

1210 Fundamentals of Acting (3) (H)

Course develops personal communication and presentational skills through vocal, physical, and emotional exercises designed for the beginning actor. Course emphasizes relaxation, concentration, improvisation, script analysis, characterization, and scene work exercises to develop elementary performance skills.

1230 Production Aesthetics (3)

An analysis of the visual components of dramatic presentation, including an introduction to theatrical styles and forms, technical design elements, and presentational techniques. A broad survey of theatre production.

1600 Voice and Diction/Vocal Performance (3)

Course promotes development of clear distinct enunciation and correct pronunciation for mass media communication, public address, theatre, and oral interpretation. Course includes development of oral presentational and self promotional skills for voice acting/voice-over in contemporary theatre and media.

1800 Introduction to Theatre (3) (H)

A study of Theatre as an art form, emphasizing the audience's appreciation of the art of the playwright, actor, director, designers, and technicians. Major periods, genres, dramatic forms from classical to modern to the avant garde

as well as performance art will be covered. Students will attend performances and learn about how theatre functions as an art and an industry in today's world. Attendance at several live theatrical (theatre, play, musical, opera and dance) performances will be required.

1850 Introduction to Non-Western Theatre (3) (C), (H), (CD)

Survey of theatre forms of the non-European world in which primary attention is concentrated on analysis of traditional dance drama and puppet theatres of East Asia, South Asia, the Middle East and Africa. Similar forms of European theatre will be included for comparative purposes. Focus on the development of world theatre from a visual point of view, from earliest storytelling rituals through international stage development to contemporary theatrical forms, with a view to understanding the global perspective. Course will survey visual media and writings on dance and theatre traditions found around the non-Western World.

1900 Introduction to Theatre Technology (3)

Introductory course covering the basic theories and techniques of Theatre Technology including stage equipment and safety, scenery, lighting, costuming, properties, sound and box office. Course includes practical application through a minimum of 25 hours of lab work in conjunction with a departmental production.

1910 Introduction to Theatrical Design (3)

Prerequisites: Theatre & Dance 1900 or Consent of instructor. Introductory course covering the elements and principles of design in the areas of scenery, lighting, and costumes. Course will include various creative projects in two and three dimensions. Some graphic materials will be required.

2006 Intermediate Ballet Technique (2)

Prerequisites: 2.0 Credit Hours of Theatre & Dance 1006 or Consent of instructor. Ballet movement, technique, vocabulary, and aesthetics with particular focus on precision and performance. Course of study will be a continuation of Beginning Ballet Technique barre exercises, center work, and across the floor progressions. Dance attire and Ballet slippers will be required. Course may be repeated for up to 10 credit hours.

2007 Intermediate Jazz Dance Technique (2)

Prerequisites: 2.0 Credit Hours of Theatre & Dance 1007 or Consent of instructor. Jazz dance movement, technique, vocabulary, and aesthetics with particular focus on personal movement style and expression. Course will also study unique dance styles and artists that have influenced the stage video, film, and commercial media industry. Dance attire and jazz shoes will be required. Course may be repeated for up to 10 credit hours.

2008 Intermediate Modern Dance Technique (2)

Prerequisites: 2.0 credit hours of Theatre & Dance 1008 or Consent of instructor. Modern dance movement, technique, vocabulary, and aesthetics. Course of study will be

continuation of Beginning Modern Dance Technique through incorporation of more complex movement and patterns. Emphasis on accuracy and performance will be explored. Dance attire is required. Dance shoes are not required. Course may be repeated for up to 10 credit hours.

2105 Script Analysis (3) (C), (H)

This course introduces students to elementary script analysis. Students learn basic structural and interpretative strategies for analyzing play scripts and other forms of performance texts.

2195 Practicum in Performance Studies (1-3)

Prerequisites: Consent of instructor

Provides practical experience in acting, directing, or dramaturgy through rehearsal and performance in conjunction with department productions, or other approved independent study projects. Laboratory time will be scheduled and may include evening and weekend rehearsals and performances. Course may be repeated for up to 8 credit hours.

2196 Practicum in Scenery/Lighting/Sound in Theatre Production (1-3)

Course provides practical experience in scenery, lighting, sound, and properties implementation and/or running crew work in conjunction with departmental productions, or other approved independent study projects. Running crew work will involve evening and weekend assigned times. Additional daytime hours will vary according to assignment. Credit hours are determined based on the scope of the project. Course may be repeated for up to 6 credit hours.

2197 Practicum in Costume (1-3)

Practicum in costume construction, cutting, draping, millinery, fabric dyeing/painting, distressing, crafts including wardrobe and makeup running crews, in conjunction with the theatre and dance department productions, or other approved independent study projects. In addition to daytime lab hours, occasional weekend and/or evening laboratory time will be required. Appropriate clothing and personal safety equipment will be required. Personal sewing equipment will be required. Course may be repeated for up to 8 credit hours.

2198 Practicum in Dance (1-3)

Prerequisites: Consent of Instructor.

Course provides practical experience in dance, stage movement, stage combat, choreography and/or running crew work in conjunction with departmental productions, or other approved independent study projects. Running crew work will involve evening and weekend assigned times. Additional daytime hours will vary according to assignment. Credit hours are determined based on the scope of the project. Course may be repeated for up to 6 credit hours.

2211 Acting Styles (3) (C), (H)

Prerequisites: Theatre & Dance 1210 or Consent of instructor. This course explores diverse acting styles; including historical and cultural distinctions in manners,

movement, and vocal practice. Course includes additional emphases on non-realistic acting, non-Western theatrical performance, plus style distinctions between stage acting, vocal acting, television acting, and acting for cinema.

2230 Aesthetics of Theatrical Styles (3) (C), (H)

Course investigates and analyzes theatre as an art form focused on manipulation of spatial aesthetics. Course includes emphasis on the development of dramatic and artistic styles and their effect on the visual presentation of ideas in theatre.

2240 Movement for Actors, Dancers & Performers (2)

Prerequisites: Theatre & Dance 1023

A study of movement techniques and theories for actors, dancers, performance artists and musical theatre performers. Training in movement techniques for the stage, theatrical combat, non-verbal theatre including mime, impersonation and dramatic dance forms. This course will look at the body as an expressive tool of the performer and as a narrative to the playwright/director.

2250 Stagecraft (3)

Prerequisites: Theatre & Dance 1900 or Consent of Instructor. A survey of the theories, terminology, and practices of methods and equipment of scenic and properties construction, painting, and rigging. Course includes practical application through 45 hours of lab work in conjunction with departmental productions. Personal safety equipment will be required.

2260 Introduction to Theatrical Costume Design & Production (3)

Covers the theory and practice of costume design and construction. A survey of contemporary and historical concepts and practices in costuming for the theatre. The process of costume design: script analysis, research, and visualization of ideas.

2280 Lighting & Sound Technology (3)

Prerequisite: Theatre & Dance 1900 or Consent of instructor. A survey of the theories, terminology, and practices of methods, equipment, and control systems of lighting and sound technology for the stage. Course includes practical application through 45 hours of lab work in conjunction with departmental productions. Basic personal tools will be required.

2290 Drafting for the Theatre (3)

Prerequisites: Theatre & Dance 1900 or Consent of instructor. Survey course covering the fundamental techniques of two dimensional drafting. Drafting equipment will be required.

2300 Stage Management (3)

Prerequisites: Consent of instructor. Course develops fundamental stage management skills needed to supervise all operative aspects of play production from auditions through performance. These skills include: interpersonal and leadership skills, conflict resolution techniques, venue

and staff management/scheduling, and technical script analysis. Course includes production experience.

2810 History of World Theatre and Drama Through the Restoration (3) (C) (H)

Prerequisite: Theatre & Dance 1800 or Consent of instructor. Survey of the history of influence of different cultures, traditions, and technologies on development of theatre as a social institution. History of Theatre and drama from ancient cultures to the Restoration period. Ritual and religious drama. Study of the origins of theatre and drama from oral tradition, myth, storytelling, Shamanism and collective ritual, Greek festival drama, and cloister drama of different cultures. Rise of secular drama, the traditions of classical Greek theatre. Study of the Renaissance, and drama in Europe, Asia, Africa and the New World.

2820 History of World Theatre and Drama from 18th Century to Contemporary Times (3) (H) (C)

Prerequisites: Theatre & Dance 1800 or Consent of instructor. History of theatre from the 18th century to contemporary times. Survey of history of influence of different cultures, traditions, and technologies on the development of theatre as a social institution. Study of realism and subsequent departures from realism in theatre, drama and performance.

2840 History of Dance to the 19th Century (3) (C) (H)

Prerequisites: Theatre & Dance 1800 or Consent of instructor. Survey of western dance from pre-history through the middle ages and renaissance to 19th century. Study of dance in historical and cultural context, its function in society and its relationship to contemporary artistic expression.

2841 History of Dance from the 19th Century to Contemporary Times (3) (H) (C)

Prerequisites: Theatre & Dance 1800 or Consent of instructor. Survey of western dance practice from 1850 to the present. History of modern dance: art dance from Isadora Duncan to Martha Graham.

3006 Advanced Ballet Technique (2)

Prerequisites: 4.0 credit hours of Theatre & Dance 1006 and/or 2006 or Consent of instructor. Advanced ballet movement, technique, vocabulary, and aesthetics with particular focus on precision and performance. Course of study will include advanced barre exercises, center work, and across the floor progressions. Variations, partnering, and pointe work may be incorporated at the discretion of the instructor. Dance attire and ballet slippers will be required. Course may be repeated for up to 6 credit hours.

3007 Advanced Jazz Dance Technique (2)

Prerequisites: 4.0 credit hours of Theatre & Dance 1007 and/or 2007 or Consent of instructor. Advanced jazz dance movement, technique, vocabulary, and aesthetics with particular focus on personal movement style and performance. Study of unique dance styles and artists that have influenced the stage, video, film, and commercial and

media industry. Dance attire and jazz shoes will be required. Course may be repeated for up to 6 credit hours.

3008 Advanced Modern Dance Technique (2)

Prerequisites: 4.0 credit hours of Theatre & Dance 1008 and/or 2008 or Consent of instructor. Advanced level of modern dance movement, technique, vocabulary, and aesthetics. Incorporation of more complex movement and patterns. Emphasis on accuracy and performance will be explored. Dance attire is required. Dance shoes are not required. Course may be repeated for up to 6 credit hours.

3009 Dance Choreography for the Stage, Television, and Film (3)

Prerequisites: 4 Credit hours of any level and combination of Theatre & Dance 1006, 1007, 1008, 2006, 2007, 2008, 3006, 3007 & 3008. Course will focus on directed movement studies and composition techniques for the stage, television, and film. Personal creativity and original movement inventions will be explored, as well as the creation, development, and transformation of original movement studies into completed works. Dance attire and dance shoes are required. Course may be repeated for up to 6 credit hours.

3060 Advanced Theatre Workshop (1-2)

Prerequisites: Theatre & Dance 1060 or Consent of instructor. Practical application of technical theatre practices through 45 hours of lab work within the areas of scenery, lighting, properties, and sound in conjunction with departmental productions. Personal safety equipment and basic tools will be required. Course may be repeated for up to 8 credit hours.

3100 Tap Dance Technique (2)

Prerequisites: 8 Credit hours of any combination of Theatre & Dance 1005, 1006, 1007, 1008, 1023, 2006, 2007, 2008, 3006, 3007, and/or 3008. An introduction to the art of tap dance movement, technique, and vocabulary. Dance attire and tap shoes are required.

3105 Advanced Dance Repertory (1-3)

Prerequisites: Consent of instructor or Audition. Dancers are selected through audition or consent of instructor to participate in the dance repertory. Students will learn and rehearse original choreography created by faculty and guest artists. At the end of the semester, students will perform original works in a dance concert. Dance attire and appropriate dance shoes are required. Course may be repeated for credit up to 12 hours.

3106 Dance Ensemble (1-3)

Prerequisites: Consent of instructor or Audition. Students create and produce dance lectures and demonstrations. Dance attire and appropriate dance shoes are required. Course may be repeated.

3195 Advanced Practicum in Performance Studies (1-3)

Prerequisites: Consent of instructor. Course provides advanced practical experience in acting, directing, or

dramaturgy through rehearsal and performance in conjunction with department productions, or other approved independent study projects. Laboratory time will be scheduled and may include evening and weekend rehearsals and performances. Course may be repeated for up to 8 credit hours.

**3196 Advanced Theatre Practicum:
 Scenery/Lighting/Sound in Theatre Production
 (1-3)**

Prerequisites: Consent of instructor. Course provides advanced practical experience in scenery, lighting, sound, and properties implementation and/or running crew work in conjunction with departmental productions, or other approved independent study projects. Running crew work may involve evening and weekend assigned times. Additional daytime hours will vary according to assignment. Credit hours are determined based on the scope of the project. Course may be repeated for up to 6 credit hours.

3197 Advanced Practicum in Costume (1-3)

Prerequisites: Consent of instructor. This course provides advanced practical experience in costume construction, cutting, draping, millinery, fabric dyeing/painting, distressing, crafts including wardrobe and makeup running crews, in conjunction with the theatre and dance department productions, or other approved independent study projects. In addition to daytime Lab hours, occasional weekend and/or evening laboratory time may be required. Appropriate clothing and personal safety equipment will be required. Personal equipment will be required. Course may be repeated for up to 8 credit hours.

3198 Advanced Practicum in Dance (1-3)

Prerequisites: Consent of instructor. Course provides practical experience in dance, stage movement, stage combat, choreography and/or running crew work in conjunction with departmental productions, or other approved independent study projects. May involve additional hours including evening and weekend assigned times. Credit will be based on the scope of the project. Course may be repeated for up to 6 credit hours.

3210 Ensemble Acting (3)

Prerequisite: Theatre & Dance 1210. Laboratory acting course emphasizing group dramatic analysis and collaborative play development and rehearsals culminating in an ensemble performance. Course emphasizes collaboration, cooperation, and team-building skills for performers in the theatre. Special attention is paid to the creation of dramatic works through collaborative means.

3250 Designing for the Theatre (3)

An introduction to the theories and practices of scenic and costume design for the theatre. The course will survey the evolution of theatrical designs through different cultures, dramatic genres, and theatre architecture.

3252 Costume Design (3)

Prerequisites: Theatre & Dance 1910, 2260 or Consent of instructor. The study of styles, visualization of ideas, and techniques of costume design. Discussion of principles of design for costumes, script analysis, collaborative role of the designer in a production. Introduction to costume construction techniques. Studio assignments include drawing, rendering, painting techniques, study of human proportions and exploration of character representation. Course may be repeated for up to 6 credit hours.

**3254 Costume Production and Construction Techniques
 (3)**

Prerequisites: Theatre & Dance 1900, 2260 or Consent of instructor. Study of theory and application of pattern making, fitting, construction techniques for costumes and undergarments to achieve authentic-appearing costumes using contemporary methods. Provides practical experience in costume construction, as well as wardrobe and makeup. Participation in running crews, in conjunction with the theatre and dance department productions, or other approved independent study projects may be required. Personal equipment will be required. Weekend and evenings may be required. Appropriate clothing and personal safety equipment required. Course may be repeated for up to 8 credit hours.

3257 Makeup for Theatrical Productions

(3) Prerequisites: Theatre & Dance 1800, 1910, or Consent of instructor. The art of makeup and its relation to production. Overview of European history and tradition of makeup. Theory, history and the practice of makeup traditions for theatre, dance and performance will be included.

3260 Scenic Design (3)

Prerequisites: Theatre & Dance 1900, 1910, 2250, 2290, or Consent of instructor. Survey of the theories and practices of scenery design for the theatre. This course will emphasize the creative process from conceptual script analysis through final design projects, sketching, drafting, rendering, and model making. Personal graphics and drafting materials will be required.

3261 Lighting Design (3)

Prerequisites: Theatre & Dance 1900, 1910, 2280, or Consent of instructor. Survey of the theories and techniques of lighting design for theatre and dance. This course will emphasize the creative process from script and choreographic concepts through final design projects, sketching, drafting, rendering, and related paperwork. Personal graphics and drafting materials will be required.

3262 Theatrical Rendering and Model Making (3)

Prerequisites: Theatre & Dance 1900, 1910, or Consent of instructor. Course provides opportunities to further explore techniques in scenery, lighting, and costume design. This course will include 2-D and 3-D projects designed to strengthen skills in drawing, rendering, model making, and publicity materials.

3263 Scene Painting (3)

Prerequisites: Theatre & Dance 1900, 1910, or Consent of instructor. Survey of theories, materials and techniques of scene painting for the stage. Course includes 45 lab or studio hours for application and practice of painting projects, and possible evening and/or weekend studio hours.

3305 Writing for Performance (3)

Prerequisites: Consent of instructor. An introduction to writing for performance, including playwriting and dramatic adaptation. Students' particular interests will determine course content; ranging from sketch comedy or adaptation of literature for the stage, to full-length comic or dramatic plays. This course is writing intensive and may require additional laboratory hours.

3362 Storytelling (3)

Prerequisite: Junior standing or consent of instructor. This course gives an overview of the history of storytelling, types of tales, and appropriate uses for storytelling. The primary emphasis of the course is in developing storytelling skills through preparation, performances, and evaluation.

3394 Practicum in Performing Arts Management: Theatre and Dance (3)

Prerequisites: None. Study of issues related to the management of arts organizations. This course will consider grant writing, creation and administration of community boards, financial issues in arts management, and the mainstream of both high artistic standards and effective organizational processes.

3820 Theatre from the 18th Century to the 1980s (3)

Prerequisite: Theatre 1800 or consent of instructor. History of theatre and drama from the eighteenth century to present.

4100 Teaching for Dance (3)

Prerequisites: 8 credit hours of any level and combination of Theatre & Dance 1005, 1006, 1007, 1008, 2006, 2007, 2008, 3006, 3007, and/or 3008. A pedagogy class that focuses on theory and fundamental methods of teaching various genres of dance. Emphasis will be in the development, structure, and application of creating & teaching a variety of dance classes. Course will involve research, analysis, and practical examination of teaching methods appropriate to experience, age, gender, culture, and location. Dance attire and dance shoes are required.

4210 Acting Styles (3)

Prerequisite: Theatre 3210. Studies in period acting styles, emphasizing cultural distinctions in manners, movement, and vocal practice.

4220 Directing for the Theatre (3)

Prerequisite: Theatre & Dance 1210 or consent of instructor. A survey of the theories and practices of theatrical directing, beginning with the theories and techniques of accomplished directors. The stage director's role in performance development will be studied through script analysis, production planning, and the rehearsal process, culminating

with a live performance. Final projects are laboratory scenes or a short one-act play.

4221 Advanced Directing for the Stage (3)

Prerequisites: Theatre & Dance 4220 or Consent of instructor. A survey of period styles and abstract theories and practices of theatrical directing. Explores the stage director's expanded role in performance development, through script analysis, adaptation, and production planning through the rehearsal process. Final project is a one-act play.

4230 Theatre Management (3)

Prerequisite: Theatre & Dance 2230. Comprehensive study and practice of theatre production and management techniques, including season selection, fundraising, budget control, venue analysis and acquisition, box office, facility management, production scheduling, interpersonal skills, conflict resolution, and promotional techniques for theatre.

4261 Advanced Projects in Design and Technology (1-3)

Prerequisites: Junior level with Consent of instructor. Provides opportunities for supervised advanced projects in theatre design or technology in conjunction with departmental productions, or other independent study projects. Credit assigned based on scope of project. Course may be repeated for up to 6 credit hours.

4262 Advanced Problems in Costume (1-3)

Prerequisites: Theatre & Dance 2260 or 3252 or Consent of instructor. Provides opportunities in supervised special projects in costume design and technology in conjunction with actual productions or other advanced independent projects. Includes design research process, script and character analysis, study of historical context and social environment, development of conceptual designs, study of current costume design and wardrobe practices. Personal equipment will be required. Credit based on scope of project. Course may be repeated for up to 6 credit hours.

4390 Theatre Internship (1-3)

Prerequisites: Junior level with Consent of instructor. Provides opportunities for supervised projects in conjunction with off-campus professional theatre and/or dance companies in performance, management, design or technology. Credit based on scope of assignment. Course may be repeated for up to 6 credit hours.

4391 Dance Internship (1-3)

Prerequisites: Junior level with Consent of instructor. Provides credit for approved supervised projects in conjunction with off-campus professional theatre and/or dance companies. Credit based on scope of assignment. Course may be repeated for up to 6 credit hours.

4980 Internship in Theatre (3)

Prerequisites: Senior standing, with at least 12 hours of course work in theatre; an overall GPS of at least 3.0; consent of instructor; open to communication majors only; not open to students who have any Y or delayed grades

outstanding. Supervised practical work at a theatre off campus in one of the following areas: acting, directing design, stage management. Repeatable, but no more than six hours total credit may be earned in internship courses. Only three hours in internship courses may be counted toward the 36-hour minimum required for the degree.

Graduate School

Gerontology

Faculty

Robert J. Calsyn, Professor* of Psychology and Gerontology

Ph.D., Northwestern University

Carl J. Bassi, Associate Professor* of Optometry

Ph.D., Vanderbilt University

Margo-Lea Hurwicz, Associate Professor* of Anthropology and Gerontology

Ph.D., University of California-Los Angeles

Ann M. Steffen, Director, Associate Professor* of Psychology and Gerontology

Ph.D., Indiana University

Chikako Usui, Associate Professor* of Sociology and Gerontology

Ph.D., Stanford University

Timothy A. Wingert, Associate Professor* of Optometry

O.D., Illinois College of Optometry

Nanora L. Sweet, Assistant Professor of English

Ph.D., University of Michigan

Kuei-Hsiang (Grace) Hsueh, Assistant Professor of Nursing

Ph.D., R.N., University of Arizona

Terry Ettl, Senior Lecturer

M.A., Webster University

Kelly Everard, Adjunct Assistant Professor

Ph.D., University of Kentucky

Hedva Barenholz Levy, Adjunct Assistant Professor

Pharm D, University of Michigan

Rosalie Marx, Lecturer

M.S.W., Social Work, G.W. Brown School of Social Work, Washington University

Jan McGillick, Lecturer

M.A., University of Chicago

Wilma Schmitz, Lecturer

M.A., Lindenwood University

*members of Graduate Faculty

Faculty from 11 departments and schools are involved in the undergraduate and graduate programs in gerontology.

Master of Science in Gerontology

The master of science degree in gerontology program is a multidisciplinary program designed to prepare students for management or direct service positions working with the aged. The program of study includes courses from a variety of departments including anthropology, biology, nursing, physical education, political science, psychology, sociology, social work, English, public policy administration, and optometry. Courses are offered primarily in the evening to accommodate part-time, as well as full-time students.

Admission Requirements

Program applicants must have the following:

- 1) Baccalaureate degree.

- 2) 3.0 or B average (students with exceptions should contact the director of the gerontology program).
- 3) Official transcripts of all previous undergraduate/graduate work.
- 4) Three letters of recommendation

In addition, students must meet the other general requirements for admission to the Graduate School as explained in the Graduate Study section of the *Bulletin*.

Degree Requirements

The students are required to complete 30 credit hours, including 24 hours in gerontology courses, a 3-hour statistics course, and a 3-hour research methods course. The required courses are listed below.

Gerontology Distribution Requirements

A. Public Policy and Aging-3 credits from the following:

Ger (PPA, Pol Sci) 6443, Health Care Policy

Ger (Soc) 5449, Issues in Retirement

B. Health and Physical Aspects of Aging - 3 credits from the following:

Ger 5610 (Soc Wk 5610), Mechanics of Aging I: The Aging Body (1 credit hour)

Ger 5611 (Soc Wk 5611), Mechanics of Aging II: The Aging Brain (1 credit hour)

Ger 5612 (Soc Wk 5612), Mechanics of Aging III: Diseases of Aging (1 credit hour)

Ger (Nur) 6401, (5000) Health and Wellness in the Aging

Ger 6441, Aging and Health Behavior

Ger 6458 (Opt 8650), Geriatric Optometry

C. Psychosocial Aspects of Aging-3 credits from the following:

Ger (Psych) 4373, Psychology of Aging

Ger (Psych) 4376, Mental Health and Aging

Ger (Soc) 4361, Sociology of Aging

Ger (Anthro) 5440, Cultural Aspects of Aging

Ger (Psych) 4380, Psychology of Death, Dying and End of Life Concerns

D. Practica in Gerontology, 6 credits from the following:

Ger 6495, Practicum in Gerontology

Ger 6496, Advanced Practicum in Gerontology

E. Gerontology Electives - 9 credits

F. Graduate-level statistics course - 3 credits and graduate level research methods course - 3 credits.

Students should consult Director of Gerontology for approved courses.

Graduate Certificate in Gerontology

The graduate certificate in gerontology is designed for students who wish to receive post-baccalaureate training in gerontology. The certificate can be taken by itself or in conjunction with pursuit of a graduate degree in another field. Eighteen credit hours are required.

Admission Requirements

Program applicants must have the following:

1. Baccalaureate degree.
2. 2.75 grade point average (students with exceptions should contact the director of the gerontology program).
3. Official transcripts of all previous undergraduate/graduate work.
4. Two letters of recommendation.

Distribution Requirements

A. Public Policy-3 credits from the following:

Ger (PPA, Pol Sci) 6443, Health Care Policy
Ger (Soc) 6449, 5449, Issues in Retirement

B. Health and Physical Aspects of Aging-3 credits selected from the following:

Ger (Nur) 6401,5000, Health and Wellness in the Elderly
Ger 6441, Aging and Health Behavior
Ger 5610 Soc Wk 5610, Mechanics of Aging II: The Aging Brain (1 credit hour)
Ger 5611, Soc Wk 5611, Mechanics of Aging II: The Aging Brain (1 credit hour)
Ger 5612, Soc Wk 5612, Mechanics of Aging III: Diseases of Aging (1 credit hour)
Ger 6458, Opt 8650, Geriatric Optometry

C. Psychosocial Aspects of Aging - 3 credits selected from the following:

Ger (Psych) 4373, Psychology of Aging
Ger (Psych) 4376, Mental Health and Aging
Ger (Soc) 4361, Sociology of Aging
Ger (Psych) 4380, Psychology of Death, Dying and End of Life Concerns

D. Ger 6495, Practicum in Gerontology -3 credits

E. Electives in Gerontology - 6 credits

Undergraduate Certificate in Gerontological Studies

A certificate in gerontological studies, a multidisciplinary course of study, is available at the University of Missouri-St. Louis. This program provides an opportunity for students to obtain a focused specialty in gerontology in addition to their majors. It utilizes offerings in the College of Arts and Sciences, Barnes College of Nursing, the College of Business, and the College of Education. It is appropriate for students in any of the colleges of the University.

Certificate Requirements

A student may earn the certificate in gerontological studies by completing a total of 15 hours. Courses must be chosen from at least two of the following four topic areas. No more than 3 credit hours from Research/ Practicum Experience courses will be allowed. The student must have the approval of the director of the gerontology program before enrolling in the course. Courses taken to fulfill the requirements may not be taken on a satisfactory/unsatisfactory basis. New courses continually are added, so it is advisable to check

with the director each term. Many courses are cross-listed and also have a gerontology designation.

Humanities

Ger (Eng) 1115, Images of Age in Film
Ger (Eng) 1116, Images of Age in Literature
Ger (Philos) 2256, Bioethics

Social Sciences

Ger (Psych) 2272, Developmental Psychology: Adulthood and Aging
Ger (Psych) 4380, The Psychology of Death, Dying, and End-of-Life Concerns
Ger (Psych) 4373, The Psychology of Aging
Ger (Psych/Social Work) 4376, Mental Health and Aging
Ger (Soc) 4361, Social Gerontology
Ger (ID) 1160, Aging in America
Ger (ID) 1220, Special Topics in Gerontology
Ger (Anthro) 3215, Growing Old in Other Cultures

Career Outlook

The increasing number of elderly in the population has greatly expanded job opportunities in gerontology in the last decade, and job prospects for the future are equally bright. Career possibilities include nursing home administration, administration and planning of community-based programs for the elderly, recreational programming, and counseling of the elderly.

Course Descriptions

1115 Images of the Elderly in Film (3)

Same as Eng 1150. Analysis of the portrayal of older adults in various films. Class discussions focus on the style and thematic content of the film, as well as intergenerational relationships.

1116 Images of Age in Literature (3)

Same as Eng 1160. Reading and discussion of literature that portrays aging and old age in various settings. Discussion and short essays enable consideration of how literature helps in the study of aging and also how the process of aging can be a creative force within literature.

1160 Aging in America (3)

Same as ID 1160. An introduction to the major issues, research, problems, and current service approaches in the study of the aging process. An overview of information useful for students in the arts and sciences, business, education, and nursing schools.

1220 Special Topics in Gerontology (1-3)

Same as ID 1220. Selected topics dealing with various aspects of gerontology. The specific contents of this course will vary from semester to semester. The course may be repeated for credit with permission of the Gerontology director.

2256 Bioethics (3)

Same as Phil 2256. An examination of ethical issues in health care practice and clinical research and in public policies affecting health care. Topics include abortion, euthanasia, health care, experimentation, informed consent, and the right to health care.

2272 Developmental Psychology: Adulthood and Aging (3)

Same as Psych 2272. Personality, social, and physiological development from the onset of early adulthood through maturity and old age.

3215 Growing Old in Other Cultures (3)

Same as Anthro 3125. This course examines the wide ranging variability in the roles of older people across different cultures and the effects these have on older people, their families, and their societies.

4361 Social Gerontology (3)

Prerequisite: Soc 1010 and junior standing or consent of instructor. Same as Soc 4361. Topics include sociological theories of aging, technological and social change and its effects on the environment of older people, and prejudice and discrimination against the elderly.

4373 Psychology of Aging (3)

Prerequisite: Nine hours of Psychology or consent of instructor. Same as Psych 4373. This course focuses on the developmental changes associated with aging including sensation, memory, emotions, and attitudes.

4376 Mental Health and Aging (3)

Prerequisites: 9 hours of psychology, graduate standing or consent of instructor. (Same as Psych 4376 and SW 4376). (MSW students normally take all foundation courses prior to enrolling in this course.) A survey of recent theory and research in mental health issues for older populations. The primary focus is on major psychological disorders prevalent among the elderly and in treatment approaches for elders.

4380 Psychology of Death, Dying, and End-of-Life Concerns (3)

Same as Psych 4380. Prerequisites: Nine hours of psychology. This course will address the psychological aspects of a variety of end of life issues, including death attitudes, funeral practices, ethics, grief theory, family communication practices, health care system approaches, and current research regarding these.

4490 Directed Readings (1-3)

Prerequisite: Consent of instructor. Directed readings and research or field work. May be repeated for a maximum of three hours.

5440 Cultural Aspects of Aging (3)

Same as Anthro 5440. Focuses on the variety of solutions encountered in different sociocultural contexts for dealing with the problems, challenges, and opportunities of growing old. It is organized around topics that are of concern to both anthropology and social gerontology: the status of the aged, intergenerational relations, aging in modernizing societies, ethnic dimensions of aging in complex societies, health in later life, death and dying. Both in-depth case studies and cross-cultural comparisons are examined in an effort to arrive at a culturally informed assessment of factors affecting aging and the aged in the United States.

5610 Mechanisms of Aging I: The Aging Body (1)

Prerequisites: Graduate standing and Bio 1102 or equivalent. (Same as SW 5610 and Psychology 5610). (MSW students normally take all foundation courses prior to enrolling in this course). Introduces students with a social sciences/ humanities background to the normal changes in the biology and chemistry of the aging human body and how these changes affect behavior.

5611 Mechanisms of Aging II: The Aging Brain (1)

Prerequisites: Ger 5610 or SW 5610 or Psych 5610 or equivalent or consent of instructor. (Same as SW 5611 and Psych 5611). (MSW students normally take all foundation courses prior to enrolling in this course.) Provides students with a social sciences/humanities background a basic introduction to the biology and chemistry of the aging human brain and nervous system and how these systems impact behavior.

5612 Mechanisms of Aging III: Diseases of Aging (1)

Prerequisites: Ger 5610 and Ger 5611 or SW 5610 and 5611 or Psych 5610 and Psych 5611 or equivalents or consent of instructor. (Same as SW 5612 and Psych 5612). (MSW

students normally take all foundation courses prior to enrolling in this course) Provides students with a social sciences/humanities background with information on how diseases associated with aging exacerbate the effects of aging on the human body, mind, and behavior.

6401 Health and Wellness in the Elderly (3)

Prerequisite: Graduate standing. Same as Nurs 5000. Factors contributing to longevity and health in old age, including genetic predisposition, lifestyle, culture, and environment are related to aspects of maintaining health and promoting wellness. Through a holistic approach, explores aspects of nutrition, exercise and activity, prevention of hazards to health, maintaining self-responsibility, managing stress, and meeting continued developmental, emotional and spiritual needs. Considers cross-disciplinary interventions to promote health and wellness in the elderly. Introduces the "Putting Prevention into Practice" model adapted to health promotion in the elderly.

6441 Aging and Health Behavior (3)

Prerequisite: Graduate standing. (Same as Psych 6441). This course examines sociocultural influences on health care practices of older adults. The role of social support and other social resources in the health behavior of older adults is emphasized. Topics include self-care decisions, formal service utilization, family caregiving, and planned interventions for older adults.

6443 Health Care Policy (3)

Prerequisites: Graduate standing and consent of instructor. Same as Pol Sci 6443, PPA 6430 and SW 6443. (MSW students will normally take the social policy foundation course prior to enrolling in this course). Survey course examining current issues in health policy that face the nation. Policies are placed in a historical context to show how issues have been influenced by different political and economic conditions. Secondary consequences and limitations of current trends in health policy are explored.

6444 Seminar in Public Policy and Aging (3)

Prerequisite: Consent of instructor. Same as PPA 6440 and Pol Sci 6444. The study of specialized issues and methods related to federal, state, and local policies that affect the elderly. Potential policy areas to be covered include housing, taxation, mental health, transportation, etc. May be repeated for credit, provided the subject matter is different.

6445 Sociological Dimensions of Chronic Illness (3)

Prerequisite: Soc 5400 or consent of instructor. Same as Soc 6445. The consequences of chronic illness for social roles, family and organizational dynamics, and the functioning of society are examined. Chronic illness is presented as both a medical problem and a social phenomenon that is shaped by the changing age structure of society.

6449 Issues in Retirement (3)

Same as Soc 5449. Prerequisite: Graduate standing. This course examines macro and micro issues of retirement in the

United States. It considers experiences of older persons in retirement: its processes, causes, and consequences-in relation to economic market conditions, demographic changes, and programs and policies that are targeted to support the elderly (e.g., Social Security). It also examines issues relating to older women and retirement.

6458 Geriatric Optometry (2)

Same as Opt 8650. Special examination and management considerations of the geriatric patient will be discussed. Psychological, physiological, social, and demographic aspects of aging, as well as ocular changes associated with the aging process will be taught.

6490 Directed Study (1-3)

Prerequisite: Consent of instructor. Designed to give the student an opportunity to pursue a more in-depth study of a problem area in gerontology than is normally covered in more formal courses. May be repeated for a total of 6 credit hours.

6494 Integrative Research Seminar in Gerontology (3)

Same as Psych 7494. Prerequisite: A graduate level research methods course (e.g., PPA 6401). This seminar requires students to critically examine research in terms of methodology. Topics covered include: reliability and validity of measures; internal and external validity; needs assessment; treatment implementation and process evaluation, and qualitative methods.

6495 Practicum in Gerontology (3)

Prerequisite: Consent of instructor. Supervised work experience in an agency that serves older adults. Students are required to complete a minimum of 150 clock hours at the practicum site.

6496 Advanced Practicum in Gerontology (3)

Prerequisites: Ger 6495 and consent of instructor. Advanced practicum experience beyond Gerontology 6495. Students must complete a minimum of 150 clock hours of supervised fieldwork (service or research) with older adults.

6497 Interdisciplinary Geriatric Care (2)

Same as Opt 6497. Prerequisite: Consent of instructor. Interdisciplinary approaches that address the medical and social needs of the elderly will be examined. Information about geriatric care and social issues affecting the well being of older adults will be provided. Clinical, theoretical, and educational perspectives will be presented.

6498 Advanced Seminar in Gerontology (3)

Prerequisite: Graduate standing. This course will provide in-depth analysis of specialized topics in gerontology, which are not covered in required courses. (Course may be repeated for a maximum of nine credits, assuming topics are different.)

6499 Topics in Gerontology (1-2)

Prerequisite: Graduate standing. Analysis of a current problem in gerontology. (Course may be repeated for maximum of five credits, assuming topics are different.)

Public Policy Administration

Faculty

- E. Terrence Jones**, Professor of Public Policy Administration and Political Science*
Ph.D., Georgetown University
- Carol W. Kohfeld**, Professor Emeritus of Public Policy Administration and Political Science
Ph.D., Washington University
- George J. McCall**, Professor Emeritus of Public Policy Administration and Sociology
Ph.D., Harvard University
- Donald Phares**, Professor Emeritus of Public Policy Administration and Economics
Ph.D., Syracuse University
- Lana Stein**, Professor of Political Science and Public Policy Administration
Ph.D., Michigan State University
- Anne E. Winkler**, Professor of Public Policy Administration and Economics*
Ph.D., University of Illinois
- Andrew D. Glassberg**, Director, Associate Professor of Public Policy Administration and Political Science*
Ph.D., Yale University
- J. Germain Gros**, Associate Professor of Public Policy Administration and Political Science*
Ph.D., University of California-Berkeley
- Deborah B. Balsler**, Assistant Professor of Public Policy Administration and Business Administration*
Ph.D., Cornell University
- Brady Baybeck**, Assistant Professor of Public Policy Administration and Political Science*
Ph.D., Washington University
- Nancy T. Kinney**, Assistant Professor of Political Science and Public Policy Administration*
Ph.D., University of Colorado at Denver
- James M. Krueger**, C.P.A., Assistant Professor of Public Policy Administration and Accounting*, Associate Vice Chancellor for Budgeting and Academic Planning
D.B.A., Indiana University
- Gerald J. Blasi**, Affiliate Assistant Professor of Public Policy Administration and Political Science*
Ph.D., SUNY Binghamton University
- Susan Kristine Walker**, Adjunct Professor of Public Policy Administration and Political Science
Ph.D., University of Missouri-St. Louis
- John McClusky**, Director of Non-Profit Management and Leadership Program*
Ph.D., University of California-Berkeley
- Julianne Stone**, Director, Local Government Management and Leadership Program
ABD, Washington University

*Members of Graduate Faculty

General Information

The Master's Program in Public Policy Administration (MPPA) is an interdisciplinary program designed to prepare students for managerial and policy analysis positions in the public and nonprofit sectors or in organizations having substantial interaction with the public and nonprofit sectors. The program is a unit of the Graduate School and is accredited by the National Association of Schools of Public Affairs and Administration. Core faculty are on joint appointments in public policy administration and disciplines such as economics, political science, sociology, or business administration. The program includes courses in policy analysis, public administration, management, budgeting, and economics in the basic curriculum. The University of Missouri-St. Louis' MPPA program differs from existing programs available in the Missouri-Illinois region in its interdisciplinary nature and emphasis on the development of analytic and administrative skills. It is designed to meet the needs of prospective full-time students, as well as those who wish to earn a degree in the evening while continuing to work.

In addition to the distinguished doctoral-level faculty in public policy administration, students have access to courses and faculty in business and other social sciences, in the Public Policy Research Center, and in the Center for International Studies. The MPPA program serves as an editorial home of the *American Review of Public Administration*.

The full facilities of Campus Computing, and the Laboratory for Quantitative Analysis are available. UM-St. Louis is a member of the Inter-University Consortium for Political and Social Research.

Admission Requirements

Applicants to the MPPA program must meet the general requirements for admission to Graduate School as explained in the Graduate Study section of this *Bulletin*. Students entering the MPPA program may be required to take up to 9 hours of prerequisites in mathematics.

Prerequisites

Students must demonstrate competency in computer-based applications, including spreadsheets, databases, and Internet use. These competencies must be demonstrated at the beginning of the degree program by completing a computer proficiency examination.

Core Curriculum

All candidates for the MPPA degree must complete 28 hours in the core curriculum sequence composed of the following public policy administration courses:

Administration

6400, Proseminar in Public Policy Administration
6600, Organizational Behavior and Administrative Processes

Budgeting

6180, Governmental Budgeting and Financial Control

Economics

6080, Microeconomics for Policy Analysis
6210, Public Sector Microeconomics

Policy Analysis

6000, Introduction to Policy Analysis
6900, Cases in Public Policy Administration

Statistics and Applications

6010, Introduction to Policy Research
6750, Introduction to Evaluation Research Methods

Exit Project

6990, Exit Project Research

A thesis is not required, but students must complete written analyses as part of their course work and/or internships. There is also a 1 credit hour exit project, PPA 6990, examining a problem in public policy administration in the final semester. PPA 6000 be taken at the beginning of the program. It is strongly recommended that PPA 6010 and PPA 6080 be taken early. PPA 6900 is a capstone course and must be taken at the end of the program.

Students may select one of five emphasis areas in which to concentrate their advanced studies: (1) managing human resources and organizations, (2) policy research and analysis, (3) local government management, (4) health policy, (5) nonprofit organization management, or they may select an individualized emphasis area in consultation with their advisors.

Prior to the completion of 15 hours in the MPPA program, students should identify an emphasis area. Specific requirements for each emphasis area are as follows:

1) Managing Human Resources and Organizations

a. Required (3 hours)

PPA 6490, Human Resources in the Public Sector

b. Electives (9 hours) chosen from:

MGMT 5611, Advanced Organizational Behavior and Administrative Processes
MGMT 5624, Organizational Training
Econ 6400, Labor Economics
PPA 6680, Negotiating Workplace Conflict
Pol Sci 3470, Collective Bargaining

PPA 6950, Internship – 3 hours (in assignment relevant to emphasis area)

2) Policy Research and Analysis

a. Required (3 hours)

Pol Sci 6402, Intermediate Techniques in Policy Research
OR Econ 4100, Introduction to Econometrics

b. Electives (9 hours) chosen from:

Pol Sci 6403, Advanced Techniques in Policy Research
OR Econ 4110, Applied Econometrics
Econ 3510, Public Finance: State and Local
Econ 4550, Natural Resource Economics
Econ 4160, Geospatial Economic Analysis
Econ 6760, Health Economics
Econ 6400, Labor Economics
Econ 6900, Advanced Topics in Economic Analysis
Pol Sci 6404, Multi-Method Research
Pol Sci 6414, Topics in Public Policy Analysis
Pol Sci 6422, Law, Courts, and Public Policy
Soc 4040, Survey Research Practicum OR
Soc 5432, Survey Research Methods
PPA 6950, Internship (in assignment relevant to the emphasis area)

3) Local Government Management

*a. Required (6 hours)

PPA 6340, Seminar in City Administration OR
PPA 6350, Issues in Urban Management
AND EITHER
Pol Sci 6470, Proseminar in Urban Politics OR
Pol Sci 6471, Seminar in Urban Politics

b. Electives (6 hours) chosen from:

PPA 6490, Human Resources in the Public Sector
PPA 4940, Leadership and Management in Nonprofit Organizations
PPA 6680, Negotiating Workplace Conflict
Economics 3510, Public Finance: State and Local
Economics 6700, Political Economy of Metropolitan Areas
Pol Sci 6432, Intergovernmental Relations
PPA 6950, Internship (in assignment relevant to emphasis area)
*** For Local Government Management specialization, courses not taken to fulfill "required 6 hours" may be taken as electives (s).**

NOTE: Students interested in careers in local government management are strongly encouraged to take PPA 6490, Human Resources in the Public Sector, as one of their electives.

4) Health Policy

a. Required (6 hours)

PPA 6430, Health Care Policy
PPA 6460, Selected Topics in Health Care Policy:
Comparative Health Policy

b. Electives (6 hours) chosen from:

PPA 6460, Selected Topics in Health Care Policy (with different substantive area from Comparative Health Policy)

Econ 6750, Political Economy of Health Care

Econ 6760, Health Economics

Ger 4376, Mental Health and Aging

Ger 6401, Health and Wellness in the Elderly

Ger 6441, Aging and Health Behavior

PPA 6950, Internship (in assignment relevant to the emphasis area)

5) Nonprofit Organization Management and Leadership

a. Required (9 hours)

PPA 4911, 4912, 4913, Management Issues in Non-Profit Organizations: Staff Management Issues; Legal Issues; Financial Issues

PPA 4940, Leadership and Management in Non-Profit Organizations

PPA 4960, American Philanthropy and Non-Profit Resource Development

b) Electives - (3 hours) chosen from:

PPA 6490, Human Resources in the Public Sector

PPA 6550, Strategic and Program Planning for Nonprofit Organizations

BA 3451, Accounting for Governmental and Nonprofit Entities

BA 5100, Managerial Communication

BA 5900, Public Policies Toward Business

BA 5700, Contemporary Marketing Concepts

Psych 7412, Social Psychology

PPA 6680, Negotiating Workplace Conflict

PPA 6950, Internship (in assignment relevant to the emphasis area)

Students may be able to substitute another course for a specified elective, with MPPA Director's approval.

Individualized Emphasis Area

Prior to the completion of 15 hours in the MPPA program, the student must present a proposal for 12 hours of specific coursework for approval by the MPPA faculty. The 12 hours must include PPA6950, Internship (in an assignment relevant to the emphasis area) unless the student has significant public or nonprofit sector experience.

Internships

There currently exists a need for well-trained policy administrators and analysts. Frequent contact is maintained with public and nonprofit practitioners and public officials in the St. Louis metropolitan area, providing valuable input for program development, creation of a wide variety of internship possibilities, and assistance with a vigorous placement program for MPPA graduates. Interns may be placed in planning agencies, city managers' offices, administrative departments, or budgeting offices.

An internship is required for students without substantial experience in the public or nonprofit sectors. MPPA students employed in public agencies will receive 3 hours of credit for internships in those agencies. To do so, students must develop, in consultation with their advisors, special research projects outside the scope of their regular employment duties. Credit is granted after successful completion of the project and a written paper at the end of the semester.

Graduate Certificate Program in Nonprofit Organization Management and Leadership

Through the Public Policy Administration Master's Program, the University offers a graduate certificate program for students who are current professional staff, board members, and other leaders of nonprofit and voluntary organizations, as well as those who wish to consider entering the field. There are only two such graduate programs in Missouri. The certificate can be taken by itself or in conjunction with the pursuit of the master's in public policy administration or a graduate degree in another field.

A. The graduate certificate in nonprofit management and leadership requires the completion of 18 credit hours. Nine of these are the following core courses:

1. Leadership and Management in Nonprofit Organizations (3 hours) Political Science 4940 same as Public Policy Administration 4940, Sociology, or Social Work 4940

2. Management Issues in Nonprofit Organizations: Staff Management Issues (1 hour) Political Science, Public Policy Administration, and Social Work 4911

3. Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations (1) (Political Science, Public Policy Administration, and Social Work 4912)

4. Management Issues in Nonprofit Organizations: Financial Issues (Political Science, Public Policy Administration, and Social Work 4913)

5. American Philanthropy and Nonprofit Resource Development (3 hours) Pol Sci and Soc Wk 4960

B. Six hours of electives are to be taken from selected courses in accounting, business administration, economics, management, marketing, political science, psychology, public policy administration, and sociology. A student may choose among these courses or other courses approved by the program director. (All Graduate electives must be at the 6000 course level.)

C. Three hours of internship are also required, or graduate students should demonstrate either a professional field experience equivalent to the internship or be required to

participate. Any request for an exemption from the internship requirement must be approved by the nonprofit program director after a review of the student's professional or managerial field experience with appropriate documentation. Students who receive an exemption must take another 3 hours of electives from the selection in area B.

The internship will include learning activities in management and governance processes in nonprofit organizations, as well as a seminar in which students will critically reflect on their field experience with a faculty supervisor.

Requirements of admission to the graduate certificate program are the same as those required for admission to the Graduate School: an undergraduate degree, and a GPA of 2.75 or better.

Career Outlook

The current outlook for graduates of the interdisciplinary Master's Degree in Public Policy Administration Program is quite promising. Recent graduates of this program have found careers as budget analysts, personnel analysts, transportation planners, and human resources planners with local, regional, state, and federal agencies, and the nonprofit sector.

Course Descriptions

4911 Management Issues in Nonprofit Organizations: Staff Management Issues (1)

Prerequisite: Junior Standing. Same as Pol Sci 4911 and Soc Wk 4911. This course addresses issues involved in managing staff in nonprofit organizations. The course will cover the following topics: fundamentals of staff supervision; balancing supervisory processes with counseling and coaching; selecting, hiring, evaluating, and terminating staff; legal issues that affect these processes.

4912 Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations (1)

Same as Pol Sci 4812 and Soc Wk 4912. This course addresses legal issues involved in managing and governing nonprofit organizations. The course will cover the following topics: The Board as steward of the organization; Director and officer liability; tax laws concerning charitable giving; legal issues in managing staff and volunteers (e.g., hiring, evaluating, and terminating employees); Missouri nonprofit law.

4913 Management Issues in Nonprofit Organizations: Financial Issues (1)

Same as Pol Sci 4913 and Soc Wk 4913. This course addresses financial issues involved in governing and managing nonprofit organizations. The course will cover

the following topics: Cash flow analysis; budgeting; fund accounting; cost accounting (determining costs for programs and services); understanding and using standard financial statements, including balance sheets, cash flow statements, statements of activity, and operating and capital budgets.

4940 Leadership and Management in Nonprofit Organizations (3)

Prerequisite: Junior standing. Same as Pol Sci 4940, Soc Wk 4840, and Soc 4940. Addresses the role and scope of the independent sector in the United States, as well as the leadership and management of nonprofit organizations within that sector. Topics include the economic and political scope of the independent sector, the role of volunteerism in a democratic society, and the role and scope of philanthropy. Topics in voluntary organization management and leadership include the dynamics, functions and membership structure of NPOs, especially staff-board and other volunteer relations; governance and management of NPOs; resource mobilization; and program development management and evaluation.

4960 American Philanthropy and Nonprofit Resources Development (3)

Prerequisite: Junior standing or consent of instructor. Same as Pol Sci 4960 and Soc Wk 4960. This course addresses the history, philosophy, roles and scope of philanthropy in the United States, including its role in the nonprofit, voluntary sector. It further examines the contemporary forces which impact philanthropy and charitable giving, both by institutions and individuals. The course examines the effective planning and management of development programs (e.g., annual giving), fund raising vehicles (e.g., mail solicitations) and the fund raising process, form planning through donor relations.

6000 Introduction to Policy Analysis (3)

Same as Pol Sci 6410. Systematic development of a critical/analytic base for dealing with public policy.

6010 Introduction to Policy Research (3)

Same as Pol Sci 6401. Procedures for testing explanations, including research design, principles of measurement, probability sampling, methods of data collection, and techniques for analyzing data.

6080 Microeconomics for Policy Analysis (3)

Prerequisites: Graduate student standing. Same as Econ 5010. This course introduces microeconomic analysis of consumers, firms, and government, with an emphasis on policy applications. It assumes no prior training in economics and is appropriate for graduate students in public policy administration, nonprofit management, political science, gerontology, criminology and criminal justice, and other related fields.

6150 Directed Reading and Research in Public Policy (1-10)

Same as Pol Sci 6415. Prerequisite: Consent of Instructor. Independent study through readings, reports, research projects, and conferences. May be repeated for credit, provided the subject matter is different.

6170 Income and Pension Policy for the Aged (3)

Prerequisite: Graduate standing or consent of instructor. Same as Pol Sci 6417, Ger 6417, and Soc Wk 6417. (MSW students normally take the social policy foundation course prior to enrolling in this course.) Examination of federal, state, and local policies that affect the economic well being of the elderly. The development of social security programs and pension programs is explored within a historical context. Emphasis is placed on the analysis of current policy problems and proposed solutions.

6180 Governmental Budgeting and Financial Control (3)

Prerequisite: BA 5400. Same as BA 5450. A study of municipal and federal financial control and budgeting procedures with emphasis on public policy. The impact of financial control on top management decisions and the effect of budget strategies on the allocations of public funds.

6210 Public Sector Microeconomics (3)

Prerequisites: Econ 3001, or BA 5001, or PPA 6080. Same as Econ 6500. Application of tools of intermediate microeconomics to address public sector issues. Special emphasis is placed on critically analyzing current public policy debates using the models developed. Topics covered include: cases in which competitive market fails to allocate resources efficiently (e.g., externalities and public goods), importance of property rights, incentive effects of the tax and transfer system, and the fundamentals of cost-benefit analysis.

6340 Seminar in City Administration (3)

This course provides an overview of the working environment of a city administrator and is jointly sponsored by the local city managers association. Professional city personnel make presentations to the students on six major topics: political structure, organizational structure, service delivery, finance, personnel policies and practices, and leadership. The course provides direct observation of city council meetings, visits to various city facilities, exposure to different philosophies and styles of city management, and provides students a chance to assemble facts, evaluate options, and present policy recommendations for real problems that local administrators face.

6350 Issues in Urban Management (3)

Designed to evaluate management issues that confront managers in local government from a political perspective. The format will include an intense review and discussion

of original case studies from actual local government situations. The specific focus of this course will vary. Course may be repeated

6400 Proseminar in Public Administration (3)

Same as Pol Sci 6440. Examination of major approaches to analyzing public policies and their administration. Emphasis is on the effects of administrative organization and procedures on policy decisions and their impacts. Specific topics may include administrative accountability, intergovernmental relations, public-private interaction, implementation processes, bureaucratic expertise, the legal environment of public policy administration, and public service and merit issues.

6430 Health Care Policy (3)

Prerequisites: Graduate standing and consent of instructor. Same as Pol Sci 6443, Ger 6443, and Soc Wk 6443. (MSW students will normally take the social policy foundation course prior to enrolling in this course). Survey course examining current issues in health policy that face the nation. Policies are placed in a historical context to show how issues have been influenced by different political and economic conditions. Secondary consequences and limitations of current trends in health policy are explored.

6440 Seminar in Public Policy and Aging (3)

Prerequisite: Consent of instructor. Same as Ger 6444 and Pol Sci 6444. The study of specialized issues and methods related to federal, state, and local policies that affect the elderly. Potential policy areas to be covered include housing, taxation, mental health, transportation, etc. May be repeated for credit, provided the subject matter is different.

6460 Selected Topics in Health Care Policy (3)

Prerequisite: Consent of instructor. Same as Pol Sci 6446 and Soc 6446. The study of specialized issues and methods relating to health care policy. May be repeated for credit, provided the subject matter is different.

6490 Human Resources in the Public Sector (3)

Prerequisite: PPA 6600 or consent of instructor. Same as Pol Sci 6449 and Soc Wk 6449. Presents an overview of personnel and labor relations in the public sector. Particular emphasis placed on issues which are unique to the public sector, such as the merit system, the questions of representative bureaucracy and the constraints of personnel in the nonprofit sector. The topics include personnel reforms in the federal sector, equal employment and affirmative action policies, testing, selection, hiring, comparable worth, job evaluation, and labor relations including grievance arbitration and collective bargaining.

6510 Urban and Regional Planning and Public Policy (3)

Prerequisites: Graduate standing or consent of instructor. Focuses on the interdependent processes of urbanization

and public policy. Students will acquire an understanding of urban planning and public policy in North America.

6550 Strategic and Program Planning for Nonprofit Organizations (3)

Prerequisites: Graduate standing or consent of instructor. Same as Pol Sci 6490 and Soc Wk 6491. Strategic and program planning enable an organization to concentrate on efforts and set priorities guided by a mission, vision, and an understanding of its environment. Focus is on preparing a strategic plan and a program plan for a nonprofit organization and analyzing an organization's ability to deliver goods and/or services to its constituents in today's economic, social and political climate.

6600 Organizational Behavior and Administrative Processes (3)

Same as MGMT 5600. The theoretical and research contribution of the behavioral sciences to management and administration are examined and applied to selected organizational situations. Areas to be considered from the standpoint of both individual and organizational performance are communication, motivation, conflict, decision making, goal setting, leadership, organizational design, climate, development, and control. Utilizing a systems perspective, the course attempts to develop in each student an ability to analyze and solve organizational problems.

6680 Negotiating Workplace Conflict (3)

Prerequisites: PPA/MGMT 5600, and Graduate Standing. Same as MGMT 5612 and Soc 5451. Examines conflict and cooperation between individuals, groups, and organizations over the control of work. A central theme is how this conflict is expressed, controlled, and resolved. Students will participate in exercises to learn the basics of two-party negotiations.

6750 Introduction to Evaluation Research Methods (3)

Prerequisites: At least one course in Research Design and Statistics at the graduate level. Same as Psych 5475, Soc 5475, and CCJ 5475. A comparative study of research strategies with regard to data sources, data collection, and modes of analysis that are appropriate for program evaluation research. Attention is given to observational, survey, and quasi-experimental designs.

6800 Management Information Systems (3)

Prerequisite: Econ 3150. Same as MS/IS 6800. An overview of management information systems is presented, including various information systems concepts and technologies. Students are introduced to a mainframe operating system, a microcomputer-based operating system, and a programming language. Students are also exposed to several common microcomputer-based software applications.

6900 Cases in Public Policy Administration (3)

Prerequisites: 24 hours of public policy administration courses, at least 15 of which are in core courses. This capstone course intensively analyzes public policy administration cases drawn from a variety of issues and settings.

6950 Internship (3)

Independent study involving work with an appropriate public, private, or nonprofit agency.

6990 Exit Project Research (1)

Prerequisites: Completion of or simultaneous enrollment in other degree requirement courses. The exit project is viewed as the capstone of the MPPA program. As such, it is meant to be undertaken toward the end of a student's program, usually during the final semester. Its purpose is to provide evidence to the faculty that the degree candidate has mastered the skills acquired in the various courses completed during residence at the University and can apply them to the analysis of a practical research problem.

Pierre Laclède Honors College

The Pierre Laclède Honors College mission is to enrich significantly the educational experience of a select group of highly motivated and intelligent undergraduates. With this in mind, it enrolls promising students who give clear indication that they are ready to accept academic challenges and become creatively involved in the learning process.

Given this special mission, the college has a unique structure and identity. Unlike the university's other schools and colleges, it has no academic departments or areas of its own, and it grants no degrees. Instead, it brings together a cross section of the university's students and teachers in a special curriculum in which courses are designed to meet students' general education and other breadth of study requirements.

- A four-year program open to entering freshmen and extending over a student's entire undergraduate career;
- A two-year program open to a select group of third-year students who are either continuing at or have transferred to the university and are engaged in work on a major.

The Honors College Writing Portfolio

Both programs include participation in the Honors College writing program, Writing through the Curriculum, which involves formal courses in composition (including *at least two* of **Honors 1100, 3100, and 4100**) and informal consultations with the director of the writing program. In the final year, this culminates in the compilation of a personal Honors College writing portfolio (4100).

Undergraduate Research

All Honors College students must fulfill a 6-credit-hour independent study requirement (see below under Curriculum). Many students meet all or part of this requirement by undertaking a research project supervised by faculty in their major department. Additional financial support is available for supervised undergraduate research projects in all majors.

Faculty

Honors College instructors are drawn from faculty in all academic divisions of the university but mainly from the "traditional disciplines" of the College of Arts and Sciences. What all these teachers share in common is a willingness to work closely with intellectually curious and academically high-achieving students. Faculty design courses directed toward such an audience and based on small discussion seminars. Thus the honors faculty is an organic body, growing each semester as new faculty join in the honors project. Their talents add to the Honors College's already rich instructional pool of more than 100 regular and full-time faculty, many of whose teaching and

scholarship have been singled out for special professional and university awards.

Honors Scholars

Honors College scholars are our students, highly qualified and motivated individuals from a broad range of public and private secondary schools and colleges. They enter the college with diverse backgrounds and interests and remain part of it while simultaneously enrolling in classes and pursuing bachelor's degrees in other academic divisions of the university.

Most honors students major in the traditional liberal arts disciplines spanning the humanities, social sciences, mathematics, and natural sciences, but about a third focus on using their undergraduate education to prepare for careers in business, education, nursing, or engineering. Whatever their undergraduate majors, most Honors College students plan to go on to graduate study or professional schools, although a significant number successfully seek employment immediately after graduation. Honors faculty and staff provide advice and guidance in both course choice and career plans.

Curriculum

Pierre Laclède Honors College offers both a four-year program (for students admitted as freshmen) and a two-year program (for transfer students from within the UM-St. Louis or from outside the university).

Four-Year Program (40 credit hours total):

Approximately one-third of the 120 hours honors students earn toward graduation are taken in the Honors College or under its auspices. Most of these credits are associated with a sequence of honors courses designed specifically for the college, the majority of which are taken during the first two years. During this period, these students fulfill virtually all of the university's general education requirements, usually in innovative ways. In their junior and senior years, honors scholars also earn honors credit for work done within their major fields, work which includes the possibility of internships, independent study projects, and advanced undergraduate research.

First Year (15 credit hours):**

Scholars take **Honors 1100, 1200, and 1300**, and one course each from the Western Traditions and Non-Western Traditions seminar series. Students may take a seminar from the American Traditions series as an elective or in place of *either* a Western *or* a Non-Western Traditions seminar. **

1100, Freshman Composition

1200, Freshman Symposium

1300, Critical Analysis

1110-1150, The Western Traditions Series

1210-1250, The American Traditions Series (elective)

1310-1350, The Non-Western Traditions Series

****A pilot program will replace some of the above in 2004.**
General Education requirements will be satisfied by the new freshman-level seminars.

Second Year (6 credit hours): *Curriculum revisions may take place in January, 2005.

Scholars take **two** of the following **Honors** classes:

- 2010, Inquiries in the Humanities
- 2020, Inquiries in the Fine and Performing Arts
- 2030, Inquiries in the Social and Behavioral Sciences
- 2040, Inquiries in Mathematics and Computing
- 2050, Inquiries in the Sciences
- 2060, Inquiries in Business
- 2070, Inquiries in Education
- 2080 Inquiries in Nursing

Honors students in the four-year program may also take **Honors 3100** to meet their advanced composition graduation requirement.

During the first two years, honors scholars will take additional course work in other areas, such as mathematics, natural science, foreign language, and major prerequisite classes to satisfy various university, Honors College, and specific degree requirements.

Third and Fourth Years (19 credit hours):
Honors scholars in the four-year program *take at least four* seminars (12 credit hours) from the Advanced Seminar (3010-3080) and/or Research Seminar (3510-3580) series. They may take more, and many do where this is compatible with their major and/or minor requirements. In addition, honors students do 6 credit hours in independent study projects, normally in or closely related to their major field. These independent study projects normally carry credit in the major, but can be done as Honors College independent study or research projects (**Honors 4900-4990**). During the final year, students also take **Honors 4100**, a 1-credit capstone for the Honors College writing program.

Two-Year Program (22 credit hours total):
Scholars in this program will take a combination of Honors College courses and also earn honors independent study credit for work done in their major fields. The 22 credit hours must include 6 credits of independent study, as for the four-year program.

Third Year (9 credits):
During the first year of the two-year program, students take three honors seminars, including **3100**, Advanced Composition: Writing the City; one course from the **Inquiries** series (2010-2080; one course from *either* the Advanced Seminar (3010-3080 *or* Research Seminar (3510-3580) series. In addition, 3 credit hours of independent study may be taken during this year, normally in or closely related to their major.

Fourth Year (7 credits):

The final year of the two-year program involves three courses chosen from the 3000 and 4000 level options, including **4100**, the honors writing portfolio (1 credit hour) and at least one course chosen from the **3010-3080** or **3510-3580** series. In addition, students will complete their independent study requirements with 3 or 6 hours of project, internship, or research work.

Other academic features and requirements.

Pass/Fail.

The satisfactory/unsatisfactory option does not apply to any course work undertaken for Honors College credit.

Admission and Retention.

To be considered for admission to either the two-year or four-year honors program, a candidate must file a special Honors College application as well as a general university application. These application forms and additional information concerning scholarship and stipend awards, general eligibility guidelines, and the admissions process are available from the Honors College administrative office at (314)516-6870 or from the office of admissions.

Scholarships and stipends.

Every new freshman or transfer student admitted in good standing to the Honors College receives academic scholarship support. Scholars continue to receive these awards as long as they meet the criteria associated with their particular scholarship grant.

Good academic standing.

To remain in good standing, a student must maintain a cumulative GPA, in all his or her UM-St. Louis courses, of at least 3.2, and must continue to meet the requirements of the honors program for which he or she was initially admitted. Unless other arrangements have been made, Honors College students are also expected to be full time, that is, to register for and satisfactorily complete at least 12 credit hours per semester. Students wishing to enter the Honors College as part-time students, or to change to part-time status, must make prior arrangements with the Honors College dean.

UM-St. Louis: an Urban Land Grant Institution

Given its location in St. Louis, and because it is part of an urban land grant university, Pierre Laclède Honors College seeks to encourage awareness of the manifold benefits of pursuing an undergraduate education in a dynamic and varied urban community. This is accomplished partly through the Honors Curriculum (for instance, **Honors 1200** and **3100** are focused on "the city") through facilitating cultural and other outings in the city, and by encouraging students to include in their academic program courses, research projects, and/or internships which exploit the university's manifold connections with city people and its partnerships with leading city institutions such as the Missouri Botanical Gardens, the Missouri Historical

Society, and the Mercantile Library of St. Louis. Many honors students fulfill all or part of their independent study requirements working through such partnerships.

International Study and Other Exchange Programs

Honors students are encouraged to consider a semester's or a year's study at another institution. This can be done through the University's Center for International Studies, which administers exchanges with more than 70 universities in Europe, Africa, Asia, Australia, and South and Central America. Students in the **Honors and International Business** program are normally required to spend at least a semester abroad as an exchange student or on an approved international business internship.

Or students may, through the **National Student Exchange**, which is administered for the university by the Honors College, attend any one of more than 100 universities in the United States and Canada.

Course Descriptions

Please note that all honors courses are planned to fulfill UM-St. Louis graduation requirements, primarily in general education and the state requirement for American history and government. For further guidance on these requirements, please see the university general education matrix.

Selected Honors courses may also meet divisional area study requirements, for instance in international studies or cultural diversity. Please note also that several Honors courses in the 3000 and 4000 levels, can be used to fulfill major, minor, and certificate requirements, where that has been agreed by other divisions or departments of the university.

Honors course lists and descriptions, published each semester before the beginning of the registration period, identify clearly those seminars that fulfill these various requirements. When in doubt, students are urged to consult their Honors College advisor.

Important note: Unless otherwise indicated, all Honors seminars and courses require students to obtain the consent at the Honors College during registration.

1100, Freshman Composition (3) [C]

Prerequisite: Consent of the dean of the Honors College. Theory and practice of writing expository prose. Emphasis on individual tutorial. Assignments will be linked with topics discussed in Honors 101.

1200, Cities and Good Lives: Knowledge, Decisions, and Consequences (3) [MI, SS]

Prerequisite: Consent of the dean of the Honors College. Introduces students to the city and to a wide range of academic disciplines relevant to acquiring knowledge about the city, to making decisions about the city, and to

understanding the impact of those decisions on the lives of people who work, play, and live in the city. Involves students with city institutions, organizations, and people, and introduces several main disciplinary areas offered by the University of Missouri-St. Louis.

*A pilot program will replace some of the following courses in 2004-05. General Education requirements will be satisfied by the new freshman-level seminars. Specifics will be available by contacting the Honors College office, 516-6870.

1300, Critical Analysis (3) [C, H]

Prerequisite: Consent of the dean of the Honors College. An introduction to the forms and techniques of rational discussion. The emphasis is on improving skills in identifying, analyzing, evaluating, and formulating arguments. Topics include deductive and non-deductive reasoning, causal analysis, analogical arguments, logical fallacies, vagueness and ambiguity, methods of definition, and argumentative writing.

1110-1150, Western Traditions (3)

Prerequisite: Consent of the dean of the Honors College. All Western Traditions seminars will be based on the reading and discussion of works of exceptional importance in the development of western culture and civilization. The works to be discussed in each seminar will follow a central theme (defined by its particular relevance to the traditional academic disciplinary areas of the humanities, arts, social sciences, mathematics, or sciences) but will relate that theme to wider developments in Western Traditions and to the American concept of a liberal education.

1110, Western Traditions: Humanities [C, H].

1120, Western Traditions: Arts

1130, Western Traditions: Social and Behavioral Sciences [C, SS]

1140, Western Traditions: Mathematics

1150, Western Traditions: the Sciences

1210-1250, American Traditions (3)

Prerequisite: Consent of the dean of the Honors College. Honors seminars in the American Traditions series involve readings and discussion of major importance in the development of the culture, politics, ideologies, and values which are or have been characteristic of the United States of America. Every American Traditions seminar will cover a broad range of time, and each may include contemporary issues. American Traditions 1230 (Social Sciences) satisfies the American history and government requirement, and any course in the American Traditions sequence may be taken to satisfy one of the core requirements for the American Studies minor.

1210, American Traditions: Humanities (C, H)

1220, American Traditions: The Arts

1230, American Traditions: Social and Behavioral Sciences (V, SS)

1240, American Traditions: Mathematics

1250, American Traditions: The Sciences

1310-1350, Non-Western Traditions (3)

Prerequisite: Consent of the dean of the Honors College. Study of Non-Western societies, "traditional" or "modern," offers a reminder that, however defined, "the West" does not encompass the full range of human potentiality whether in terms of culture, values, behavior or ideas. Based on reading of significant primary texts and/or important secondary works, these seminars remind us of the realities of human diversity and provide perspectives on our own world. Non-Western Traditions seminars may be used to satisfy cultural diversity general education requirements.

1310, Non-Western Traditions: Humanities [MI, CD, H]

1320, Non-Western Traditions: The Arts [CD]

1330, Non-Western Traditions: Social and Behavioral Sciences [C, V, CD, SS]

1340, Non-Western Traditions: Mathematics [CD]

1350, Non-Western Traditions: The Sciences [CD]

2010-2080, Honors Inquiries (3)

Prerequisite: Consent of the dean of the Honors College. Inquiries seminars focus on the particular contributions academic disciplines can make to relatively broad areas of inquiry, and reading, discussion, writing and where appropriate, laboratory work or field trips will enhance students' understanding of the strengths, frailties, and particular characteristics of one or more disciplinary strategies. Inquiries courses may be used to meet relevant General education requirements. Where special arrangements have been agreed, they can meet more specific departmental and divisional requirements. The course number may be repeated for credit whenever the topic is substantially different.

2010, Inquiries in the Humanities [C, H]

2020, Inquiries in the Fine and Performing Arts [C, H]

2030, Inquiries in the Social and Behavioral Sciences [SS]

2040, Inquiries in Mathematics and Computing [MS]

2050, Inquiries in the Natural Sciences [C, MS]

2060, Inquiries in Business

2070, Inquiries in Education

2080, Inquiries in Nursing

3100, Honors Advanced Composition: Writing the City (3)

Prerequisite: Consent of the Dean of the Honors College. Enhances critical thinking, research, discussion, and writing skills by focusing on the city of St. Louis and on the specific fields of study of those enrolled in the course. Issues such as depth and development of content, voice, style, tone, correct expression, and research techniques are

among the topics emphasized. Students maintain a Commonplace Book of journals, drafts, and creative writings; they also submit a minimum of four formal papers. This course is required for transfer students (two-year Honors Program) and an elective for students on the four-year program. For students on either program, Honors 3100(210) meets the Advanced Composition requirement of the university.

3010, Advanced Honors Seminar (3)

Prerequisite: Consent of the dean of the Honors College. Open only to Honors College Students and not acceptable for graduate credit. Usually restricted to juniors and seniors, these advanced seminars focus on in-depth study of a significant body of subject matter. The perspective employed will normally be interdisciplinary or multi-disciplinary and will underscore the value of making connections between diverse areas of study. These courses will not usually require specific prerequisites, but may (with the consent of the appropriate department or division) be taken as major or minor courses. The course number may be repeated for credit whenever the topic is substantially different.

3010, Advanced Honors Seminar in the Humanities

3020, Advanced Honors Seminar in the Fine and Performing Arts

3030, Advanced Honors Seminar in the Social and Behavioral Sciences

3040, Advanced Honors Seminar in Mathematics and Computing

3050, Advanced Honors Seminar in the Sciences

3060, Advanced Honors Seminar in Business

3070, Advanced Honors Seminar in Education

3080, Advanced Honors Seminar in Nursing

4100, Independent Portfolio Writing (1)

Prerequisites: Consent of the Dean of the Honors College and senior status. Open only to Honors College students and not acceptable for graduate credit. Students in this course will meet on a regular basis with the Director of Writing and other appropriate Honors faculty to revise and polish samples in the Honors writing portfolio which the student has compiled during his or her Honors College enrollment. With the assistance of the Director, the student will write an in-depth analysis of his or her writing and will select the best examples of writing in his or her Honors Portfolio. During this independent study, the student may request help with research skills, writing issues, or application procedures for post-graduate courses or employment. Required of all students admitted and enrolled after August 1998; optional for others.

3510-3580, Research Seminar (3)

Prerequisites: Consent of the Dean of the Honors College. Open only to Honors College students and not acceptable for graduate credit. Modeled on and for some students affording a preview of the postgraduate or professional research seminar, Honors Research seminars bring

students face to face with primary research, as appropriate in the library, the laboratory, and/or field work, utilizing appropriate disciplinary perspectives and secondary reading. These courses may be cross-listed with other advanced courses in appropriate departments/divisions of the university, and as such may carry specific course prerequisites and/or require the specific consent of the instructor.

3510, Research Seminar in the Humanities

3520, Research Seminar in the Fine and Performing Arts

3530, Research Seminar in the Social and Behavioral Sciences

3540, Research Seminar in Mathematics and Computing

3555, Research Seminar in the Sciences

3560, Research Seminar in Business

3570, Research Seminar in Education

3580, Research Seminar in Nursing

4900, Independent Study in Honors (1-6)

Prerequisites: Consent of the Dean of the Honors College. Open only to Honors College students and not acceptable for graduate credit. Most Honors students will fulfill their Honors independent study requirements in another department or division of the university. Where this is not possible, and where academic credit seems an appropriate reward for the independent study in question, the project may be undertaken as Honors 4900, normally as a 3-credit course. This will involve substantial reading, research, and/or field work, and will be supervised by a permanent member of the Honors College academic staff. Completed proposal forms for this course must be submitted to the Honors College no later than the deadline for university registration.

4910-4990, Honors Independent Research (3)

Prerequisites: Consent of the Dean of the Honors College. Open only to Honors College students and not acceptable for graduate credit. Honors students who wish to conduct individual research projects under the supervision of a member of the university's regular or full-time faculty may register for undergraduate credit and receive financial support on a cost-of-research basis. Such projects will usually be given appropriate course numbers in the student's major (or minor) department. Where this is not possible or otherwise inappropriate, students may register for credit in the Honors 39xx Independent Research series. In order to qualify for financial support and academic credit, completed proposal forms, together with a brief description of the research project, must be approved and signed by an appropriate member of the faculty and submitted to the Honors College not later than the semester deadline for university registration. May be repeated for credit where the research topic/problem is substantially different or where it can be significantly extended. Faculty approval must be obtained for repeat credit.

4910, Honors Independent Research/Internship in the Humanities

4920, Honors Independent Research in the Fine and Performing Arts

4930, Honors Independent Research in the Social and Behavioral Sciences

4940, Honors Independent Research in Mathematics and Computing

4950, Honors Independent Research in the Sciences

4960, Honors Independent Research in Business

4970, Honors Independent Research in Education

4980, Honors Independent Research in Nursing

4990, Honors Independent Research in Engineering

Barnes College Of Nursing And Health Studies

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* Members of Graduate Faculty

General Information

Barnes College of Nursing & Health Studies offers nursing studies at the undergraduate and graduate levels. Knowledge and skills needed to complete the professional licensure examination to become a registered nurse are available through a basic baccalaureate option. Nurses who have obtained their basic nursing education through associate degree or diploma nursing programs may complete the B.S.N. completion option without repetition of previous nursing education. The master of science in nursing program is offered in cooperation with the School of Nursing at University of Missouri-Kansas City. The Ph.D. in Nursing is offered in cooperation with the Schools of Nursing at University of Missouri-Columbia and Kansas City. Admission to the Ph.D. is available at the post B.S.N. and M.S.N. levels.

Undergraduate Studies

The Barnes College of Nursing provides course work leading to the Bachelor of Science in nursing. The program is accredited by the Commission on Collegiate Nursing Education and approved by the Missouri Board of Nursing. The undergraduate program offers two means for achieving the bachelor's degree in nursing: studies that are

preparatory for completion of the professional nurse licensure examination (pre-licensure track) and advanced placement for the professional registered nurse without repetition of fundamental nursing courses (RN/BSN track). An accelerated prelicensure option is available for qualified persons who hold earned degrees in nonnursing fields, or outstanding students who have completed all prescribed general education and science course work. Baccalaureate students meeting admission criteria may participate in the Pierre Laclède Honors College.

Admission Policies

Basic Baccalaureate

First-time freshman or students with fewer than 24 college credits:

- Admission to the university (see Undergraduate Admission and Application Procedure section in this *Bulletin*).
- Cumulative high school grade point average of 2.5 (4.0 scale).
- High school rank in upper third of graduating class.
- GED score, if applicable.
- ACT composite score of 21 or higher.
- Basic computer literacy prior to beginning nursing courses required in nursing major.
- Cumulative grade point average of 2.5 (on 4.0 scale) required prior to beginning nursing courses required in nursing major.
- Completion of a minimum of 45 semester hours of general education course work applicable to BSN degree NS010, NS 2103 (or equivalent), and NS 2105 (or equivalent) prior to beginning nursing courses required in nursing major.

Students with 24 or more college credit hours:

- Admission to the university (see Undergraduate Admission and Application Procedure section in this *Bulletin*).
- Minimum cumulative grade point average of 2.5 (4.0 scale) on 24 transferable credits from an accredited college or university.
- Cumulative grade point average of 2.5 (on 4.0 scale) required prior to beginning nursing courses required in nursing major.

Degree/Transfer Pathway to accelerated option

- Admission to the university (see Undergraduate Admission and Application Procedure section in this *Bulletin*).
- Baccalaureate or higher degree from regionally accredited college or university. Applicants not holding a baccalaureate degree must have

completed 62 semester hours of general education academic credit before beginning the program, including prescribed course work, as evidenced by official transcript.

- Minimum grade point average of 3.0 on 4.0 scale for students with baccalaureate or higher degree or 3.2 on a 4.0 scale for students not holding a baccalaureate degree.
- Completion of all prerequisite general education and science courses for major in nursing with grade of C or higher.
- Two letters of recommendation that address applicant's ability to be a self-directed learner.

Post High School Pathway to the accelerated option

- Admission to the university (see Undergraduate Admission and Application Procedure section in this *Bulletin*).
- ACT score of 24 or higher
- Minimum high school grade point average of 3.2 on 4.0 scale.
- Two (2) letters of recommendation that address applicant's ability to be a self-directed learner
- Minimum cumulative grade point average of 3.2 on 4.0 scale on general education coursework prior to beginning nursing courses
- Completion of all prerequisite general education and science courses for the nursing major with grade of C or better.
- Completion of at least 45 semester hours of designated general education credits at UM-St. Louis, including credit earned through advanced standing.
- Basic computer literacy prior to beginning nursing courses required in nursing major.

Honors pathway

- Meet all requirements for admission to the traditional four-year option.
- Apply to the Pierre Laclède Honors College.

Admission to Nursing Clinicals requirements

- Basic computer literacy prior to beginning nursing courses required in nursing major.
- Completion of a minimum of 45 semester hours of general education course work applicable to BSN degree and NS 0100, NS 2103 (or equivalent) prior to beginning nursing courses required in nursing major.

RN/BSN

- Admission to the university (see Undergraduate Admission and Application Procedure section in this *Bulletin*).
- Graduate of either an accredited diploma or associate degree program in nursing.
- Evidence of current licensure as a registered nurse with eligibility for licensure in Missouri.
- Cumulative grade point average of 2.5 (4.0 scale)* on all previous college-level course work. (excluding nursing coursework)
- Minimum of 30 academic hours of college credit applicable to a degree.
- *Cumulative GPA of 3.0 required of individuals seeking accelerated access to MSN option.

Students are required to furnish their own transportation to and from campus and clinical agencies. Students must have automobile access for all community experiences through the program. For specific information regarding the B.S.N. degree program, contact Nursing Student Services and Records office at (314) 516-6066 or 1-888-NURSEUM or

<http://www.umsl.edu/divisions/nursing>.

Credit by Transfer and Examination

Credit may be granted for selected general studies. See Admission and Application Procedure section in this *Bulletin* for credit information.

Degree Requirements

The bachelor of science in nursing degree requires comprehensive course work in general education and nursing. Basic undergraduate nursing course work includes theory, on-campus laboratory and clinical activities. Clinical experiences require weekday, evening, and/or weekend commitments. Full-time study in the prelicensure baccalaureate track can be completed in four academic years. The prelicensure accelerated track requires full-time study and can be completed in 15 months. RN/BSN course work is offered at selected metropolitan sites, on-campus, and by Internet. Clinical activities are community-based and may be completed in the student's home community.

Satisfactory/Unsatisfactory

Undergraduate nursing majors may not take required related area general education or nursing courses on a satisfactory/unsatisfactory basis.

Support Course Requirements

Nursing majors must complete all general education requirements of the university as outlined in this

Bulletin (see Undergraduate Studies, General Education Requirements).

In addition to meeting the university's general education requirements, the following specific courses must be completed prior to initiation of the nursing major. See a curriculum planning guide for specific courses and proper sequencing.

1) Natural science course work

Biology 1131, Human Physiology and Anatomy I
Biology 1141, Human Physiology and Anatomy II
Biology 1162, General Microbiology
Chem 1052, Chemistry for Health Professions (or equivalent)

2) Behavioral science course work

Psych 1003, General Psychology
Psych 1268, Human Growth and Behavior
Econ 1000, Introduction to American Economy (or equivalent)

3) Humanities

Phil 2256, Bioethics (or equivalent)

4) Nursing

Nursing 0100, Orientation to Nursing
Nursing 2103, Nutrition and Health (or equivalent)
Nursing 2105, Communication in the Nursing Profession (or equivalent)
Nursing 3799, Quantitative Analysis in the Health Sciences (or equivalent)

Nursing Course Work Requirements

Prelicensure

3101, Nursing and Health*
3106, Assessment of Clients in Health and Illness*
3110, Pathophysiological Bases of Nursing Practice
3111, Pharmacotherapeutics in Nursing Practice
3205, Adult Health Nursing I*
3206, Adult Health Nursing II*
3807, Nursing Research
3214, Psychiatric Mental Health Nursing*
3215, Nursing of Women and Childbearing Families*
3216, Child and Family Health Nursing*
3817, Information Systems Utilized in Health Care
4300, Community Health Nursing*
3804, Ethical and Legal Dimensions of Nursing Practice
3808, Management and Leadership in Nursing
4310, Senior Synthesis*

RN/BSN

3900, Dimensions of Professional Nursing
3807, Nursing Research (or equivalent)

3817, Information Systems Utilized in Health Care*
 3920, Health Assessment*
 4901, Family and Community Nursing*
 4905, Values in Professional Nursing
 3808, Management and Leadership in Nursing
 4911, Synthesis in Nursing Practice*
 * Includes a laboratory and/or clinical component

**Bachelor of Health Sciences with Emphasis in
 Clinical Laboratory Science or Cytotechnology**
 The bachelor of health science degree (B.H.S.) is
 designed to prepare students for two career areas:
 clinical laboratory science (CLS) and cytotechnology
 (CT). The B.H.S. combines course work taken at
 UM-St. Louis with clinical experiences through
 Jewish Hospital College of Nursing and Allied
 Health.

The clinical laboratory science program prepares
 students to perform analytical tests on body fluids,
 cells and products. The students will learn to identify
 possible discrepancies in data, confirm abnormal
 results, and develop solutions to problems concerning
 the generation of laboratory data.

The cytotechnology program prepares students
 to be knowledgeable about all of the normal cells
 from numerous body sites, as well as those changes
 encountered due to neoplasia, infectious agents,
 viruses, and other causative agents. Graduates will
 be able to perform cytologic evaluations of body
 fluids, cells, and fine-needle aspirations.

Courses in clinical laboratory science and
 cytotechnology are offered for students who are
 pursuing a career in one of these fields. Students
 develop a program of studies through the bachelor of
 health sciences degree.

The following courses are offered in this area through
 the Barnes College of Nursing and Health Studies.
 These courses are not acceptable for graduate credit:

Clinical Laboratory Science:

Courses (specific course or distribution area and
 credits):

Humanities (9)

State requirement (3):

Bio 1811, Intro Biology I (5)
 Bio 1131, Anatomy & Physiology I (4)
 Bio 1141, Anatomy & Physiology II (4)
 Bio 2482, Microbiology (3)
 Bio 2483, Microbiology Lab (2)
 Bio 4842, Immunobiology (3)

Bus 1800, Comp and Info Systems (3)
 Bus 3600, Mgt & Org Behavior (3)
 Chem 1111, Intro to Chemistry I (5)
 Chem 1121, Intro to Chemistry II (5)
 Chem 2223, Quantitative Analysis (3)
 Chem 2612, Organic Chemistry I (3)
 Chem 2622, Organic Chemistry II (3)
 Com 1030 or 1040, Interpersonal Com or Public
 Speaking (3)
 Eng 1100, English Comp (3)
 Math 1035, Trigonometry (2)
 NS 3110, Patho Bases of Nrsng Practice (3)
 Psy 1003, General Psychology
 Psy 2268, Growth & Development
 Soc 1010, Intro to Sociology

Clinical Requirements:

Bio 4810, Issues and Trends in Role Development (3)
 Bio 4010, Clinical Bacteriology (3)
 Bio 4110, Bacteriology Practicum (4)
 Bio 4250, Parasitology and Mycology (2)
 Bio 4410, Clinical Immunology (2)
 Bio 4450, Immunology Practicum (1)
 Bio 4510, Immunohematology (3)
 Bio 4550, Immunohematology Practicum (3)
 Bio 4601, Hematology (4)
 Bio 4661, Hematology Practicum (3)
 Bio 4701, Clinical Chemistry (3)
 Bio 4750, Chemistry Practicum (4)
 Bio 3807, Research Methods Health Sciences (3)

Cytotechnology:

Courses (specific courses of distribution area and credits):

Humanities (9):

State requirement (3)

Bio 1811, Intro Biology I (5)
Bio 1131, Anatomy & Physiology I (4)
Bio 1141, Anatomy & Physiology II (4)
Bio 1162, General Microbiology (4)
Bio 3631, Histology and Microtech (5)
Bio 4842, Immunobiology (3)
Bus 1800, (or CIS 1010 Intro to Computers (3)
Bus 3600, Mgt & Org Behavior (3)
Chem 1111, Intro to Chemistry I (5)
Chem 1121, Intro to Chemistry II (5)
Chem 2612, Organic Chemistry I (3)
Com 1030 or 1040, Interpersonal or Public Speaking (3)
Eng 1100, English Comp (3)
Eng 3130, Technical Writing (3) OR Eng 3160 Writing in the Sciences (3)
Math 1030, College Algebra (3)
Math 1035, Trigonometry (2)
NS 3110, Pathophysiological Bases of Nursing Practice (3)
Psy 1003, General Psychology
Psy 1268, Growth and Development
Soc 1010, Intro to Sociology (3)

Clinical requirements:

HS 4000, Intro to Cytology (3)
HS 4100, Female Genital Tract I (4)
HS 4200, Female Genital Tract II (3)
HS 4300, Processing Lab (2)
HS 4400, Respiratory and Order (3)
HS 4600, Body Fluid Cytology (3)
HS 4700, Gastro Genitourinary Cytology (3)
HS 4800, Fine Needle Aspiration (4)
HS 4900, Adv Practices in Cytology (12)
HS 3520, Leadership and Mgmt Cytology (3)
HS 3807, Research Methods Health Science (3)

Graduate Studies

Cooperative Graduate Programs in Nursing

Master of Science in Nursing

The College of Nursing at St. Louis, in cooperation with the School of Nursing at University of Missouri-Kansas City, offers graduate nursing studies in three areas of clinical specialization:

- Health care of the adult.
- Health care of children.
- Health care of women.

This graduate program offers students three ways of completing the master of science in nursing degree: completion of a minimum of 36 credit hours with emphasis in the role of the nurse educator; completion of a minimum of 36 credit hours with emphasis in the role of the nurse leader of health systems; and completion of a minimum of 43 credit hours with emphasis in the role of advanced practice nurse (clinical nurse specialist or nurse practitioner). Those selecting the practitioner functional role option will be eligible to complete national certifying examinations. Opportunities are also available for completion of post M.S.N. requirements leading to eligibility for practitioner certification. **Graduates completing the clinical specialization or practitioner functional options are eligible for endorsement as advanced practice nurses in Missouri.**

Admission Requirements

Nurse Educator:

- B.S.N. from an accredited nursing program or B.S.N. program comparable to UM-St. Louis College of Nursing and Health Studies B.S.N. degree.
- Minimum cumulative grade point average of 3.0 (4.0 scale).
- Current professional licensure with eligibility for licensure in Missouri.
- Successful completion of an undergraduate descriptive and inferential statistics course.
- Successful completion of an undergraduate health assessment course or equivalent
- Computer literacy.
- Basic cardiac life support certification

Nursing Leadership of Health Systems

- B.S.N. from an accredited nursing program or B.S.N. program comparable to UM-St. Louis College of Nursing and Health Studies B.S.N. Program
- Minimum cumulative grade point average of 3.0 (4.0 scale)
- Current professional licensure with eligibility for licensure in Missouri
- Successful completion of an undergraduate descriptive and inferential statistics course
- Computer literacy

- Successful completion of an undergraduate health assessment course or equivalent.
- Basic cardiac life support certification

Advanced Practice Nurse (Clinical Nurse Specialist or Nurse Practitioner)

- B.S.N. from accredited nursing program or B.S.N. program comparable to UM-St. Louis College of Nursing and Health Studies B.S.N. Program
- Minimum cumulative grade point average of 3.0 (4.0 scale)
- Current professional licensure with eligibility for licensure in Missouri
- Basic cardiac life support certification
- Successful completion of an undergraduate descriptive and inferential statistics course
- Successful completion of an undergraduate health assessment course
- Computer literacy

The Nurse Practitioner option also requires:

- Two letters of reference
- Narrative outlining goals.
- Two years of clinical experience with chosen population

Availability of clinical resources may limit the number of applicants accepted to the practitioner option.

Degree Requirements

Nurse Educator

- 6104, Values and Diversity in Health Care
 6106, Policy, Organization, and Financing of Health Care
 6309, Role of the Nurse Educator
 6140, Health Promotion Across the Life Span
 6111, Theoretical Foundations of Nursing Practice
 6112, Nursing Research Methods
 6114, Evidenced Based Nursing
 6320, Nursing Program and Curriculum Development
 6321, Instructional Strategies in Nursing Education
 6952, Synthesis Practicum
 Educ 6410, The Adult Learner
 Ed Rem 6707, Classroom Measurement and Evaluation OR
 Ed Rem 6709, Educational and Psychological Measurement

Nursing Leadership of Health Systems

- 6104, Values and Diversity in Health Care
 6106, Policy, Organization and Financing of Health Care

- 6409, Role of the Nurse Leader
 6140, Health Promotion Across the Life Span
 6111, Theoretical Foundations of Nursing Practice
 6112, Nursing Research Methods
 6114, Evidenced Based Nursing
 6425, Managed Care Services
 6426, Health Resources Management
 6428, Theory and Practice in Nursing Leadership
 6952, Synthesis Practicum
 Elective from Nursing, Business, or Managerial Decision Making and Informatics

Advanced Practice Nurse (Clinical Nurse Specialist or Nurse Practitioner)

- 6104, Values and Diversity in Health Care
 6106, Policy, Organization and Financing of Health Care
 6509, Role of the Clinical Nurse Specialist/ Nurse Practitioner
 6140, Health Promotion Across the Life Span
 6111, Theoretical Foundations of Nursing Practice
 6112, Nursing Research Methods
 6114, Evidenced Based Nursing
 6518, Pathophysiology for Advanced Nursing Practice
 6524, Health Assessment for Advanced Nursing Practice
 6520, Pharmacology for Advanced Nursing Practice
 6730, Adult Primary Care I: Diagnosis & Management in Advanced Nursing Practice OR
 6741, Family Health I: Diagnosis & Management in Advanced Nursing Practice OR
 6743, Child Health I: Diagnosis & Management in Advanced Nursing Practice OR
 6746, Women's Health I: Diagnosis & Management in Advanced Nursing Practice OR
 6740, Adult Primary Care II: Diagnosis & Management in Advanced Nursing Practice OR
 6742, Family Health II: Diagnosis & Management in Advanced Nursing Practice OR
 6744, Child Health II: Diagnosis & Management in Advanced Nursing Practice OR
 6747, Women's Health II: Diagnosis & Management in Advanced Nursing Practice
 6954, Advanced Practice Nursing: Internship I
 6955, Advanced Practice Nursing: Internship II

Doctor of Philosophy in Nursing

The Ph.D. in nursing program at the University of Missouri-St. Louis affords students with academic, clinical, and research resources of the University of Missouri system through a cooperative arrangement with the Schools of Nursing in Kansas City and Columbia.

The curriculum is divided into three general categories of knowledge:

- Nursing Theory/Science/Modes of Inquiry
- Quantitative and qualitative research methods,
Philosophical foundations of science
- Cognates outside of the discipline of nursing

Admission Requirements

Doctoral students are admitted at various times during the academic year. Applicants are evaluated based on the following criteria:

- Graduation from an accredited baccalaureate program with 3.2 minimum GPA (4.0 scale).
- Graduation from an accredited master's program with a 3.5 minimum GPA (4.0 scale).
- Graduate Record Examination (GRE)
- Two letters of reference.
- Original essay on professional goals and research interests.
- International applicants should meet minimum requirements on tests of written and spoken English (TOEFL, Minimum 550 or better is desired).
- International students must also apply through the International Student Services <http://www.umsl.edu/services/intelstu>.
- Interview by invitation.

Degree Requirements

While each program of study is individualized, Ph.D. students complete a minimum of 72 hours of graduate-level course work that include a minimum of 12 hours for the dissertation. A maximum of 30 M.S.N. hours, which support the program of study, are individually evaluated to determine eligibility for transfer.

The following defines the overall structure of the program:

Nursing Theory/Science/Modes of Inquiry

Nursing Theory, 6-9 hours within the College of Nursing and Health Studies that include the development of nursing science and theory. Philosophical foundations of science. Advanced nursing theory development and validation.

Nursing Science, 9-16 hours within the College of Nursing and Health Studies. Of these courses, students choose at least one course from one of the three substantive areas:

- Health Promotion and Protection
- Health Restoration and Support
- Health Care Systems

Quantitative & Qualitative Research Methods, Philosophical Foundations of Science

Research and Inquiry, 6-12 hours external to the College of Nursing and Health Sciences, such as advanced statistics, research design, or computer applications.

Nursing Research and Inquiry, 12-18 hours within the College of Nursing and Health Studies that include quantitative design, and methods in nursing research; advanced qualitative design, methods and analysis of nursing data; advanced quantitative measurement and analysis of nursing data; and qualitative methods in nursing research.

Dissertation, 12 hours.

Cognates, 9-12 hours outside the discipline of nursing which support the selected substantive area.

Professional Organizations

Sigma Theta Tau

The college is an official chapter--Nu Chi--of Sigma Theta Tau International Honor Society. Membership is offered by invitation to those students graduating the upper third of their class and to those recognized as outstanding community nursing leaders.

Student Nurses' Association

The College of Nursing is a constituent of the national Student Nurses' Association. The purpose of this organization is to provide a means for nursing students in the basic baccalaureate program the opportunity to connect with the nursing profession prior to licensure.

Black Student Nurses Association

The College is a constituent of the Black Student Nurses' Association. The purpose of this organization is to provide black nursing students in the prelicensure baccalaureate track the opportunity to serve as a support group for African-American students, collaborate with other African-American groups to compile archives relevant to African-American nurses, and to promote participation in interdisciplinary activities.

Continuing Education-Extension

Continuing Education offerings in the field of nursing are currently presented to provide nurses with new information, techniques, and trends within the nursing profession.

Course Descriptions

All general education requirements must be successfully completed before beginning 3100 level nursing courses.

All previous level nursing courses must be successfully satisfied prior to progressing to the next level nursing courses.

0100 Orientation to Professional Nursing (0)

Prerequisites: Admission to four-year baccalaureate program. Mandatory six-week introduction to the nursing program provides a comprehensive orientation to the program. Students are introduced to the academic and clinical expectations of the curriculum. Concerns critical for academic success (i.e., time management, effective study skills, stress management and dealing with test anxiety) are addressed.

2103 Nutrition and Health (3)

This course examines the nutritional needs throughout the life span with emphasis on nutritional principles related to health promotion and protection. Content includes assimilation, digestion and absorption of nutrients and cultural and economic influences on dietary practices.

2105 Communication in the Nursing Profession (3)

Prerequisite: None. This course focuses on the development of communication abilities utilized in professional nursing. The individual's relationship with self, others, and groups is discussed. Students learn verbal and non-verbal communication skills, self-awareness, and sensitivity to others. Interpersonal skills are introduced to enable the student to develop effective human caring relationships with a diverse population of clients and colleagues.

3101 Nursing and Health (6)

Prerequisites: Biology 1131, Biology 1141, Biology 1162, Chemistry 1052, Nursing 1010; pre- or co-requisites: Nursing 3106, Nursing 3110, Nursing 3111. An introduction to the discipline of nursing, the historical and theoretical development of nursing is explored with an emphasis on critical thinking, the teaching/learning process, and foundational practice concepts. Through modular laboratory experiences, the student acquires psychomotor skills to provide safe and effective nursing care to clients promoting health and wellness. Includes classroom, laboratory and clinical experiences.

3106 Assessment of Clients in Health and Illness (3)

Prerequisite: Biology 1131, Biology 1141, Biology 1162, Chemistry 1052, Psychology 1268, Nursing 0100. This course integrates theoretical knowledge and interpersonal skills in the assessment of clients, focusing on differentiating normal from abnormal findings. It emphasizes the use of problem solving, critical thinking and cultural competency in identifying multidimensional health variations across the life span. The course includes classroom and laboratory experiences.

3110 Pathophysiological Bases of Nursing Practice (3)

Prerequisite: Biology 1131, Biology 1141, Biology 1162, Chemistry 1052 (or equivalent), Nursing 0100. This course focuses on the nature of disease, its causes, and the bodily changes that accompany it. Includes a study of general principles of disease, specific diseases of individual organs and systems and the clinical implications.

3111 Pharmacotherapeutics in Nursing Practice (3)

Prerequisite: Biology 1131, Biology 1141, Biology 1162, Chemistry 1052, Nursing 0100; pre/co requisite: Nursing 3110. This course introduces key terminology, legal foundations, general principles and clinical applications of pharmacology.

3205 Adult Health Nursing I (5)

Prerequisite: All 3100 level nursing courses, Psych 1268. This course focuses on the nursing care of the adult experiencing selected pathophysiological processes affecting body regulatory mechanisms. These mechanisms are related to immune responses, problems of oxygenation, ventilation, transport and perfusion; kidney function; regulatory mechanisms and digestion, absorption and elimination. Emphasis is placed on health restoration, maintenance and support as well as the continued development of the nurse-client relationship, critical thinking processes, and research-based nursing practice. This course includes classroom and clinical activities in a variety of settings.

3206 Adult Health Nursing II (5)

Prerequisite: All 3100 level nursing courses, Psych 1268. This course focuses on the nursing care of the adult experiencing selected pathophysiological processes affecting body regulatory mechanisms. These mechanisms are related to endocrine, sensory-perceptual, gynecological, and genitourinary functions. Emphasis is placed on health restoration,

maintenance and support as well as the continued development of the nurse-client relationship, critical thinking processes, and research-based nursing practice. This course includes classroom and clinical activities in a variety of settings.

3214 Psychiatric Mental Health Nursing (4)

Prerequisite: All 3100-level nursing courses; Psychology 1268. This course focuses on health and illness across the lifespan of clients who have acute and chronic emotional and psychosocial difficulties and psychiatric illnesses. The course emphasizes development of students' decisional capabilities, self-awareness and professional behaviors as they utilize theory and research from nursing, psychology and related disciplines for the provision of nursing care to individuals, families and groups. Clinical experiences in community and acute care settings are designed for students to engage in individual and group strategies that promote and maintain mental health. Course includes classroom and clinical activities in a variety of settings.

3215 Nursing of Women and Childbearing Families (4)

Prerequisite: All 3100 level nursing courses, Psychology 1268. This course focuses on the childbearing family and women's reproductive health, including family dynamics and growth and development. Health promotion, protection, maintenance and restoration are covered in experiences that include hospital and community settings. Health care policy and systems as relevant to these populations are included. Course includes classroom and clinical activities in a variety of settings.

3216 Child and Family Health Nursing (4)

Prerequisite: all 3100 level nursing courses, Psychology 1268. This course focuses on pediatric health and illness with emphasis on family dynamics, growth and development and communication with children and their families. Health promotion, protection, restoration, maintenance and support concepts are covered in experiences that include hospital and community settings. Health care policy and systems are studied as relevant to this population. Course includes classroom and clinical activities in a variety of settings.

3799 Quantitative Analysis in the Health Sciences (3)

Prerequisite: Math 1030 or equivalent. This course focuses on concepts and applications of statistics in the health sciences. Topics include descriptive and inferential statistics, probability distributions of

random variables, sampling and estimation. The course uses examples and content from health sciences to provide the basic concept structure for quantitative analysis.

3804 Ethical and Legal Dimensions of Nursing Practice (3)

Prerequisites: Philosophy (3 credits). This course explores the ethical and legal dimensions of nursing practice. The relationship between ethical and legal issues is examined within nursing situations. The student participates in dialogue addressing ethical-legal issues in professional nursing practice to explore personal value, increase sensitivity to others and to develop ethical reasoning abilities.

3807 Nursing Research (3)

Prerequisite: Nursing 3799 (or equivalent). This course introduces the values and characteristics of quantitative and qualitative research within an ethical perspective. Students examine the research process through analysis and critique of nursing research.

3808 Management and Leadership in Nursing (3)

Prerequisites: All 3200-level nursing courses; NS 3807; NS 3817. Economics 1000 or equivalent. This course prepares the nurse to coordinate and manage client care in diverse health care settings. Emphasis is placed on leadership and management theory and related skills, collaboration, delegation, coordination, and evaluation of multi-disciplinary work and the application of outcome-based nursing practice.

3817 Introduction to Nursing and Health Informatics (3)

Prerequisite: None. This online laboratory course establishes competency in fundamental information management and computer technology skills. It enables students to use existing information systems and available information to manage nursing practice. Students critically evaluate technology, information, and its sources; use decision support systems designed for clinical decision making; and focus on the representation of nursing data, information, and knowledge.

3873 Guided Study in Nursing (1-3)

Prerequisite: Consent of instructor. This course is an in-depth independent study of selected topics in nursing under the guidance of a specific instructor. No more than six hours may be taken under this option.

3900 Dimensions of Professional Nursing Practice (3)

Prerequisites: Admission to the College of Nursing as RN. Investigates the roles and responsibilities of the professional nurse within a rapidly changing health care delivery system. Key issues are explored with emphasis on health promotion and health. Graduates of diploma nursing programs will be awarded college credit for successful validation of basic nursing knowledge as part of this course.

3920 Health Assessment (3)

Prerequisites: Nursing 3900 and Nursing 3817 (may be taken concurrently) or consent of instructor. This laboratory course focuses on the knowledge, communication abilities, and technical skills necessary for comprehensive assessment of individuals of all ages.

4300 Community Health Nursing (4)

Prerequisites: All 3000-level nursing courses. This course provides a conceptual foundation for nursing that recognizes the community as client in society. The course examines socioeconomic, environmental, epidemiological, and legislative influences, ethical/legal issues, and the impact of health beliefs and practices on health promotion and protection in communities and society. The student applies various theories and concepts when encountering families, groups and communities with diverse value systems and cultural backgrounds. Course includes classroom and clinical activities in a variety of settings.

4310 Senior Synthesis (5)

Prerequisites: all 3000-level nursing courses, Nursing 4300 and 3808 may be taken concurrently. This course integrates theory and practice from previous nursing and general education courses with the goal of preparing the student for entry into professional nursing practice. Within a seminar context, students explore a variety of clinical and professional nursing topics. The course includes research-based strategies utilized for health promotion and protection, health restoration, maintenance and support. Areas of study are selected from across the lifespan, including diverse populations in a variety of health care systems. Course includes classroom and clinical experiences in a variety of settings. Not for graduate credit.

4338 Sociology of Health (3)

Same as Sociology 4338. Prerequisites: Sociology 1010 and junior standing. Exploration of social dimensions and issues related to health and illness such as access to the health care delivery system;

factors influencing prevention, utilization, and compliance; changing relationships among health care providers and consumers; health care costs, trends, and cross-cultural variations.

4720 Perioperative Nursing (3)

Prerequisite: Consent of instructor. Provides experiences in preoperative, intraoperative, and postoperative settings. Includes a clinical component.

4722 Transcultural Nursing (3)

Prerequisite: Consent of instructor. Examines transcultural nursing concepts, theories and practices in relationship to human caring. Focuses on application and analysis of health care and scope of practice within selected cultural contexts. Includes practicum experiences.

4723 Nurse Externship (3)

Prerequisites: Senior level status; GPA 3.0 (4.0 scale) This course provides the opportunity to apply theoretical and conceptual knowledge and skills in a structured clinical environment under the guidance of a mentor.

4724 Emergency/Trauma Nursing (3)

Prerequisites: Nursing 3205 and 3206 or consent of instructor. This course provides a framework for the roles and responsibilities of the professional registered nurse in Emergency and Trauma nursing care.

4725 Education and the Psychology of Human Sexuality (3)

Same as Ed Psy 3525. The course is designed to provide educators and other human services personnel with knowledge and understanding of various personal and social dimensions of human sexuality.

4741 Advanced Nursing Assessment and Management of Clients with Cardiac Dysrhythmias (3)

Prerequisite: Senior status. Focuses on advanced nursing assessment and management of clients with cardiac rhythm problems and conduction disturbances. Includes a clinical component.

4742 Critical Care Nursing of the Adult (3)

Prerequisite: RN or completion of Nursing 3205 and 3206 or equivalent. Focuses on health restoration, health maintenance, and health support of individuals with dysfunctions or trauma to major organ systems. Emphasis is on understanding pathophysiology and psychosocial processes related to nursing and

collaborative interventions, and the development of a functional framework for data organization and analysis.

4752 Primary Care Nursing (3)

Prerequisites: Completion of all junior level courses; Corequisite: Nursing 4911. This course introduces the role of the advanced practice nurse as a principal provider of primary health care to families across the life span. Major issues relate to health care provided in a variety of community settings are addressed.

4765 Women's Issues in Health Care (3)

This course is open to nursing majors and other persons interested in women's issues in health care. This seminar offers students the opportunity to explore women's issues in health care from the perspectives of both providers of health care and consumers of health care. Wellness, rather than pathology, is the emphasis of discussion of specific health care issues related to women. Student interest will determine specific issues to be examined.

4770 Topics in Nursing (1-3)

Prerequisite: Consent of instructor. Explores special topics in the areas of clinical practice, nursing education, nursing administration, and professional development. No more than six hours may be taken under this option.

4901 Family and Community Nursing (5)

Prerequisites: Nursing 3900, 3817 and 3920. This practicum course introduces the concepts, principles, skills, and professional nursing roles essential to practice community-based professional nursing with families and groups.

4905 Values in Professional Nursing (3)

Prerequisites: All 3000 level RN/BSN nursing courses or consent of instructor. Explores values and beliefs as they shape professional nursing practice and influence clinical decision making and interventions in the evolving health care system. Attention is given to the impact of sociocultural factors and health/illness beliefs and practices of the diverse populations served by the professional nurse. Students examine their own understanding of the moral nature of professional nursing within the context of a diverse society.

4911 Synthesis in Nursing Practice (5)

Prerequisites: Nursing 4901. This practicum course focuses on community-based application and synthesis of professional nursing roles and responsibilities with selected populations determined to be at risk for a variety of health related problems.

The course includes assessment of cognitive and affective growth achieve while in the BSN Completion Program.

5000 Health and Wellness in the Elderly (3)

Prerequisite: Graduate standing and consent of instructor. Same as Gerontology 6401. Factors contributing to longevity and health in old age, including genetic predisposition, lifestyle, culture, and environment are related to aspects of maintaining health and promoting wellness. Through a holistic approach, explores aspects of nutrition, exercise and activity, prevention of hazards to health, maintaining self-responsibility, managing stress, and meeting continued developmental, emotional and spiritual needs. Considers cross-disciplinary interventions to promote health and wellness in the elderly. Introduces the "Putting Prevention into Practice" model adapted to health promotion in the elderly.

5100 Nursing Case Analyses in Acute and Critical Care of the Elderly (3)

Prerequisite: Nursing 5110, 6748, 6742. From clinical practice with elderly, case analyses of acutely and critically ill elderly are developed and discussed in seminar. This is a clinical course.

6104 Values and Cultural Diversity in Advanced Nursing Practice (3)

Prerequisites: Admission to MSN Program. This course explores the diversity of cultural influences and the moral/ethical influences on advanced nursing practice. The values and cultural beliefs of the individual student and the underlying values of the health care system are analyzed for their impact on communities and health care. Health/illness beliefs and practices of individuals, families and communities are explored as well as folk health care and complementary medicine.

6106 Policy, Organization and Financing in Health Care (3)

Prerequisite: Admission to MSN program or consent of instructor. This course is designed to explore the underpinnings of health policy as it relates to advanced nursing practice. It provides an overview of health care policy, organization and financing with emphasis on current health care trends within the framework of the workplace, government, professional organizations, and community. The policy making process at the organizational, local, state, national, and international level is explored. The variety of forces influencing policy and the policy making process are analyzed with emphasis on the nurses' role in influencing health care delivery, outcomes of client care, and nursing professional

issues. Use of Health services and nursing research to influence policy is introduced.

6111 Theoretical Foundations in Nursing (3)

Prerequisite: Admission to the MSN program. This course analyzes major concepts and theories relevant to nursing. Ethical issues and dilemmas inherent in advanced nursing practice are also addressed.

6112 Nursing Research Methods (3)

Prerequisites: Nursing 3799 or equivalent; Nursing 6111 (may be taken concurrently). This course provides the principles and techniques common to scientific investigation as applied to nursing. A plan of study for a nursing problem is developed.

6114 Evidence Based Nursing (3)

Prerequisites: Nursing 6112. This course prepares nurses to implement a research utilization model to validate practice. The theoretical basis for research utilization and practical instances of its application in nursing is examined. Opportunities are provided to develop a research utilization plan to address a clinical area of practice.

6140 Health Promotion Across the Life Span (3)

Pre or corequisite: Nursing 6111. This course is designed to provide students with a conceptual basis of health promotion and health protection for clients across the life span. Clients are conceptualized as individuals, families and populations. An application of various developmental theories for the child, adult, older adult, and family will provide the basis to individualize health care needs for various age and family groups. Core concepts include theories of health, health promotion and protection, epidemiology, disease and injury prevention, health education, growth and development, nutrition, and family systems theory.

6309 Role of the Nurse Educator (3)

Prerequisite: Admission to the MSN program or consent of instructor. Examines roles and responsibilities of the nurse educator in a variety of settings.

6320 Nursing Program and Curriculum Development (3)

Prerequisite: Nursing 6309. Identifies and analyzes factors that determine content and organization of curricula in nursing programs and health care agencies. Addresses principles and processes for initiating and revising curricula. Examines systematic evaluation of curriculum at all levels.

6321 Instructional Strategies in Nursing Education (3)

Prerequisite: Nursing 6320 or consent of instructor. Focuses on analysis and development of teaching and learning strategies and skills in nursing education. Considers relationship of content and learning style to instructional methods utilized. Attention given to integration of technology in instructional design and delivery. Techniques for evaluating learner and teacher also explored.

6409 Role of the Nurse Leader (3)

Prerequisite: Admission to the MSN program or consent of instructor. Examines roles and responsibilities of the nurse leader in a complex health care system.

6425 Managed Care Services (3)

Prerequisite: Admission to MSN or consent of instructor. Provides analysis of health care environment in managed care and its impact on nurse's role.

6426 Health Resources Management (3)

Prerequisite: Nursing 6409. Focuses on roles and responsibilities of nurse leader for fiscal and human resource management in both public and private sectors. Includes analysis of environment, health care organization within the system, and impact of resource management on nursing and health care.

6428 Theory and Practice in Nursing Leadership (3)

Prerequisite: Nursing 6409. Focuses on theories and practices of advanced nursing leadership and management within complex health care organizations.

6509 Role of the Clinical Nurse Specialist/Nurse Practitioner (2)

Prerequisite: Admission to the MSN program. In this course, the student explores professional role issues affecting advanced practice nurses (APNs). The course facilitates the role development of nurses who desire to function as primary care providers (nurse practitioners) or as specialists within a particular clinical area (clinical nurse specialists). Core concepts include: communication, collaboration, advocacy, negotiation, standards of practice, and subroles of advanced nursing practice.

6518 Pathophysiology for Advanced Nursing Practice (3)

This course focuses on implications for advanced nursing practice through examination of selected pathophysiological phenomena which occur

frequently in the diverse populations to whom advanced nurses provide care.

6519 Advanced Pediatric Pathophysiology (3)

This course focuses on embryology of the major organ systems, as well as specific physiologic and pathophysiologic processes relevant to the child from birth through age 18. Implications for advanced nursing practice which result from alterations of normal physiologic functioning in cellular, tissue, and organ systems are examined. Emphasis is placed on the relationship between pathophysiology, decision making, and standards of advanced nursing practice.

6520 Pharmacology for Advanced Nursing Practice (3)

Prerequisite: Nursing 6518 or equivalent or consent of instructor. This course centers on clinical pharmacotherapeutics used for primary health care management. Emphasis is placed on the clinical use of drugs in the management of specific illnesses

6524 Health Assessment for Advanced Nursing Practice (3)

Prerequisite: Nursing 6518 (may be taken concurrently). Designed to provide a systematic approach to the advanced assessment of physiological, psychological, sociocultural, developmental and spiritual assessment of individuals across the lifespan. This course builds on basic health assessment knowledge and skills, emphasizing advanced assessment skills, laboratory work interpretation, validation, documentation and analysis of assessment findings.

6526 Advanced Health Assessment for Pediatric Nursing Practice (3)

Comprehensive assessment of children through adolescence, including those with significant health and/or developmental deviations, using advanced diagnostic reasoning processes. Emphasis on health history, cultural diversity, differentiations, interpretation, and documentation of findings.

6529 Advanced Pharmacology for Pediatric Nursing Practice (3) Prerequisites: Admission to Master of Science in Nursing or permission of the instructor.

The major focus of this course is the pharmacotherapeutic use of medications for primary health care management of children from birth to eighteen years of age by advanced practice nurses.

6739 Adult Primary Care I: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisites: Nursing 6105, 6106, 6108, 6140, 6111, 6112, 6518, 6524, 6520; 6509 & 6114 may be taken concurrently. Clinical course designed to provide a theoretical and practical base for advanced practice nursing students to diagnose and manage health problems of adults. Emphasis is placed on clinical assessment and decision-making in the provision of direct patient care within a defined scope of practice. The student is expected to clinically apply the concepts and theories discussed in class in the advanced nursing care of adults who are experiencing problems related to the upper and lower respiratory system, cardiovascular system, gastrointestinal system, skin and infectious diseases. Clinical experiences are designed to enhance assessment and technical skills needed in diagnosing common health problems.

6740 Adult Primary Care II: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisites: Nursing 6739. Clinical course designed to provide a theoretical and practical base for advanced practice nursing students to diagnose and manage health problems of adults. Emphasis is placed on clinical assessment and decision-making in the provision of direct patient care within a defined scope of practice. The student is expected to clinically apply the concepts and theories discussed in class in the advanced nursing care of adults who are experiencing problems related to the musculoskeletal, neurological, endocrine/metabolic, genitourinary, reproductive systems, the eye, and mental health. Clinical experiences are designed to enhance assessment and technical skills needed in diagnosing common health problems.

6741 Family Health I: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisites: Nursing 6106, 6108, 6140, 6111, 6112, 6518, 6524, 6520, 6114 may be taken concurrently. Clinical course designed to provide students with the opportunity to gain the concepts and skills essential to advanced practice nursing care of families experiencing acute and chronic health problems, with particular focus on women's and children's health issues. Emphasis is given to those health needs most commonly encountered by the Family Nurse Practitioner. A research- and theory-based approach to nursing interventions is used. Core concepts include family adaptation to acute and chronic conditions, health promotion, clinical decision-making and ethical decision-making.

6742 Family Health II: Diagnosis and Management in Advanced Nursing Practice (5)

Prerequisites: Nursing 6741. Clinical course designed to provide students with the opportunity to gain the concepts and skills essential to advanced practice nursing care of families experiencing acute and chronic health problems, with particular focus on adult clients. Emphasis is given to those health problems most commonly encountered by the Family Nurse Practitioner. A research- and theory-based approach to nursing interventions is used. Core concepts include family adaptation to acute and chronic conditions, health promotion, clinical decision-making, and ethical decision-making.

6743 Child Health I: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisites: Nursing 6105, 6106, 6108, 6140, 6111, 6112, 6518, 6524, 6520, & 6114 may be taken concurrently. Clinical course designed to provide students the opportunity to apply skills from advanced physical assessment, pathophysiology, pharmacology, and theory to advanced nursing care of the child and family. Emphasis is placed on child and family developmental issues for advanced practice pediatric nurses. Normal cognitive, motor, social/emotional and language development and usual developmental challenges of each age group are addressed. Implications of the developmental stage of the child and family, level of developmental skill and developmental problems for the maintenance of health and management of illness by the advanced practice nurse are discussed. Core content includes information related to APN management of cultural and ethnic variations of growth and development problems; health maintenance; common pediatric behavioral problems; and recognition of circumstances that require interdisciplinary collaboration and referral. Clinical practice opportunities are arranged in collaboration with the instructor and planned in a variety of pediatric settings.

6744 Child Health II: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisite: Nursing 6743. Clinical course designed to provide students the opportunity to apply skills from advanced physical assessment, pathophysiology, pharmacology, and theory to advanced nursing care of the child and family. Emphasis is placed on using models and theories that guide advanced practice care for clients with common pediatric problems. Implications of the developmental stage of the child and family, level of developmental skills and developmental problems for

the maintenance of health and management of illness by the APN nurse are discussed. The SOAP format is used and includes pertinent history, physical examination, laboratory findings and differential diagnosis relevant to the individual client. Focus is on development of a plan of care that encompasses the various treatment modalities used in managing common pediatric health problems including specific pharmaceutical and symptomatic treatment. Clinical practice opportunities are arranged in collaboration with the instructor and planned in a variety of pediatric settings.

6746 Women's Health I: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisites: Nursing 6105, 6106, 6108, 6140, 6111, 6112, 6518, 6524, 6520 & 6114 may be taken concurrently. Clinical course designed to provide students the opportunity to apply knowledge and skills from advanced physical assessment, pathophysiology, pharmacology, and theory to advanced nursing care of women and families throughout the childbearing continuum. Emphasis is placed on using models and theories that guide advanced nursing practice and research-based care. Focus is on educating the advanced practice nurse to collaborate with women and their families to promote health and prevent disease. Within this context, the focus is on assessing, diagnosing, and planning care for women and families experiencing an uncomplicated childbearing continuum, as well as acute and/or chronic health care problems during preconception, pregnancy and the postpartum period, within a health promotion framework. The format includes pertinent history, physical examination, laboratory findings and differential diagnoses relevant to the individual client. Core concepts include adaptation of women through developmental stages, health risk assessment, health promotion, disease prevention, health education, primary care of women throughout the childbearing continuum, reproductive options, ethical decision-making, and grief and loss.

6747 Women's Health II: Diagnosis & Management in Advanced Nursing Practice (5)

Prerequisite: Nursing 6746. Clinical course designed to provide students the opportunity to apply knowledge and skills to advanced practice nursing care of women and families throughout the lifespan. Emphasis is placed on using models and theories that guide advanced nursing practice and research-based care. Focus is on educating the advanced practice nurse to collaborate with women and their families to promote health and prevent disease. Within this

context, the focus is on assessing, diagnosing, and planning care for women, as well as women experiencing common health problems within a health promotion framework. The format includes pertinent history, physical examination, laboratory findings and differential diagnoses relevant to the individual client. Core concepts include adaptation of women through developmental stages, health risk assessment, health promotion, disease prevention, health education, primary care of well women, ethical decision-making, and grief and loss. Focus is on the development of a plan of care that encompasses the various treatment modalities used in managing common women's health problems including specific pharmacological and non-pharmacological therapies.

6870 Special Topics in Advanced Practice Nursing (1-3) Prerequisite: Consent of Instructor. Explore special topics for the advanced practice nurse in the areas of research, theory, education and administration. No more than three hours shall be applied toward the degree. This course is for graduate MSN or Ph.D. levels.

6875 Special Study in Graduate Nursing (1-3) Prerequisites: Admission to the MSN program and/or consent of the instructor. In-depth study of selected topics in nursing under the guidance of a specific instructor. No more than three hours may be applied to the master's program of study

6877 Thesis/Directed Research Seminar (1) Prerequisites: Nursing 6112 and permission of thesis/directed research chair. Presentation and discussion of selected research problems in nursing.

6878 Directed Research (1-6) Prerequisites: Nursing 6112 and permission of faculty research adviser. Individual participation in the investigation of a research problem of relevance to nursing under the direction of a faculty research adviser.

6879 Research Thesis (1-6) Prerequisites: Nursing 6112 and permission of faculty. Individual investigation of a research problem of relevance to nursing. Student works under the direction of a faculty committee to prepare and orally defend a thesis.

6952 Synthesis Practicum (3) Prerequisites: All required courses in Nurse Educator or Nursing Leadership of Health Systems option or consent of instructor. Serves as opportunity to operationalize role of nurse educator or nurse leader

in selected academic and/or clinical settings. Includes frequent clinical seminars.

6954 Advanced Practice Nursing: Internship I (2) Prerequisite: All required courses in the Advanced Practice Nurse option or consent of instructor. Provides opportunity to initiate the Advanced Practice Nurse role with selected populations. Students participate in precepted experiences with clinical nurse specialists, certified nurse practitioners, and/or primary care physicians for a minimum of 225 hours. Frequent clinical seminars included.

6955 Advanced Practice Nursing: Internship II (2) Prerequisite: 6954. Continuation of precepted clinical experiences with selected populations initiated in Nursing 6954. Students satisfy a minimum of 225 precepted hours with clinical nurse specialists, certified nurse practitioners, and/or primary care physicians and participate in frequent clinical seminars.

7480 Guided Nursing Research Seminar (1-6) Prerequisites: Consent of instructor. Provides opportunity to work in collaboration with faculty and peers in a focused research topic relevant to nursing

7481 Development of Nursing Science and Theory (3) Prerequisites: Consent of instructor. This course focuses on the discipline of nursing, including the evolution of the state-of-the-art theory development in nursing. The course includes the aims of nursing science, the nature of scientific theories, theory analysis, a discussion of relationships among theory, research, and practice. Students engage in constructive dialogue as they begin to conceptualize nursing phenomena in their area of interest, and develop and evaluate the validity of a conceptual model.

7482 Health Promotion and Protection (3) Prerequisites: Consent of instructor. This seminar focuses on the theoretical basis for health promotion and protection addressing modes of nursing that are supportive and educative. The populations of interest include individuals and families across the lifespan with the goal to promote and maintain health and to reduce risks for illness or injury.

7483 Health Restoration and Support (3) Prerequisites: Consent of instructor. This seminar focuses on theoretical basis for health restoration and support addressing human responses to acute, critical and chronic health conditions. Populations of interest include individuals and families at risk for health

crises such as cancer, HIV/AIDS, frail elderly, chronic illness, physical and cognitive impairment, and pain.

7484 Health Care Systems (3)

Prerequisites: Consent of instructor. This seminar focuses on the theoretical basis of health care systems. Students examine nursing and healthcare delivery models and the political and historical development of models such as primary care, primary nursing, case management, managed care, informatics, and decision support systems.

7485 Quantitative Design and Methods in Nursing Research (3)

Prerequisites: Admission to the doctoral program in nursing, 6112, and consent of instructor. This course focuses on quantitative research methods appropriate for nursing including experimental and non-experimental methods such as quasi-experimental, longitudinal, correlational, and descriptive design. Advantage and disadvantages of these designs will be addressed. Research questions and sources of errors related to each of these designs will be discussed.

7488 Qualitative Methods in Nursing Research (3)

Prerequisites: Consent of instructor. Examines the relationship between theoretical and philosophical perspectives and selection of appropriate methodologies in research design. Critically explores issues related to innovations in traditional qualitative designs and emerging technologies, rigor and validity and role of interpretive research in nursing science.

7490 Advanced Quantitative Design, Methods, and Analysis of Nursing Data (3)

Prerequisites: Nursing 7485. This course focuses on issues in sampling and design, and implementation of interventions in nursing research. Content includes design and analysis issues affecting internal and external validity. Strategies and data manipulation related to univariate and basic multivariate analysis with computers are discussed.

7491 Advanced Nursing Theory Development and Validation (3)

Prerequisites: Nursing 7481 or consent of instructor. This course focuses on a systematic study of contemporary nursing science, on knowledge development, and on the application of major theory construction and validation strategies to specific nursing phenomena of interest. Students create and critically examine theoretical frameworks and

models, with emphasis placed on constructing and testing theoretical statements.

7492 Advanced Quantitative Measurement and Analysis of Nursing Data (3)

Prerequisites: Nursing 7490. This course focuses on measurement techniques and their applications in nursing research. Content includes examination of measurement and techniques for assessing validity, reliability, and structure of data collection instruments; instrument construction and procedures for critical evaluation of instruments; application of advanced statistical principles; application of strategies for data manipulation and analysis; and discussion of measurement limitations and data analysis solutions.

7493 Psychometrics (3)

Prerequisites: Nursing 7490 and doctoral level statistics course and/or consent of instructor. Focuses on application of psychometric theories and practices related to instrumentation in nursing research. Basic methodologies and techniques for constructing, testing, and evaluating instruments will be discussed and applied. Content will focus on theoretical foundations of measurement, item construction, instrument design, item analysis, validity and reliability assessment. Criteria for evaluating existing instruments will also be discussed.

7498 Doctoral Seminar (1-12)

Prerequisites: Consent of instructor. Presentation and discussion of pertinent methodological and clinical issues related to doctoral research.

7499 Dissertation Research (1-12)

Prerequisites: All required course work; successful completion of written comprehensive examination. Investigation of an advanced nature culmination in successful defense of dissertation. Continuous registration is required.

Bachelor of Health Science

The B.H.S. curricula were developed in collaboration with the Jewish Hospital College of Nursing and Allied Health. Following are course descriptions for the cytotechnology and clinical laboratory technician clinical requirements.

3520 Leadership and Management Cytology (4)

Prerequisite: Economics 1001 or Business 3600 or equivalents. Examines theories of leadership, management and organizations as applied to cytotechnology. Healthcare economics, political

issues and healthcare systems are investigated within a systems theory framework. Utilizes computer spreadsheets and delivery patterns. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

3807 Research Methods in Health Sciences (3)

Prerequisite: Psychology 2201 or equivalent. Develops an understanding of the research process as applied to allied health. The value and purpose of research within an ethical/legal context is explored. Qualitative and quantitative research methods and approaches to solve problems are examined. Students are actively involved in evaluating, critically analyzing and interpreting data to determine implications for practice. Offered exclusively for students meeting Clinical Lab Science or Cytotechnology requirements in the Clinical Program at Jewish Hospital College of Nursing and Allied Health.

4000 Introduction to Cytotechnology (3)

Prerequisite: Admission to the Cytotechnology program at Jewish Hospital College of Nursing and Allied Health. An introduction to the profession of cytotechnology including basic cell biology, ethics, the microscope, and the history of the profession. Basic concepts of pathology, anatomy, normal histology, and benign cellular processes are taught.

4010 Clinical Bacteriology (3)

Prerequisite: Biology 2482 and 2483 or consent of instructor. Studies morphology, cultural and growth characteristics of bacteria and viruses which cause infectious disease. Specimen and media selection, collection, transport, storage and processing are also studied. Students learn to differentiate normal from pathogenic microorganisms. Disease correlation with laboratory data is stressed. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4100 Female Genital Tract I (4)

Begin to differentiate diagnosis presented diseases on kodachromes and glass slides. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4110 Bacteriology Practicum (4)

Prerequisite: Biology 4010 or consent of instructor. Morphology, cultural and growth characteristics of bacteria and viruses which cause infectious diseases. Specimen and media selection, collection, transport, storage, and processing covered. Differentiation between normal and pathogenic microorganisms and disease correlation with laboratory data stressed. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4200 Female Genital Tract II (3)

Prerequisite: Biology 4100 or consent of instructor. Emphasis on the study of lesions of the uterine corpus, metastatic lesions, and lesions of the vulva and vagina. The student is expected to differentiate between malignant and premalignant diseases of the uterine corpus and to begin differential diagnosis of endometrial adenocarcinoma and endocervical adenocarcinoma from glass slides and kodachromes. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4250 Parasitology and Mycology (2)

Prerequisite: Biology 2482 or 2483 or consent of instructor. Lectures and laboratory exercises focus on identification and differentiation of selected parasites, medically important fungi, and common contaminants. Common methods and techniques and instruments explored. Classification, diagnostic states of fungi and parasites, and life cycles and vectors for parasites studied. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4300 The Processing Laboratory (2)

Prerequisite: Biology 4200 or consent of instructor. Includes routine procedures for processing, receipt, staining, coverslipping, and filing of specimens. Cytology laboratory experience includes performing laboratory techniques under the supervision of a cytotechnologist. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4400 Respiratory and Order (3)

Prerequisite: Biology 4900 or consent of instructor. Designed to acquaint the student with the anatomy and histology of the upper and lower respiratory

areas. Epithelial appearances and changes associated with normal, benign, and malignant processes are emphasized. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4410 Clinical Immunology (2)

Prerequisite: Biology 4842 or consent of instructor. Introduce the principles of both normal and abnormal responses of the immune system through the molecules, cells, organs, and systems responsible for the recognition and disposal of foreign materials. Immunological manifestations of diseases are discussed. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health

4450 Immunology Practicum (1)

Prerequisite: Biology 4410 or consent of instructor. The focus of the clinical practice is on serologic and immunologic testing. Data interpretation, troubleshooting in test systems and disease correlation with laboratory data are stressed. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4510 Immunoematology (3)

Prerequisite: Biology 4842 or consent of instructor. Studies theory and principles in immunology and genetics that determine blood types. Transfusion services stressed. Aspects of red cells, platelets and components discussed regarding selection, collection, transport, storage, processing, and their use for transfusion. Donor requirements and laboratory operations included. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4550 Immunoematology Practicum (3)

Prerequisite: Consent of instructor. Clinical practice focuses on basic and special testing to assure safe blood supply and safe transfusion therapy. Adverse reactions investigated to identify cause of reaction. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4600 Body Fluid Cytology (3)

Prerequisite: Biology 4400 or consent of instructor. Examines the cytopathology of effusions, cerebral spinal fluid and other body fluids, and the cytologic changes associated with benign and malignant processes. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4601 Hematology (4)

Prerequisite: Consent of instructor. Study of fundamentals of hematology and hemostasis. Hematopoiesis, pathogenesis of anemia and disease process resulting in abnormal erythrocyte morphology will be presented. Focus on leukocyte disorders, leukemias, lymphomas, and lipid storage disease. Platelet structure and function, vascular and platelet disorders, defects of clotting factors, and interaction of fibrinolytic coagulation and kinin systems discussed. Provides an overview of the use of flowcytometric and molecular diagnostics in hematology. Laboratory component will be part of comprehensive clinical experience in hematology. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4661 Hematology Practicum (3)

Prerequisite: Biology 4601 or consent of instructor. Clinical practice focuses on basic and special testing in hematology as well as phlebotomy. Identification of normal and abnormal cell morphology is studied, and diseases are correlated with abnormal cells. Coagulation testing to identify coagulation defects and hemostatic diseases performed. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4700 Gastrointestinal Genitourinary Cytology (3)

Prerequisite: Biology 4600 or consent of instructor. The study of the cytology of the gastrointestinal and genitourinary systems. The anatomy of each body site is discussed along with the Normal, benign and malignant cellular changes of each system. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4701 Clinical Chemistry (3)

Prerequisite: Consent of instructor. Focus on biochemical theory and physiology of carbohydrates, lipids, and lipoproteins, heme derivatives, liver and renal function, non-protein nitrogenous compounds, proteins, enzymes, electrolytes, and acid-base balance, hormones, and endocrine system. Normal and abnormal manifestations of diseases and correlation with other laboratory tests presented. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4750 Chemistry Practicum (4)

Prerequisite: Consent of instructor. Clinical practice focuses on basic and special test methods and focuses on basic and special test methods and instrumentation used in quantifying metabolites and analytes discussed in Biology 4701. Quality control, correlation of test data and disease states presented. Biological and chemical safety practiced. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.

4800 Fine Needle Aspiration Cytology (4)

Prerequisite: Biology 4700 or consent of instructor. Examines the anatomy and histology of the breast, thyroid, and lymph nodes with emphasis on the cytologic patterns associated with normal benign, and malignant processes. In addition, the student will have the opportunity to observe and assist the cytopathologist and/or cytotechnologist with fine needle aspiration procedures from various body sites to observe techniques for processing and rapid cytologic assessment. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.


4810 Issues and Trends in Role Development (3)

Prerequisite: Admission to the clinical laboratory science program at Jewish Hospital College of Nursing and Allied Health. Presents overview of educational principles and teaching. Selected laboratory management issues considered.

4900 Advanced Practices in Cytology (12)

Prerequisite: Biology 4800 or consent of instructor. This clinical course requires the student to examine a variety of specimens for cytologic evaluations from all body sites. Students must have achieved minimum screening accuracy in prerequisite courses to begin

practicum. Offered exclusively for students meeting clinical lab science or cytotechnology requirements in the clinical program at Jewish Hospital College of Nursing and Allied Health.



College of Optometry

This section contains an abbreviated version of the College of Optometry Bulletin. Some information is omitted.

For the most complete and accurate information regarding the Optometry program at UM-St Louis, please go to: <http://www.umsl.edu/divisions/optometry/optometry.html> and link to the College of Optometry Bulletin. It is a downloadable document in PDF format.

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O.D., Ohio State University

N. Rex Ghormley, Adjunct Assistant Professor

O.D., Southern California College of Optometry

Timothy Harkins, Adjunct Assistant Professor

O.D., Southern California College of Optometry

Debbie L. Hettler, Adjunct Assistant Professor

O.D., The Ohio State University, M.P.H., University of
Illinois

Stephen Hill, Adjunct Assistant Professor

O.D., Illinois college of Optometry

James Hoekel, Adjunct Assistant Professor

O.D., University of Missouri-St. Louis

Timothy Hug, Adjunct Assistant Professor

O.D., University of Houston

F. Charles Jansen, Adjunct Assistant Professor

M.D., Southern Illinois University of Medicine

Wes Kemp, Adjunct Assistant Professor

O.D., Illinois College of Optometry

Jeffrey Kempf, Adjunct Assistant Professor

O.D., Southern College of Optometry

Deborah Kerber, Adjunct Assistant Professor

O.D., University of Missouri-St. Louis

Brett King, Adjunct Assistant Professor

O.D., Indiana University

Robert A. Koetting, Adjunct Assistant Professor

O.D., Southern College of Optometry

Scott Lewis, Adjunct Assistant Professor

O.D., Southern California College of Optometry

Mitchell Loftin, Adjunct Assistant Professor

O.D., University of Alabama-Birmingham

Sean Mulqueeny, Adjunct Assistant Professor

O.D., University of Missouri-St. Louis

Daniel Osborn, Adjunct Assistant Professor

M.D., Indiana University School of Medicine

Patrick Pirotte, Adjunct Assistant Professor

O.D., Southern California College of Optometry

Thomas I. Porter, Adjunct Assistant Professor

O.D., Southern College of Optometry

Byron A. Santos, Adjunct Assistant Professor

M.D., University of San Carlos

Jack Schaeffer, Adjunct Assistant Professor

O.D., Southern College of Optometry

Carol Scott, Adjunct Assistant Professor

O.D., Southern College of Optometry

Don Simpson, Adjunct Assistant Professor

O.D., Indiana University

Craig Sorce, Adjunct Assistant Professor

O.D., University of Missouri-St. Louis

Joe Sullivan, Adjunct Assistant Professor

O.D., Illinois College of Optometry

Scott Tomasino, Adjunct Assistant Professor

O.D., Illinois College of Optometry

Christine Tran, Adjunct Assistant Professor

O.D., Southern College of Optometry

Paul Varner, Adjunct Assistant Professor

O.D., University of Missouri-St. Louis

Claude Valenti, Adjunct Assistant Professor

O.D. University of Pennsylvania

Pauline Weichler, Adjunct Assistant Professor

O.D., Pacific University

Paul Whitten, Adjunct Assistant Professor

O.D., University of Missouri-St. Louis

Carrie Williams, Adjunct Assistant Professor

O.D., Southern College of Optometry

Richard Wilson, Adjunct Assistant Professor

O.D., Ohio State University

Melissa Wisniewski, Adjunct Assistant Professor
O.D., Pennsylvania College of Optometry
Jack Yaeger, Adjunct Assistant Professor
O.D., Ohio State University
Dwayne Young, Adjunct Assistant Professor
O.D., Indiana University
Heather Zutaut, Adjunct Assistant Professor
O.D., Pennsylvania College of Optometry

General Information

The UM-St. Louis College of Optometry enrolled its first class in 1980, graduating 32 students in May 1984. The college is located on the South Campus complex of the University of Missouri-St. Louis at 7800 Natural Bridge Road. A modern five-story building houses the college's classrooms, laboratories, research facilities, administrative offices, library, and the Center for Eye Care campus facility (the University Eye Center).

Center for Eye Care

The Center for Eye Care provides a patient care learning environment for third-year and fourth-year optometric students and residents. The Center for Eye Care includes four locations: the University Eye Center on the UM-St. Louis south campus, the Optometric Center in the Central West End of St. Louis, the East St. Louis Eye Center, and the Harvester Eye Center in St. Charles, MO. These and other affiliated health centers in the St. Louis area provide an instructional setting where student interns are exposed to a wide variety of patients under the direct supervision of full-time or part-time clinical faculty. Equally important is that these Centers provide exemplary, comprehensive and state-of-the-art optometric care to their patients.

The Centers provide a full range of optometric services to patients including primary eye care, contact lens, pediatric/binocular vision, low vision, and eye health management. These services are described below in greater detail.

Situated in Missouri's largest metropolitan area, the college enjoys the city's strong community and professional support. The urban setting offers many opportunities for outreach programs, expanding the scope of optometric education and making available highly diverse programs of clinical training. Another asset of the school is the location of the national headquarters of the American Optometric Association and the College of Optometrists in Vision Development, approximately twelve miles from the campus.

The curriculum leading to the doctor of optometry degree is a four-year, full-time program of study. The first year of the professional curriculum emphasizes optical and biomedical sciences and introduces students to optics of the visual system. The second year covers vision science and training in eye examination techniques. The third year emphasizes patient care and introduces the student to various specialty areas within optometry, such as contact

lenses, pediatric and geriatric vision care, binocular vision and vision training, and low vision rehabilitation. The second and third years also include course work and clinical training in ocular disease and pharmacology. The fourth year provides additional patient care experiences and includes rotations through the externship program, giving the student added experience in the treatment of eye diseases, as well as valuable experience in other optometric clinical specialties.

Fourth-Year Externship Program

In addition to the patient care experiences available through the University Eye Center, Optometric Center, the East St. Louis Center, the Harvester Eye Center the College of Optometry also has a diverse Externship Program. Students must receive approval from the faculty and the Director of Externships for assignments to each Externship site. This program allows fourth-year students to spend a portion of their final year of training in a variety of patient care environments (i.e., military bases, Veterans Administration Hospitals, Indian Health Services Hospitals various specialty practices and private practices).

These eight (8) week Externships are selected and scheduled according to the individual student's interest, needs and future practice intentions. In this program, students leave the academic environment and begin working with selected practicing optometrists while continuing to be monitored by the Centers through weekly reports of all patient experiences and activities. These are some of the most frequently used sites: Carl Albert Indian Health Service, Ada, OK; Missouri Eye Institute, Springfield, MO; St. Louis Comprehensive Neighborhood Health Center, St. Louis, MO; Southwest Medical Center, St. Louis, MO; Veterans Administration Hospital, Columbia, MO; Veterans Administration Hospital-Cochran/Jefferson Barracks, St. Louis, MO; Veterans Administration Hospital, Kansas City, MO; Veterans Administration Hospital, Marion, IL; Washington University Eye Center, St. Louis, MO.

Students may arrange their own off-campus clinical experiences with the approval of the director of externships.

In 1986 the Missouri Optometry Practice Act was revised by the state legislature to include treatment of certain eye diseases utilizing pharmaceutical agents. Thus optometry students at UM-St. Louis are uniquely situated to receive excellent training in this aspect of optometric practice. The training and clinical experience optometry students receive at UM-St. Louis in the diagnosis, treatment, and management of ocular disease is excellent and qualifies UM-St. Louis graduates to practice optometry in any state in the nation.

A student who satisfactorily completes all four years of the professional curriculum will be eligible to receive the doctor of optometry degree.

The College of Optometry is a member of the Association of Schools and Colleges of Optometry and is accredited by the Accreditation Council on Optometric Education (ACOE).

All optometry students enrolled in the University of Missouri-St. Louis College of Optometry are eligible for membership in the various student optometric associations, including AOSA affiliated with the American Optometric Association and MOSA which is affiliated with the Missouri Optometric Association. Through these organizations, and many others, students become involved in local and national optometric activities. The organizations provide an environment for the cultivation of professional leadership skills, and members have organized and participated in a variety of community service activities, including community health screenings and vision care to residents of nursing homes, convalescent hospitals, and mental institutions. Furthermore, optometry students have formed local chapters of SVOSH (Student Volunteer Optometric Services to Humanity), an international organization of optometrists providing free vision care to people in impoverished nations, and the NOSA (National Optometric Student Association), which strives to recruit minority students into optometry and encourages retention of minority students.

In addition to the many activities through the College of Optometry, optometry students are able to take advantage of all the activities provided by the university to the entire university community. These include intramural sports, movies and cultural activities, a modern, fully-equipped gymnasium, and access to many social and cultural opportunities in St. Louis at reduced cost.

"3+4" Scholars Programs

The College of Optometry currently has a program with the Pierre Laclede Honors College which allows students to complete both their undergraduate studies and a Doctor of Optometry degree in seven years. Students can qualify for this program while they are seniors in high school. Exceptional academic performance is required. They are granted provisional acceptance into the College of Optometry after admission to the Honors College. This program offers professional and academic advisement by the College of Optometry faculty throughout the Honors College undergraduate experience, as well as offering early exposure to clinically related activities and participation in Optometry student association activities. Undergraduate students in this program may apply for formal admission to the College of Optometry after completion of Optometry prerequisites at the beginning of the junior year at the Honors College. The first year of Optometry school will complete the undergraduate requirements. Similar 3 + 4 programs also exist in cooperation with the departments of Biology, Physics and Chemistry.

College of Optometry

Admission Requirements

Semester:

English - 2

Biology (including laboratory)* - 3

Physics (including laboratory) - 2

Chemistry**

General (including laboratory) - 2

Organic (including laboratory) - 1

Mathematics ***

Calculus - 1

Statistics - 1

Psychology - 2

Liberal Arts - 2

Quarter:

English - 3

Biology (including laboratory)* - 4

Physics (including laboratory) - 3

Chemistry**

General (including laboratory) - 3

Organic (including laboratory) - 2

Mathematics ** *

Calculus - 1

Statistics - 1

Psychology - 2

Liberal Arts - 3

*One semester (or one quarter) of Microbiology is a requirement. One semester of Anatomy or Physiology is recommended.

**One semester of Biochemistry is recommended.

***Trigonometry as a prerequisite course for Calculus must be completed either in high school or college.

All courses used to satisfy the admission requirements must have been taken at a fully accredited institution or must be acceptable by an accredited institution toward degree credit. Specific prerequisite courses must be taken for a letter grade; they cannot be taken as an audit or on a pass/fail or satisfactory/unsatisfactory basis. Applicants must have completed 90 semester or 135 quarter hours (the equivalent of three years of college education) before the start of classes. The applicant cannot apply more than 60 semester hours or 90 quarter hours which were earned at a two-year institution toward the credit-hour requirement. Applicants holding a bachelor's degree will be given preference over applicants with similar academic credentials who do not have a degree. Applicants to the college come from a variety of undergraduate backgrounds, such as biological sciences, chemistry, psychology, education, and business.

Admission Test

All applicants are required to take the Optometry Admission Test (OAT). The OAT is offered each year in February and October. Results are sent to the applicant and schools of optometry approximately six to eight weeks

after the date of testing. Official test scores are acceptable for up to three years from the testing date.

Applicants are encouraged to take the examination in February or October of the year preceding anticipated application to the College of Optometry. If applicants wish to enhance their scores, the exam may be repeated. For an OAT application packet and additional information, contact:

Optometry Admission Testing Program
211 East Chicago Ave.
Suite 1846
Chicago, IL 60611
(312) 440-2693
<http://www.wada.org/oat/>

Application Procedures

The Admissions Committee begins to process applications on August 1 for the class entering the following year. An applicant's file will be considered complete and ready for consideration by the Admission Committee when the following material has been received:

1. Application.
2. \$50.00 non-refundable application fee.
3. Official high school and college transcripts, followed by updated transcripts as they become available.
4. Academic record form.
5. Official Optometry Admission Test (OAT) results.
6. A composite evaluation prepared by the preprofessional advisory committee at the educational institution the applicant is attending. Those applicants not currently attending college or who are at an institution that does not offer a committee evaluation will be required to submit four letters of recommendation.

Official transcripts must be mailed from every college attended, regardless of whether or not credit was earned.

Letters of recommendation must be mailed directly to the college by the originator. All applicants will be required to sign a form to waive their right to review the letters of recommendation. It is the applicant's responsibility to ensure all application materials are received in the office of Student Services by March 15 to be considered for admission to the class entering in August of the same year. Facsimile (faxed) application material will be not accepted or acknowledged. Application material received after March 15 will not be evaluated for the class entering in August of the same year. To be considered for merit scholarships, there is an early enrollment deadline. All materials must be received by December 15 in order to be considered for the early application deadline. Applications received after that time will still be considered for admission but not additional awards.

All correspondence, inquiries and application material should be addressed to:

UM-St. Louis College of Optometry
Office of Student Services
317 Marillac Hall
One University Blvd.
St. Louis, MO 63121-4499

Applications may also be submitted online by accessing an application at
www.umsl.edu/divisions/optometry/programs/applpro.html

Students From Other Countries

In addition to the standard application procedures, applicants living outside the United States and its possessions must take the Test of English as a Foreign Language (TOEFL) and receive a minimum score of 500. Write to:

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
Princeton, NJ 08530

To complete their credential file, applicants are required to furnish original and official transcripts from each school and college attended both in this country and abroad. The Educational Credentials Evaluators, Inc. or the World Education Services must evaluate all foreign school and college transcripts and their evaluation submitted as part of the application requirement. For information contact:

Educational Credentials Evaluators, Inc.
Post Office Box 514070
Milwaukee, WI 53203
(414) 289-3400
Fax: (414) 289-3411
E-mail: eval@ece.org

World Education Services
P.O. Box 745
Old Chelsea Station
New York, N.Y. 10113-0745
(212) 966-6311
Fax: (212) 966-6395

The University of Missouri-St. Louis maintains an Office of International Student Services to assist applicants who have been offered admission. All new international students are required to attend a formal orientation program before matriculation. For more information, contact:

University of Missouri-St. Louis
Office of International Student Services
One University Blvd.
St. Louis, MO 63121-4499
(314) 516-5229

Selection Procedures

Applications are reviewed beginning in August with interviews scheduled and initiated starting in October. The college uses a 'rolling admissions' process that allows qualified applicants to be admitted on an ongoing basis until the class is filled. Therefore, applicants are encouraged to apply as early as possible to ensure full consideration for admission.

The Admissions Committee has the responsibility to review and evaluate all applicants and select the best qualified candidates. The committee considers: an applicant's overall grade point average, the grade point achieved in the sciences, any grade trends over the years in college, and the scores on the OAT. Concurrently, candidates are evaluated on less quantitative measures such as extracurricular activities and interests, related or unrelated work experience, written narrative, and letters of recommendation.

Those applicants whom the committee feels to be most competitive will be invited for an on-campus interview. The on-campus interview facilitates an assessment of the applicant's communication skills, interests, motivation, and personal characteristics. In addition, the on-campus interview allows the applicant to tour the facilities, meet with currently enrolled students, present questions regarding financial aid and housing, and learn more about the University of Missouri-St. Louis and the College of Optometry. From this group of interviewed applicants, the entering class of approximately 44 students will be selected.

The policies of the University of Missouri-St. Louis and the College of Optometry comply with the provisions under those laws that forbid discrimination on the basis of race, color, sex, national origin, religion, age, handicap, or veteran status.

Admission Process

Notices of acceptance may be received as late as June of the year in which the students enter the program. If acceptance to the class is conditional, the terms of the condition must be completed prior to matriculation. Applicants who have indicated that degree requirements will be completed prior to matriculation, and who have been selected for admission, may receive a conditional offer of acceptance contingent upon completion of the degree.

Students offered admission have 15 days from the date on the offer of admission letter to make a required \$200 acceptance deposit. The \$200 deposit will be credited toward tuition when the student matriculates. The deposit is considered a non-refundable administration fee should the student not matriculate. A certain number of applicants are placed on an alternate list. If an applicant who has been offered admission declines the offer, their

position will be allocated to the next individual on the alternate list.

Notification of denial is sent by mail. If an applicant is interested in reapplying, they should contact the College of Optometry's Office of Student Services and request a reapplication packet.

Financial Aid

The University of Missouri-St. Louis maintains an Office of Student Financial Aid to assist students with the cost of their education.

Financial assistance is available in the form of grants, loans, scholarships, and work-study. Funds for these programs are available from federal, private, state, and institutional resources. To apply for financial aid, students must complete a Free Application for Federal Student Aid (FAFSA). Preference will be given to those students who have completed the FAFSA by April 1. Preference means that the Student Financial Aid Office will begin awarding FWS (Federal College Work-Study), Federal SEOG (Federal Supplemental Educational Opportunity Grant) and Federal Perkins Loan funds. A completed financial aid application means that the Financial Aid Office has received an official Student Aid Report from the Federal Processing Center.

The Student Financial Aid Office maintains a Web site at www.umsl.edu/services/finaid, where students will find useful information along with the ability to contact the office electronically via e-mail. Also included is a scholarship directory that is updated biweekly.

To be considered for all university scholarships offered through the Financial Aid Office, a student must be accepted for admission. A scholarship application must be completed to apply for scholarships awarded through Student Financial Aid. All incoming students should complete the Incoming Freshman Scholarship Application. Continuing students should complete the Continuing Student Scholarship Application.

Many state optometric associations and their auxiliaries offer scholarships and grants. Application is generally made directly to the state association or auxiliary and selection is generally made on the basis of state residence and other criteria. Information may be obtained by writing to the various state optometric associations and/or auxiliaries.

The College of Optometry will provide additional information about scholarships and the school's Handbook of Loans, Scholarships, Grants, and Awards to applicants during the interview process.

Fees

Detailed information regarding current fees and residency regulations is furnished in the *Schedule of Courses* a

newspaper schedule distributed before each semester registration, available at the Registrar's Office in the Millennium Student Center. Students should be aware that fees shown are current as this publication goes to press, but fee changes may occur while this *Bulletin* is still in use.

The university reserves the right to change fees and other charges at any time without advance notice.

Education Fees

All students enrolled in the University must pay educational fees based on either the schedule for Missouri residents or the schedule for non-residents. All optometry students will be required to pay the non-resident educational fee if they do not meet the University of Missouri residency requirements at the time of enrollment.

	Resident	Non-resident
Fall 2004	8,078.40	16,105.60
Winter 2005	8,078.40	16,105.60
Summer 2004*	\$4,039.20	\$8,052.80

The Educational Fees plateau is 16.0 credit hours. Any student enrolled for less than 16.0 credit hours will be charged per credit hour at \$504.90. Nonresidents pay a nonresident fee of \$501.70 per credit hour.

*A Summer Session is required between the third and fourth professional year.

Other Required Fees

All students are required to pay the following fees each semester: Information Technology Fee is \$10.60 per credit hour (no maximum); Student Facility, Activity, and Health Fee \$36.85 for the first credit hour during the summer and \$41.85 for the first credit hour during the Fall and Winter/Spring semester. Additional credit hours (up to the prescribed maximums are assessed at the rate of an additional + \$31.85 per credit hour (maximum 6 credit hours for Summer and 12 credit hours for the Fall and Winter/Spring).

Parking Fee

All vehicles parked on campus require a parking permit. It is the responsibility of the student to be aware of the parking policies and procedures while using the lots at the University of Missouri St. Louis. The College of Optometry cannot be responsible for violations from students who do not purchase parking permits or adhere to the campus policies and procedures.

The Parking fee \$18.00 per credit hour for all semesters. All fourth year students who are away on externship rotation must pay a minimum of \$18.00 per semester for parking.

Student Health Insurance (optional)

An Accident and Sickness Insurance plan is available to students and their dependents. Information concerning

premiums and coverage is available upon request from University Health Services or visit their website at www.umsl.edu/services/health. Short term health insurance is also available through University Health Insurance. For students registered at UM-St. Louis College of Optometry, health insurance is available through the American Optometric Student Association. Visit the website at <http://209.83.210.5/AOSA/eweb>.

***Nonresident Students**

Students who do not meet the residency requirements must pay the nonresident educational fee according to the schedule above. A definition of "residency" is outlined in *Tuition and Residency Rules*, available in the cashier's office. Students are responsible for registering under the proper residence and paying the proper educational fees.

Currently, five nonresident positions are allocated by state reciprocal agreements for residents of Kansas. Individuals who are admitted under these agreements will pay reduced educational fees. For additional information, contact:

Optometry Program
 Kansas Board of Regents
 700 S.W. Harrison, Suite 1410
 Topeka, KS 66603
 (785) 296-3517.

Optometry students will be required to pay nonresident educational fees if they do not meet the university's residency requirements at the time of their enrollment. The definition of "residency" is outlined in the pamphlet *Tuition and Residency Rules* available from the Cashier's Office, (314) 516-5151.

Four-Year Professional Degree (O.D.) Curriculum

First Year

Fall Semester	Credit Hours	Lecture	Lab
8040 Neuroanatomy	4	3	2
8020 Geometric Optic	4	3	2
8030 Practice Management I	2	2	-
8010 Gross Anatomy, Physiology and Disease Processes	5	4	2
8060 Biochemistry	3	3	-
8350 Epidemiology2	2	-	-

Winter Semester

8140 Physical Optics and Photometry	2	2	-
8180 Clinical Optometry I	2	1	2
8120 Ocular Optics	3	3	-
8130(Physiological Optics Laboratory	1	-	2
8160 Anatomy and Physiology of the Eye	5	4	2
8150 Physical Optics and			

Photometry Lab	1	-	2
8110 Gross Anatomy, Physiology and Disease Processes II	4	3	2

Second Year**Fall Semester**

8220 Ophthalmic Optics	4	3	2
8280 Clinical Optometry II	5	3	4
8250 Monocular Sensory Processes	4	4	-
8290 Physiological Optics Lab II	1	-	2
8260 General Pharmacology	3	3	-
8230 Practice Management II	2	1	2
8240 Ocular Motility	3	3	-

Winter Semester

8320 Ophthalmic Dispensing	1	-	2
8380 Clinical Optometry III	5	3	4
8340 Binocular Vision and Space Perception	4	3	2
8370 Ocular Disease I	4	3	2
8350 Epidemiology	2	2	-
8360 Ocular Pharmacology	3	3	-
Clinical Medicine	2	2	-

Third Year**Fall Semester**

	Credit		
	Hours	Lecture	Lab
8500 General Clinic I	6	-	2
8520 Contact Lenses I	3	2	2
8540 Binocular Vision Anomalies	4	3	2
8570 Ocular Disease II	2	2	-
8560 Public Health	2	2	-
8550 Low Vision	3	2	-

Winter Semester

8610 Environmental Vision	2	2	-
8680 Ophthalmic Lasers	1	1	-
8600 General Clinic II	6	-	12
8690 Pediatric /Binocular Specialty Clinic I	1	-	2
8660 Contact Lens Specialty Clinic	1	-	2
8620 Contact Lenses II	3	3	-
8650 Geriatric Optometry	2	2	-
8670 Ocular Assessment	1	1	-
8640 Pediatric Optometry	3	3	-
8630 Practice Management III	3	3	-

Fourth Year**Category 1 UM-St. Louis***Note: Must enroll in 8700, 8710, and 8720 concurrently*

8700 UM-St. Louis Pediatric/Binocular Vision Patient Care	3	-	6
8710 UM-St. Louis Contact Lens Patient Care	3	-	6
8720 UM-St. Louis Eye Health Management Patient Care	1	-	2

Category 2 Institutional

8780 External Rotation in Institutional Patient Care	7	-	14
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Category 3 Ocular Disease

8790 External Rotation in Ocular Disease Patient Care	7	-	14
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Category 4 Intern*Note: Must enroll in 8730 and 8740 concurrently*

8770 Community Service in Rotation in Patient Care	7	-	14
8750 East St. Louis Center Patient Care	7	-	14
8730 Optometric Center Patient Care	6	-	12
8740 Optometric Center Eye Health Management Patient Care	1	-	2
8760 Harvester Eye Center Patient Care	-	-	14

	Credit		
	Hours	Lecture	Lab
Category 5 Specialty			
8810 External Rotation in Contact Lens Patient Care	7	-	14
8800 External Rotation in Pediatric/Binocular Vision Patient Care	7	-	14
8820 External Rotation in Low Vision Patient Care	7	-	14

Category 6 Elective

8830 External Rotation in General Patient Care	7	-	14
8850 Supplementary Rotation in General Patient Care	7	-	14
8840 External Supplementary Rotation in General Patient Care	7	-	14

Required Courses

8870 Practice Management IV Vision Science	2	2	-
8880 Clinical Seminar	1	1	-

Elective Courses in the College of Optometry

8400 Directed Readings			
8410 Directed Research			
8420 Ocular Photography			
8440 Clinical Applications of Current Topics in Visual Science	2	2	-

Graduate Physiologic Optics Courses Approved for Elective Credit*

- 6400 Sensory Processes and Perception
- 6401 Visual Optics
- 6402 Ocular Anatomy and Physiology
- 6403 Psychophysical Methods and Experimental Design
- 6404 Sensory Neuroscience
- 6405 Neuroanatomy
- 6406 Geometric Optics
- 6451 Corneal Physiology
- 6452 Growth and Development of the Visual System
- 6453 Advanced Physiology of Other Sensory Systems
- 6454 Binocular Vision
- 6455 Visual Information Processing
- 6456 Oculomotor Systems
- 6457 Comparative and Evolutionary Aspects of Vision
- 6458 Noninvasive Assessment of the Visual System
- 6459 Introduction to Computer Programming for Vision Research
- 6470 Individual Studies in Physiological Optics
- 6490 Graduate Research in Physiological Optics
- 6497 Interdisciplinary Geriatric Care
- 6499 Current Topics in Optometry and Vision Science

*Due to advances in the optometric profession, sequencing of courses may change. The courses listed above are subject to change through normal academic procedures

Grades

All courses taken for credit in the professional program must be passed with a "C-" or better in order for a student to qualify for graduation. Furthermore, in order to qualify for graduation, a student must be in good academic standing and the cumulative professional GPA must be 2.5 or higher. Beginning in May 2003, students must submit evidence to the Office of Student Services that they have taken the 3 part NBEO examinations prior to graduation. Such evidence may include a copy of the score report received from NBEO.

To assure graduating at the end of a specific semester, all work for that semester and any delayed grades from previous semesters must be completed with the grades sent to the Office of Student Services no later than the official date for submission of final semester grades.

Time limitations

All of the required courses during the first 6 semesters of first course enrollment and all required courses for the O.D. degree must be completed within 6 years after the first course enrollment.

Graduate Studies

Physiological Optics

Physiological optics is a multidisciplinary area concerned with the study of normal and anomalous vision. The goal of this program is to train the next generation of researchers in clinical and basic vision science, to conduct

research, and to educate faculty for schools and colleges of optometry. Students will be required to integrate basic skills in vision science with focal studies in an area of research emphasis.

This program will emphasize research aimed at new treatments and cures for vision disorders, as well as research in basic mechanisms of visual functions. The College of Optometry offers both an M.S. degree and a Ph.D. degree. Students may apply to the Graduate School for admission to either the M.S. or the Ph.D. program.

Admission Requirements

Students should have the appropriate background for graduate training in physiological optics and appropriate undergraduate courses for their anticipated research emphasis. Applicants must have a bachelor's degree from an accredited college or university within the United States or from an equivalent institution outside the United States. To be admitted as regular graduate students, applicants must have a grade point average of at least 3.0 in their overall undergraduate work, in their undergraduate major, and in any postbaccalaureate academic work. Students must arrange for transcripts to be submitted from all postsecondary academic work and to have at least three letters of recommendation sent by faculty members at previously attended colleges and universities. Students must also submit GRE scores (verbal, quantitative, and analytic). Applicants to the M.S. program must have combined scores on the verbal and quantitative sections of at least 1000; applicants to the Ph.D. program must have combined scores of at least 1100. In addition, students from countries where English is not a primary language must submit TOEFL scores of 550 or better. All materials and scores must be submitted by March 1 if an applicant wishes to be considered for financial assistance for the fall semester.

Master of Science in Physiological Optics

Degree Requirements

The M.S. degree requires 30 semester hours of course work, including the core courses. At least 25 of these hours will normally be taken from courses offered by the College of Optometry, with no more than 10 of these in Physiological Optics 6490, Graduate Research in Physiological Optics. Each M.S. student will be required to teach at least two semesters in areas determined by the Graduate Committee in Physiological Optics.

The core courses for this program are:

Physiological Optics 6400, Sensory Processes and Perception (3 credits)

Physiological Optics 6401, Visual Optics (3 credits)

Physiological Optics 6402, Ocular Anatomy and Physiology (3 credits)

Physiological Optics 6403, Psychophysical Methods and Experimental Design (3 credits)

Physiological Optics 6404, Sensory Neuroscience (3 credits)

Special Topics, Individual Studies, and Advanced Topics courses in Physiological Optics are also offered.

Each M.S. student must also complete a thesis based on research conducted during the program. The thesis must be approved by a committee of at least three members of the graduate faculty, at least two of whom must be from the graduate faculty in physiological optics.

Ph.D. in Physiological Optics**Degree Requirements**

The doctoral degree requires 60 semester hours of course work, including the core courses. Each Ph.D. student will also be required to demonstrate proficiency in a foreign language, computer language, advanced statistical methods, or another acceptable tool skill. The tool skill and level of proficiency must be selected in advance in consultation with the Graduate Committee in Physiological Optics. Students will be required to teach at least two semesters in areas determined by the graduate committee.

Written qualifying examinations will be offered each semester. Students must declare their intent to take the examinations at least one month prior to the beginning of that semester or summer session. Full-time students must attempt qualifying examinations before beginning their third year of study. Students must declare their intent to take the examinations at least one month prior to the beginning of that semester or summer session.

The preparation of the dissertation will be supervised by a dissertation committee which will be appointed by the Graduate Dean upon the recommendation of the Director of Graduate Programs in the College of Optometry. Input from the student's advisor will be solicited by the Director prior to finalization of the recommendation by vote of the Graduate Faculty. An oral examination of the written dissertation proposal will be conducted by the Committee. A public oral defense of the completed written dissertation is also required.

The **core courses** for this program are:

Physiological Optics 6400, Sensory Processes and Perception

Physiological Optics 6401, Visual Optics

Physiological Optics 6402, Ocular Anatomy and Physiology

Physiological Optics 6403, Psychophysical Methods and Experimental Design

Physiological Optics 6404, Sensory Neuroscience
Special Topics, Individual Studies, and Advanced Topics courses in Physiological Optics are also offered.

Continuing Education

The College of Optometry offers continuing education programs for optometrists throughout the Midwest region as well as nationwide. Courses on management of ocular diseases, ocular anomalies, and visual skills are held on a frequent basis. In addition to College of Optometry faculty, optometric specialists, medical educators, and researchers have input into course development as well as participation in course presentations.

All CE courses offered by the school are accepted by those states requiring continuing education credit for relicensure.

Continuing Education course information may be obtained by contacting:

University of Missouri-St. Louis College of Optometry
Office of Continuing Education
One University Blvd.
St. Louis, MO 63121-4499
(314) 516-5615

Career Outlook**Doctor of Optometry Degree**

A doctor of optometry is an independent health care professional who is specifically educated, clinically trained, and licensed to examine, diagnose, and treat conditions or impairments of the human vision system. They examine the eyes and related structures to determine the presence of vision problems, eye disease, and other ocular abnormalities.

Doctors of optometry are the major providers of vision care. They provide treatment by prescribing ophthalmic lenses or other optical aids, provide vision therapy to preserve or restore maximum efficiency in vision, and in most states (including Missouri) are authorized to prescribe drugs in the treatment of certain eye diseases.

Doctors of optometry can also detect certain general diseases of the human body such as diabetes, hypertension, and arteriosclerosis that have the potential capacity to affect vision. When an eye examination reveals diseases in other parts of the body, the optometrist will refer patients to the appropriate health care practitioner for treatment. Like physicians and dentists, optometrists are primary health care professionals.

The scope of optometry practice requires an understanding of the development of vision from infancy through adulthood, and the therapeutic and rehabilitative methods required to care for the problems of vision from infancy through the declining years.

Optometry is the largest eye care profession and one of the largest independent health care professions in the United States. Currently, some 28,900 doctors of optometry practice in America. They are widely distributed across the nation, practicing in more than 7,100 different municipalities. In more than 4,300 of these communities, they are the only primary care provider. As such, doctors

of optometry provide the major portion of primary eye care services in the United States.

Studies have indicated that a ratio of one practicing doctor of optometry to every 7,000 people (a ratio of 14.3 practicing doctors of optometry per 100,000 population) is a reasonable average for the United States. Despite recent growth in the profession, few states meet this criteria.

As our society becomes more technically oriented, vision requirements become more exacting. The number of persons needing professional help for reading and other near-point visual tasks, including both older citizens and school children, is steadily growing. Increased demands for vision care result not only from population growth but also from increased understanding of how good vision relates to industrial production, student achievement, adjustments to aging, and other areas crucial to modern society.

The patients whom the practicing doctors of optometry treats may have varied and challenging needs. On any given day, an optometrist might be involved in restoring vision to a partially sighted patient; fitting glasses for a child whose vision problem is affecting academic achievement; treating an eye infection with antibiotics; improving the function of a patient's eyes through vision training; helping an elderly patient in a nursing home cope with changing vision through critical eye health education; and performing comprehensive eye examinations for those who need glasses or contact lenses to correct astigmatism, nearsightedness, and numerous other vision problems.

The practice of optometry offers independence, flexibility, and diversity. Doctors of optometry have a wide range of modes of practice. They may choose to practice in the inner cities, suburbs, and rural areas. Opportunities exist for solo practice, associateship, optometric or multidisciplinary group practice, government or military service, clinical or hospital practice, teaching, and research.

Optometry is a rewarding career, both economically and personally. Based on data from the Bureau of Labor Statistics and surveys by professional associations, optometry is one of the top 10 income-earning professions in the country.

Graduate Degrees

The master of science program provides research-oriented training beyond that offered in the professional program in optometry. Many optometry schools require that applicants for faculty positions hold an M.S. or Ph.D. degree as well as an O.D. degree. Additional employment possibilities for individuals with M.S. degrees are found in industry and in public and private research foundations.

The Ph.D. program prepares students as research professionals in vision science. Employment opportunities are available in college or university teaching and research, in research institutes, and in industry. Within academic optometry, individuals with both O.D. and Ph.D. degrees are in high demand as faculty members.

Course Descriptions

The following 8000-level courses are taken in the Doctor of Optometry (O.D.) program.

8010 Gross Anatomy, Physiology and Disease Process I (5)

First in a two-semester course sequence that will detail the general anatomy of the human body along with the histology (microanatomy), physiology and disease processes of major organ systems. Course content will be presented in a modular format. Areas of discussion will include cardiovascular, respiratory, endocrine, digestive, reproductive, integumentary, and peripheral and autonomic nervous systems. The laboratories will emphasize and augment important concepts introduced in the classroom environment.

8020 Geometric Optics (4)

Prerequisite: Consent of instructor. The principles of geometric optics as applied to refracting and reflecting surfaces, thin lenses, thick lenses, and lens systems. The optics of various ophthalmic instruments and techniques will be examined.

8030 Practice Management I (2)

An introduction to the profession of optometry, including a consideration of the characteristics of a profession, the history of optometry, the profession's legal limitations, and major optometric organizations. The ethical basis of the practice of optometry will be explored, including a consideration of the theories and principles of normative ethics, biomedical ethics and the responsibilities of the health care practitioner, professional codes of ethics and ethical issues that arise in the practice of optometry. Ethical case studies will be extensively used. This is an interactive course, requiring active participation on the part of the student.

8040 Neuroanatomy (4)

Detailed gross and microscopic anatomy of the human central nervous system with a special emphasis on the cranial nerves, nuclei, and the visual system.

8060 Biochemistry (3)

Basic concepts of general and cellular biochemistry. Study of nomenclature structure, and reactions of organic molecules. Some emphasis on visual system - tears, intraocular fluids, lens, and photochemistry.

8110 Gross Anatomy, Physiology and Disease Process II (4)

Prerequisite: Opt 8010. Continuation of Human Anatomy and Physiology and Disease Processes I. (Three hours lecture, two hours laboratory/week.)

8120 Ocular Optics (3)

Prerequisite: Opt 8020. The eye as an image forming mechanism, the schematic eyes, the optical role of the pupil, the retinal image and its evaluation. Nature, classification, and etiology of ametropia. Experimental models of refractive errors. Entoptic phenomena. Mechanism and optical aspects of accommodation.

8130 Physiological Optics Laboratory (1)

Experiments designed to accompany Opt 8120.

8140 Physical Optics and Photometry (2)

Prerequisite: Optometry 8020 or consent of instructor. Basic photometric concepts, measurements of light levels, applications in ergonomics, visual and photographic optics. Physical optics including diffraction, interference, polarization, birefringence, and lasers.

8150 Physical Optics and Photometry Laboratory (1)

Prerequisite: Concurrent enrollment in Opt 8140. Experiments designed to accompany Opt 8140.

8160 Anatomy and Physiology of the Eye (5)

Prerequisite: Opt 8040 and Opt 8090 or consent of instructor. Vegetative anatomy and physiology of the eye, optic nerve, orbit, and adnexa will be discussed. This includes discussion of embryology and the dynamics of ocular fluids and includes a two-hour laboratory.

8180 Clinical Optometry I (2)

Selected tests for ocular assessment including case history, visual acuity, and ophthalmoscopy.

8220 Ophthalmic Optics (4)

Prerequisite: Opt 8140, 8120 and 8150. Ophthalmic materials, physical characteristics of lenses and frames, paraxial optics of ophthalmic lenses, ophthalmic prisms, lens specifications, special lenses, multifocal lenses, unique designs, aniseikonic lenses, aberration theory and its application to lens design, lenses for low vision, protective eyewear, selecting and dispensing eyewear, management of a dispensary.

8230 Practice Management II (2)

Prerequisite: Opt 8030. Principles of human interpersonal relationships. The enhancement of listening and verbal skills will be provided. Emphasis will be preparing the student to understand and manage the many human interpersonal relationships necessary in the practice of optometry.

8240 Ocular Motility (3)

Prerequisite: Opt 8040 or consent of instructor. The anatomy, physiology, neurology, measurement, characteristics, and control of the intra and extraocular system.

8250 Monocular Sensory Processes (4)

Prerequisite: Opt 8160 or consent of instructor. Monocular sensory mechanisms of vision, photoreception, visual neurophysiology, spatial and temporal effects, visual acuity and resolution, adaptation, brightness discrimination, and color vision. Topics include a consideration of both the psychophysical aspects and neurophysiological bases of these mechanisms.

8260 General Pharmacology (3)

Prerequisite: Opt 8110. General principles of drug actions on the organ systems, central and peripheral nervous systems, methods of administration, pharmacological actions, side effects, and drug interactions. Regulatory agencies, laws, and drug abuse.

8280 Clinical Optometry II (5)

Prerequisite: Opt 8180. Continuation of clinical optometry. Patient care in the areas of refraction, binocular integration, perimetry, and bimicroscopy.

8290 Physiological Optics Lab II (1)

Prerequisite: Opt 8130. Experiments designed to accompany Opt 8240 and Opt 8250.

8320 Ophthalmic Dispensing (1)

Prerequisite: Opt 8220. Clinical experience in verification and dispensing of ophthalmic materials.

8340 Binocular Vision and Space Perception (4)

Prerequisite: Opt 8240, 8280, and 8250 or consent of instructor. Binocular vision and space perception. Visual direction, theory of correspondence, fusion, rivalry, ocular dominance, and stereopsis. Developmental aspects and neurophysiological mechanisms.

8350 Epidemiology (2)

A review of descriptive statistics, probability sampling, correlation, and prediction. The essentials of epidemiological study procedures and a discussion of the epidemiology of vision disorders.

8360 Ocular Pharmacology (3)

Prerequisite: Opt 8260. Pharmacology principles, methods of administration, doses, contraindications, and adverse effects of drugs used for the diagnosis and treatment of abnormalities of the eye, adnexa and visual system. Ocular manifestations of systemic medications.

8370 Ocular Disease I (4)

The etiology, epidemiology, symptoms, signs, and course sequelae of ocular disease and anomalies. Disease and anomalies of lids, orbit, conjunctiva, cornea, sclera, iris,

ciliary body, lens, vitreous, retina, choroid, and optic nerve.

8380 Clinical Optometry III (5)

Prerequisite: Opt 8280. Correlation and analysis of optometric data. Emphasis on diagnosis, prognosis, and therapy of visual problems.

8390 Clinical Medicine (2)

Prerequisite: Opt 8290 and 8260. Diagnostic principles and medical management. Comprehensive health history, physical examination and neurological screening with particular association to ocular health conditions. Clinical chemistry and interpretation of clinical laboratory tests, criteria for referral to other providers and emergency office procedures. Comanagement practice with other primary care physicians will be emphasized.

8400 Directed Readings (1)

Credit is given for independent literature review of a specific topic in any area of basic or clinical vision science. Readings are to be supervised by a two person faculty committee and at least one member of this committee must be selected from among the full-time regular faculty. Credit is awarded upon approval of a written paper regarding the selected topic. This elective may be repeated once.

8410 Directed Research (3)

Credit is given for independent research. Projects may be laboratory, library, or clinically based research in any area of vision science. All projects must be undertaken under the supervision of a three member faculty committee. This elective may be repeated once.

8420 Ocular Photography (2)

Prerequisite: Consent of instructor. Optical principles and clinical techniques in photographing the internal and external eye and its adnexa. Includes laboratory exercises on use of the most common types of clinical cameras.

8440 Clinical Applications of Current Topics in Visual Science (2)

(elective) Prerequisite: Consent of instructor. A seminar on the use of new discoveries in visual science in clinical optometry. Students will participate in selecting the topics, which will change from year to year, with the guidance of the instructor. The course will also include laboratory demonstrations of seminar topics.

8500 General Clinic I (6)

Prerequisite: Opt 8380 and successful completion of all first and second year course work. The clinical examination and care of general clinic patients, along with the fitting and dispensing of lenses and frames.

8520 Contact Lenses I (3)

Prerequisite: Opt 8380. Historical development of the contact lens and its use. Basic lens terminology,

specifications, physiochemical characteristics, optics, fabrication, and verification. Preliminary patient evaluation, indications and contraindications for contact lenses. Basic fitting philosophies for all lens types. Lens care and patient education. Patient and practice management considerations.

8540 Binocular Vision Anomalies (4)

Prerequisite: Opt 8310 and 8340 or consent of instructor. The etiology, epidemiology, symptoms, signs, and course sequelae of the obstacles to binocular vision - sensory, integrative, and motor. The detection, diagnosis, prognosis, and orthoptic treatment of such anomalies. Clinical care of aniseikonias.

8550 Low Vision (3)

The etiology, epidemiology, symptoms, signs, and course sequelae of low vision problems. Methods of testing, prognosis, selection of therapy, design of environmental and optical aids, problems of rehabilitation. Agencies, laws, public and social assistance for the partially sighted and blind.

8560 Public Health (2)

A review of local, state, and federal organizations involved in health care, comprehensive health planning, new trends in health care delivery, and the assessment of the quality of health care delivery. The relationship of vision care to these topics is emphasized.

8570 Ocular Disease II (4)

Prerequisite: Opt 8370. The etiology, epidemiology, systems, signs, course sequelae and management of posterior segment ocular disease and the anomalies and ocular manifestations of systemic diseases. Disease, abnormalities and management of neurological conditions which affect the lids, pupils, extraocular muscles, optic nerve and visual system.

8600 General Clinic II (6)

Prerequisite: Opt 8500 and successful completion of all Fall semester third year course work. Same as General Clinic I.

8610 Environmental Vision (2)

This course considers the relationship of the eye and vision to all aspects of one's environment including home, work, recreation, and transportation. Emphasis will be placed on protecting the eye from injury and maximizing vision performance.

8620 Contact Lenses II (3)

Prerequisite: Opt 8520. Advanced contact lens fitting, theories, and clinical methods for astigmatic, presbyopic, keratoconic, and aphakic designs. Special considerations include the use of corneal topography, orthokeratology, disposable lenses, lenses for extended wear and lenses for color deficiencies.

8630 Practice Management III (3)

Prerequisite: Opt 8030 and Opt 8230. The development and management of an optometric practice from a patient and community service point of view - office design, office routine, patient care administration, personnel management, and recall systems. The establishment, development, and management of an optometric practice from a business point of view. Legal developments, governmental relationships, legislation and the legislative process, malpractice, professional ethics, taxes, fee structures, insurance, and accounting methods.

8640 Pediatric Optometry (3)

Prerequisite: Opt 8380. Special examination and management considerations of the pediatric patient. Psychological, physiological, social, and demographic aspects of early visual development. Discussion of the optometric considerations of children with learning and reading disabilities.

8650 Geriatric Optometry (2)

Same as Gerontology 6458. Special examination and management considerations of the geriatric patient will be discussed. Psychological, physiological, social, and demographic aspects of aging, as well as ocular changes associated with the aging process will be taught.

8660 Contact Lens Specialty Clinic (1)

Prerequisite: Opt 8520 and successful completion of all Fall semester third year course work. The clinical examination and care of patients in the optometric specialty area of contact lenses.

8670 Ocular Assessment (1)

Prerequisite: Enrollment in General Clinic I or II. Discussion of the diagnosis and management of common clinic patient encounters via Socratic teaching techniques. Interns are encouraged to present actual cases which have been particularly challenging for them.

8680 Ophthalmic Lasers (1)

Principles and applications of lasers for ophthalmic use. Emphasis will be placed on demonstration where possible. Topics will include the principles, physics and safety concerns of ophthalmic lasers. Lasers used in retinal imaging, and in the care of glaucoma, cataract, refractive conditions, and cosmetic conditions will be discussed and demonstrated. Comanagement of patients requiring ophthalmic laser treatment will also be covered.

8690 Pediatric/Binocular Vision Specialty Clinic (1)

Prerequisite: Opt 8540 and successful completion of all Fall semester third year course work. The clinical examination and care of patients in the optometric specialty areas of binocular vision and pediatric vision.

8700(573) UM-St. Louis Pediatric/Binocular Vision Patient Care (3)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients in pediatric/binocular vision clinic at the University of Missouri-St. Louis University Eye Center. This course fulfills one of the clinic courses required for graduation. This course must be taken in conjunction with Opt 8710 and Opt 8720.

8710 UM-St. Louis Contact Lens Patient Care (3)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care in the contact lens clinic at the University of Missouri-St. Louis University of Eye Center. This course fulfills one of the clinic courses required for graduation. This course must be taken in conjunction with Opt 8700 and Opt 8720.

8720 UMSL Eye Health Management Patient Care (1)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care in the eye health management clinic with ophthalmologists at the University of Missouri-St. Louis University Eye Center. This course fulfills one of the clinic courses required for graduation. This course must be taken in conjunction with Opt 8700 and Opt 8710.

8730 Optometric Center Patient Care (6)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients at the University of Missouri-St. Louis Optometric Center. This course fulfills one of the clinic courses required for graduation. This course must be taken in conjunction with Opt 8740.

8740 Optometric Center Eye Health Management Patient Care (1)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients in the eye health management clinic with ophthalmologists at the University of Missouri-St. Louis Optometric Center. This course fulfills one of the clinic courses required for graduation. This course must be taken in conjunction with Opt 8730.

8750 East St. Louis Center Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients at the East St. Louis Eye Center. This course fulfills one of the clinic courses required for graduation.

8760 Harvester Eye Center Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients at the Harvester Eye Center. This course fulfills one of the clinic courses required for graduation.

8770 Community Service Rotation in Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients at St. Louis area community health centers. This course fulfills one of the clinic courses required for graduation.

8780 External Rotation in Institutional Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of primary care patients at external sites approved by the College of Optometry's Externship Council. This course fulfills one of the clinic courses required for graduation.

8790 External Rotation in Ocular Disease Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of patients with ocular disease at external sites approved by the College of Optometry's Externship Council. This course fulfills one of the clinic courses required for graduation.

8800 External Rotation in Pediatric/Binocular Vision Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of pediatric/ binocular vision patients at an external site approved by the College of Optometry's Externship Council. This course fulfills one of the clinic courses required for graduation.

8810 External Rotation in Contact Lens Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of contact lens patients at an external site approved by the College of Optometry's Externship Council. This course fulfills one of the clinic courses required for graduation.

8820 External Rotation in Low Vision Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of low vision patients at an external site approved by the College of Optometry's Externship Council. This course fulfills one of the clinic courses required for graduation.

8830 External Rotation in General Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of a general population of optometric patients at external sites approved by the College of Optometry's Externship Council. This course fulfills one of the clinic courses required for graduation.

8840 External Supplementary Rotation in General Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of

general population of optometric patients at an external site approved by the College of Optometry's Externship Council.

8850 Supplementary Rotation in General Patient Care (7)

Prerequisite: Successful completion of all first, second, and third year course work. Comprehensive clinical care of general population of optometric patients at the UM-St. Louis University Eye Center, UM-St. Louis Optometric Center, or the UM-St. Louis East St. Louis Eye Center.

8870 Practice Management IV (2)

Prerequisite: Successful completion of all first, second, and third year course work. Further in-depth discussion in practice management.

8880 Clinic Seminar (1)

Prerequisite: Successful completion of all first, second, and third year course work. Presentation and discussion of interesting clinical patients. Additional clinical testing techniques and concepts. Further discussion of patient data analysis - the process of determining diagnosis, prognosis, and therapy. Further discussions in the optometric specialties.

8910 Topics in Geriatric Optometry (3)

Prerequisite: Opt 8910. This course will address concerns and options in providing optometric care to a geriatric population. New techniques, research, and public policy changes will be discussed to assist students in assembling a global perspective on delivering health care to a specific population.

8970 Geriatric Patient Care Delivery (3-6)

Prerequisite: Consent of Geriatric Residency Instructors. Direct optometric patient care to a population that is largely geriatric. Emphasis will be on integrating specialty care available for these patients to provide comprehensive vision care. Two hours of direct patient care per week are required per hour of credit. In addition, the student will attend weekly supervisory meetings. May be repeated with consent of instructor for a total of 18 credits. Patient care will become more independent of direct supervision and the type of patients seen will be more varied with each repeat.

The following 6000-level courses may be taken in the master of science or doctor of philosophy programs in Physiological Optics.

6400 Sensory Processes and Perception (3)

Prerequisite: Consent of instructor required for graduate students not in Physiological Optics. Current views on the encoding of various aspects of the visual stimulus (intensity, space, time, and wavelength) that give rise to the perceptions of brightness, contour, motion, and color will be considered in this course. The psychophysical tools available to examine visual encoding will be emphasized.

Other topics will include binocular vision and depth perception, information processing approaches to visual pattern recognition, and the similarities and interactions of the visual system with the other sensory modalities.

6401 Visual Optics (3)

Prerequisite: Opt 6406, Opt 8020, or consent of instructor. This course deals with the optical properties of the eye. Included are a review of general optics including physical optics, paraxial and non-paraxial geometric optics, image quality, radiometry and photometry, and optical instrumentation. Topics in visual optics will include schematic eyes, measurement of the parameters of the eye, accommodation, retinal image size, refractive errors, visual axes, spectral absorption by the ocular media, and the optical performance of the eye.

6402 Ocular Anatomy and Physiology (3)

Prerequisite: Consent of instructor required for graduate students not in Physiological Optics. The structures and fluids of the eye and orbit, their interactions and functions are considered in this course. Specific topics include the eyelids, tearfilm, conjunctiva, cornea, iris, ciliary body, vasculature, aqueous humor, vitreous body, and the retina.

6403 Psychophysical Methods and Experimental Design (3)

Prerequisite: Consent of instructor required for graduate students not in Physiological Optics. Advanced methodology for the design and analysis of experiments in a variety of areas of visual science are considered in this course. Both basic and applied topics will be considered. Special emphasis will be placed on psychophysical methodology, signal detection analysis, and scaling techniques.

6404 Sensory Neuroscience (3)

Prerequisite: Opt 6405, Opt 8040, or consent of instructor. This course will deal with the neural organization of the sensory systems with an emphasis on vision. It will include a review of general neurophysiology and neuroanatomy as they relate to the processing of environmental stimuli into neural information, as well as experimental approaches utilized in neurobiology. Topics to be covered include neural transduction and sensory coding by receptors and neurons, constraints on perception defined by the functional organization of the nervous system, sensory development and plasticity as related to neural development, and evolution of sensory systems.

6405 Neuroanatomy (5)

Prerequisite: Graduate standing. Detailed gross and microscopic anatomy of the human central nervous system with a special emphasis on the cranial nerves, nuclei, and the visual system. Students may not receive credit for both Opt 6405 and Opt 8040.

6455 Visual Information Processing (2)

Prerequisite: Completion of core or consent of instructor. This course covers a variety of topics related to the computer modeling of visual problems, such as the detection of surfaces and three-dimensionality, the perception of color, and the encoding of motion. Computer models will be evaluated in terms of their efficiency, veridicality, and relation to biology.

6456 Oculomotor Systems (2)

Prerequisite: Completion of core or consent of instructor. The intra- and extraocular muscle systems illustrate the role of visual and other sensory information in feedback control systems. Topics include the control of eye movements, accommodation and pupil size, and their synkinetic relationship in the near triad. The anatomy, physiology, and pharmacology of the muscles, kinematics, methods of measuring eye movements, neurophysiology of eye movements, and perceptual phenomena are also discussed.

6470 Individual Studies in Physiological Optics (2)

Prerequisite: Consent of instructor. This course designation can be used to cover a variety of topics in visual science. In general, very specific topics of limited interest will be presented as individual studies. Individual studies and advanced topics enable the student's course of study to be sharply tuned to his or her major area of interest.

6490 Graduate Research in Physiological Optics (1-15)

Prerequisite: Consent of instructor. Research in an area selected by the student in consultation with faculty members. May be taken to a maximum of 10 hours for the M.S. and 15 hours for the Ph.D.

6497 Interdisciplinary Geriatric Care (2)

(Same as Gerontology 6497). Prerequisite: Consent of instructor. Interdisciplinary approaches that address the medical and social needs of the elderly will be examined. Information about geriatric care and social issues affecting the well-being of older adults will be provided. Clinical, theoretical, and educational perspectives will be presented.

6499 Current Topics in Optometry and Vision Science (1)

Prerequisite: Consent of instructor. This seminar course examines and analyzes current publications in eye care and vision research. May be taken as an optometry elective to a maximum of 3 hours.

UM-St. Louis/Washington University Joint Undergraduate Engineering Program

Administration

William P. Darby, Dean
Ph.D., Carnegie Mellon University
Bernard J. Feldman, Associate Dean
Ph.D., Harvard University
Mary McManus, Academic Adviser
M.Ed., University of Missouri-St. Louis

Faculty

Philip V. Bayly, Professor and Adviser
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Richard A. Gardner, Professor and Adviser
Ph.D., Purdue University
Phillip L. Gould, Professor
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Raimo J. Hakkinen, Professor
Ph.D., California Institute of Technology
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Ph.D., Massachusetts Institute of Technology
Kenneth Jerina, Professor and Adviser
D.Sc., Washington University
I. Norman Katz, Professor
Ph.D., Massachusetts Institute of Technology
David A. Peters, Professor
Ph.D., Stanford University
Daniel L. Rode, Professor
Ph.D., Case Western Reserve University
Shankar M. L. Sastry, Professor
Ph.D., University of Toronto
Barry E. Spielman, Professor
Ph.D., Syracuse University
Srinivasan Sridharan, Professor
Ph.D., University of Southampton
Kevin Z. Truman, Professor and Adviser
Ph.D., University of Missouri - Rolla
James C. Ballard, Associate Professor
M.A., Washington University
Roger D. Chamberlain, Associate Professor
D.Sc., Washington University
Brian A. Wrenn, Assistant Professor
Ph.D., University of Illinois
Ricardo L. Actis, Adjunct Professor
D.Sc., Washington University
Harold J. Brandon, Affiliate Professor
D.Sc., Washington University
Alan C. Wheeler, Affiliate Professor
Ph.D., Stanford University
Mario P. Gomez, Adjunct Professor

Ph.D., Stanford University
William J. Murphy, Adjunct Professor
D.Sc., Washington University
Matthew G. Dreifke, Adjunct Associate Professor
M.S., Washington University
John D. Corrigan, Adjunct Professor and Adviser
Ph.D., University of Missouri-Rolla

General Information

The Joint Undergraduate Engineering Program of UM-St. Louis and Washington University was approved in 1993 by the University of Missouri and the Coordinating Board for Higher Education. The program is designed to offer course work beyond the pre-engineering courses at UM-St. Louis and the area community colleges. Pre-engineering and general education courses are offered at UM-St. Louis, and upper-level engineering courses are offered in the evenings and on Saturdays on the Washington University campus: this schedule permits students to co-op during the day at local engineering firms. Students will be admitted to the upper-division program only after they have completed an acceptable pre-engineering program. They can earn a bachelor of science in civil engineering (B.S.C.E.), a bachelor of science in electrical engineering (B.S.E.E.), or a bachelor of science in mechanical engineering (B.S.M.E.).

The B.S.C.E., the B.S.E.E., and the B.S.M.E. are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410)347-7700.

Program Goal

The goal of the UMSL/WU Joint program is consistent with the mission of UM-St. Louis, which is to provide a high-quality education to enhance the occupational and professional careers of citizens in the entire region, including the minorities and economically disadvantaged population and to provide a well-trained, sophisticated work force for the St. Louis region. The partnership is an appropriate way for Washington University to share its campus, resources, and personnel with the citizens of Missouri.

Degree Program Educational Objectives

B.S. in Civil Engineering

The mission of the Civil Engineering Program is to provide the students with a high quality civil engineering education. So these students will have the ability to practice civil engineering in the areas of structural, transportation, environmental engineering and construction. We also make the students aware of the critical issues pertaining to the civil engineering profession

Other Programs
UM-St. Louis/Washington University Joint
Undergraduate Engineering Program

and its impact on society. Graduates of the program will have:

- an ability to apply knowledge of basic scientific, mathematical and engineering principles to solve civil engineering problems in its four sub-disciplines,
- an ability to design and conduct experiments as well as to analyze data,
- an ability to conceive and complete a comprehensive design project in one of the sub-disciplines using design standards in the context of realistic constraints,
- a sound understanding of the issues pertaining to professional practice and societal implications thereof.
- the ability to contribute as team members and leaders in the workplace, as well as in the community,
- an ability to communicate effectively through oral, written, visual, and graphic media,
- an ability to function in multi-disciplinary engineering teams in the design of a major project,
- an understanding of the need for life-long learning, professional, and ethical responsibility,
- an awareness of regional and global opportunities and challenges, contemporary issues and professionalism through exposure to practicing civil engineer and,
- an ability to relate academic learning to practical experience so that they enhance each other.

B.S. in Electrical Engineering

The mission of the Electrical Engineering program is to instill knowledge and understanding of the fundamental principles necessary to become proficient in electrical circuits, computer systems, digital and linear electronics, electromagnetic engineering, signal analysis and electrical laboratory methods. Graduates will have:

- an ability to design and analyze advanced and complex systems in at least one of the following areas:
 Solid-state devices and circuits
 Control components and systems
 Communications
 Computer software and hardware
 Electrical power and energy.
 This ability will include the integration of thoroughly mastered mathematics and science in solving engineering problems,
- a proficiency with experimental instrumentation and techniques spanning areas of electrical energy systems and digital systems. This proficiency will include the ability to design and conduct

experiments, as well as ability to analyze and interpret data,

- a proficiency in engineering design of a system, component, or process to meet desired needs,
- the ability to communicate, both orally and in writing, with special emphasis on technical writing,
- an ability to interact effectively with other people by providing experience in working with other students in teams as both a team leader and a team member,
- an understanding and appreciation of one's professional and ethical responsibility and historical and contemporary global and societal issues and
- a recognition of the need for and an ability to engage in life-long learning.

B.S. in Mechanical Engineering

Mechanical engineers are concerned with the technologies of manufacturing, energy conversion, machine design, instrumentation and control of physical processes and the environment. The mission of this undergraduate program is to prepare students for professional practice with a solid, scientifically-grounded foundation in all four major stems of mechanical engineering: mechanisms and mechanical design, dynamics and control, fluid mechanics, and thermal science and materials science. The following objectives or goals are key focal points in the mechanical engineering program. Graduates will:

- apply fundamental scientific and engineering concepts involving dynamics and systems, material science, mechanics and solids and the thermal-fluid sciences in order to identify, formulate and solve a variety of mechanical engineering problems,
- design, modify, conduct, and analyze experiments in the areas of thermal-fluid sciences, solid mechanics, and dynamical systems,
- directly perform system, process and component selection in order to satisfy specific engineering-related needs through the application of mechanical design philosophy in engineering practice,
- communicate in oral and written presentations using graphic and/or visual media appropriate for an engineering business environment,
- operate productively in individual or multidisciplinary, team-oriented projects,
- be exposed to modern developments, products and tools as they relate to engineering practice.
- be exposed to practicing engineers and their jobs and be taught the importance of high ethical and professional standards,
- obtain the broad-based education necessary to understand the impact of engineering solutions in their global and societal contexts,

- recognize the need for, and obtain tools necessary to engage in, life-long learning,
- be afforded opportunities to participate in cooperative education, internships, research experiences or international exchange programs in order to gain experience beyond the classroom.

Admission

Admission to candidacy for these degrees is granted jointly by the University of Missouri-St. Louis and Washington University.

Normally admission is granted to persons who have completed the pre-engineering program with a minimum grade point average of 2.75 over all mathematics, chemistry, physics, and introductory engineering courses (statics and dynamics). Students with less than a 2.75 grade point average, but at least a C in all their science and math courses, may be admitted on a probationary basis. These students must pass a mathematics workshop with a grade of B or better, and then pass JEMT 3170 (Engineering Mathematics) and JEE 2300 (Introduction to Electrical Networks) with a C- or better, in order to continue in the program.

Mechanical and Electrical Engineering majors must also complete JEE 2300, Introduction to Electrical Networks with a minimum grade of C-.

Civil engineering majors must complete either JEE 2300, Introduction to Electrical Networks, or JCHE 4430, Environmental Engineering Chemistry, with a minimum grade of C-.

A minimum grade of C- is necessary to meet the prerequisite requirement for any course.

Degree Requirements

Bachelor of Science in Civil Engineering

Bachelor of Science in Electrical Engineering

Bachelor of Science in Mechanical Engineering

A program of 137 semester hours is required for the Bachelor of Science in Civil Engineering, a program of 127 semester hours is required for the Bachelor of Science in Electrical Engineering, and a program of 139 semester hours is required for the Bachelor of Science in Mechanical Engineering, as shown below

All majors must complete the University General Education requirements, the Pre-Engineering Requirements and the Core Engineering Requirements. Except with special permission of the program faculty, to be eligible to take the other upper-level engineering courses (those with course numbers starting with the letter "J"):

All students must first complete JEMT 3170, Engineering Mathematics, with a minimum grade of C-.

Mechanical and Electrical Engineering majors must also complete JEE 2800, Introduction to Electrical Networks with a minimum grade of C-.

Civil engineering majors must complete either JEE 2800, Introduction to Electrical Networks, or JCHE 4430, Environmental Engineering Chemistry, with a minimum grade of C-.

A minimum grade of C- is necessary to meet the prerequisite requirement for any course.

Pre-Engineering Requirements

Mathematics 1800, Analytic Geometry/Calculus I

Mathematics 1900, Analytic Geometry/Calculus II

Mathematics 2000, Analytic Geometry/Calculus III

Mathematics 2020, Differential Equations

Chemistry 1111, Introductory Chemistry I

Chemistry 1121, Introductory Chemistry II

Physics 2111, Physics: Mechanics and Heat

Physics 2112, Physics: Electricity, Magnetism and Optics

Engineering 2310, Statics

Engineering 2320, Dynamics

English 1100, Composition

Humanities and Social Sciences Electives

The student's choice of humanities and social sciences electives must meet both the UM-St. Louis General Education Requirements and the Humanities and Social Sciences Requirements of the Joint Undergraduate Engineering Program. Check with your adviser for details. In particular:

- Three courses in the humanities and 3 courses in social sciences must be taken
- One of the social sciences must be a course in American history or government or in Missouri history or government
- One of the humanities or social science courses must be at the junior level or above
- The cultural diversity requirement must be fulfilled.
- Some courses that fulfill the humanities [H] or social sciences [SS] breadth of study requirement do not count as Humanities and Social Sciences Electives; an example would be a statistics course taught in economics or psychology. See the Office of the Joint Undergraduate Engineering Program for a listing of courses that do not count as Humanities or Social Sciences Electives in this program, or check with your advisor.

Engineering Core Requirements

JCS 1002, Introduction to Computing Skills: MATLAB Skills

JCS 1260, Introduction to Computer Programming

JEMT 3170, Engineering Mathematics

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JEC 3100, Engineering Communications
JME 3200, Thermodynamics
JME 4310/JEE 4410, Control Systems I*
JEE 2300, Introduction to Electrical Networks* **OR**
JCHE 4430, Environmental Engineering Chemistry
JEE 2330, Electrical and Electronic Circuits Laboratory *
 *Required for electrical and mechanical engineering majors only.

Civil Engineering Major Requirements

JCE 1451, Engineering Graphics
JCE 2160, Surveying
JCE 3410, Structural Analysis
JCE 3420, Structural Design
JCE 3520, Environmental Engineering Science
JCE 3760, Open Channel Hydraulics
JCE 4190, Soil Mechanics
JCE 4200, Soil Exploration and Testing
JCE 4740, Economic Decisions in Engineering
JCE 4750, Introduction to Urban Planning
JCE 4760, Site Planning and Engineering **OR**
JCE 4820, Design of Water Quality Control Facilities
JCE 4840, Probabilistic Methods in Civil Engineering Design
JCE 4990, Senior Civil Engineering Seminar
JCE 4720, Legal Aspects of Construction **OR**
JEP 4610, Introduction to Environmental Law and Policy
JME 2410, Mechanics of Deformable Bodies
JME 3251, Materials Science
JCE 3360, Civil Engineering Materials Lab
JME 3700, Fluid Mechanics
JME 3721, Fluid Mechanics Laboratory
 Civil Engineering Electives

Electrical Engineering Major Requirements

JEMT 3260, Probability and Statistics for Engineering
JEE 2600, Introduction to Digital Logic and Computer Design
JEE 2320, Introduction to Electronic Circuits
JEE 3300, Engineering Electromagnetic Principles
JEE 3320, Power, Energy, and Polyphase Circuits
JEE 3510, Signals and Systems
JEE 4350, Electrical Energy Laboratory
JEE 4650, Digital Systems Laboratory
JEE 4980, Electrical Engineering Design Projects
 Electrical Engineering Electives 3000-4990

Mechanical Engineering Major Requirements

JEMT 3260, Probability and Statistics for Engineering
JME 1414, Introduction to Engineering Design: Project
JME 1415, Introduction to Engineering Design: CAD
JME 2410, Mechanics of Deformable Bodies
JME 3210, Energetics for Mechanical Engineers
JME 3221, Mechanical Design and Machine Elements
JME 3250, Materials Science
JME 3700, Fluid Mechanics
JME 3721, Fluid Mechanics Laboratory

JME 3710, Principles of Heat Transfer
JME 3722, Heat Transfer Laboratory
JME 4170, Dynamic Response of Physical Systems
JME 4180, Dynamic Response Laboratory
JME 4040, Mechanical Engineering Design Project
JME 4041, Current Topics in Mechanical Engineering Design
 Mechanical Engineering Electives

Graduation Requirements

In addition to the requirements of the University of Missouri-St. Louis that apply to all candidates for undergraduate degrees, the student must earn a minimum campus grade point average of 2.0 and a minimum grade point average of 2.0 for all engineering courses attempted at the University of Missouri-St. Louis.

Minor in Environmental Engineering Science

A program of 18 semester hours is required to earn the minor in environmental engineering science. The minor is designed to provide formal recognition to recipients of bachelor's degrees in civil, electrical, or mechanical engineering that they have acquired the education necessary for entry-level careers as environmental professionals. They will also have a solid foundation to undertake graduate-level education in environmental engineering science.

Enrollment in all courses in the minor in environmental engineering science is limited to students who have been admitted to candidacy for the bachelor of science in civil engineering, the bachelor of science in electrical engineering, or the bachelor of science in mechanical engineering in the UM-St. Louis/ Washington University Joint Undergraduate Engineering Program. The minor may be awarded only to students who earn the bachelor of science in civil engineering, the bachelor of science in electrical engineering, or the bachelor of science in mechanical engineering in the UM-St. Louis/ Washington University Joint Undergraduate Engineering Program.

JCHE 4430, Environmental Engineering Chemistry
JCE 3520, Environmental Engineering Science (EE, ME majors) **OR**
JCE 4750, Introduction to Urban Planning (CE majors)
JCE 4080, Environmental Engineering Laboratory - Water/Soil **OR**
JCE 4090, Environmental Engineering Laboratory - Air
JCE 4820, Design of Water Quality Control Facilities
JEP 4370, Environmental Risk Assessment
JEP 4610, Introduction to Environmental Law and Policy

Engineering Design and Engineering Science Requirements

The number of semester hours assigned to each engineering course in the Joint Undergraduate Engineering

Program is further divided into hours of engineering design, engineering science, and basic science content. Engineering topics is the sum of engineering science hours and engineering design hours. The following table shows the design hours and engineering science hours for courses in the engineering programs.

Each engineering student must complete a curriculum that contains at least 48 hours of engineering topics semester hours, including all courses: pre-engineering requirements, engineering core requirements, major requirements, and electives. Civil, electrical, and mechanical engineering majors should consult with their advisers to select electives at the 3000 and 4000 level that include sufficient engineering design and engineering science content to produce the required totals. Transfer courses from other institutions do not necessarily have the same engineering science and engineering design content as their equivalents in the UM-St. Louis/Washington University Joint Undergraduate Engineering Program. Students who include transfer courses in their curricula should consult with their advisers to be sure that these requirements are met.

Fees

Students register on the UM-St. Louis campus and pay UM-St. Louis fees plus an engineering fee for both pre-engineering and engineering courses. Limits on enrollments are determined by the availability of resources.

Career Outlook

Engineering is one of the few careers in which the bachelor's degree is a professional degree. Students earning a bachelor of science degree in one of the engineering disciplines are well qualified for entry-level engineering positions in a variety of businesses, industries, consulting firms, and government agencies. As society becomes increasingly dependent on technology, the outlook for all engineering disciplines becomes increasingly bright. Engineering careers typically rank at, or very near, the top of virtually any published rating of promising jobs for the 21st Century. Besides tackling challenging technical problems, roughly two-thirds of all engineers will have some level of management responsibility within ten years of receiving their bachelor's degrees. Many practicing engineers will eventually continue their education by pursuing graduate degrees on a part-time basis. Typical areas of graduate study include all advanced technical and scientific fields and management.

For Further Information

For information about enrolling in this program, please contact the UM-St. Louis/Washington University Joint Undergraduate Engineering Program at (314) 516-6800, or the Washington University School of Engineering and Applied Science at (314) 935-6100.

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Course Number	Semester Hours	Engineering Design	Engineering Science	Course Number	Semester Hours	Engineering Design	Engineering Science
Engr 1010	1.0	0.0	0.0	JEE 4350	3.0	1.5	1.5
Engr 2310	3.0	0.0	3.0	JEE 4710	3.0	1.2	1.8
Engr 2320	3.0	0.0	3.0	JEE 4670	3.0	1.0	2.0
JCE 1451	3.0	1.0	2.0	JEE 4410	3.0	1.0	2.0
JCE 2160	3.0	0.0	3.0	JEE 4420	3.0	1.0	2.0
JCE 3360	1.0	0.0	1.0	JEE 4820	3.0	1.0	2.0
JCE 3410	3.0	0.5	2.5	JEE 4650	3.0	2.2	0.8
JCE 3420	3.0	2.5	0.5	JEE 4020	3.0	1.5	1.5
JCE 3520	3.0	1.0	2.0	JEE 4600	3.0	1.3	1.7
JCE 3740	3.0	0.0	3.0	JEE 4640	3.0	1.0	2.0
JCE 3760	3.0	0.5	2.5	JEE 4380	3.0	1.0	2.0
JCE 4000	1.0-6.0	Varies	Varies	JEE 4980	3.0	3.0	0.0
JCE 4080	3.0	0.0	2.0	JEMT 3170	4.0	0.0	0.0
JCE 4090	3.0	0.0	0.0	JEMT 3260	3.0	0.0	0.0
JCE 4100	3.0	3.0	0.0	JEP 3810	3.0	1.5	1.5
JCE 4190	3.0	1.0	2.0	JEP 4370	3.0	0.8	2.2
JCE 4200	1.0	0.0	1.0	JEP 4610	3.0	0.0	0.0
JCE 4390	3.0	1.0	2.0	JEE 4640	3.0	1.0	2.0
JCE 4600	3.0	3.0	0.0	JME 1414	2.0	1.5	0.5
JCE 4630	3.0	3.0		JME 1415	2.0	0.0	2.0
JCE 4640	3.0	1.5	1.5	JME 2410	3.0	0.5	2.5
JCE 4690	3.0	3.0	0.0	JME 3200	3.0	0.0	3.0
JCE 4720	3.0	0.0	0.0	JME 3210	3.0	0.0	3.0
JCE 4730	3.0	1.0	2.0	JME 3221	4.0	4.0	0.0
JCE 4740	3.0	0.8	2.2	JME 3250	4.0	0.0	4.0
JCE 4750	3.0	1.5	1.5	JME 3251	3.0	0.0	3.0
JCE 4760	3.0	3.0	0.0	JME 3611	3.0	0.0	3.0
JCE 4770	3.0	0.0	0.0	JME 3700	3.0	0.0	3.0
JCE 1780	3.0	1.0	2.0	JME 3710	3.0	0.0	3.0
JCE 4820	3.0	3.0	0.0	JME 3721	1.0	0.0	1.0
JCE 4840	3.0	1.5	1.5	JME 3722	1.0	0.0	1.0
JCE 4860	3.0	3.0	0.0	JME 4000	1.0-6.0	Varies	Varies
JCE 4940	3.0	0.0	3.0	JME 4160	3.0	0.5	2.5
JCE 4990	1.0	0.0	0.0	JME 4170	4.0	1.0	3.0
JCHE 4430	3.0	0.0	2.0	JME 4190	3.0	0.0	0.0
JCS 1260	3.0	1.0	2.0	JME 4240	3.0	0.5	2.5
JEC 3100	3.0	0.0	0.0	JME 4250	3.0	2.0	1.0
JEE 2330	3.0	1.0	2.0	JME 4290	3.0	1.0	2.0
JEE 2600	3.0	1.5	1.5	JME 4310	3.0	1.0	2.0
JEE 2300	3.0	0.8	2.2	JME 4500	3.0	1.0	2.0
JEE 2320	3.0	0.8	2.2	JME 4530	3.0	3.0	0.0
JEE 3300	3.0	1.0	2.0	JME 4720	3.0	0.0	3.0
JEE 3320	3.0	1.3	1.7	JME 4740	3.0	1.5	1.5
JEE 3620	3.0	1.0	2.0	JME 4760	3.0	0.5	2.5
JEE 3510	3.0	1.0	2.0	JME 4780	3.0	1.5	1.5
JEE 3340	3.0	1.0	2.0	JME 4810	3.0	0.5	2.5
JEE 3360	3.0	1.0	2.0	JME 4820	3.0	0.5	2.5
JEE 3370	3.0	1.0	2.0	JME 4040	4.0	4.0	0.0
JEE 4300	3.0	1.0	2.0	JME 4041	1.0	1.0	0.0
JEE 4340	3.0	1.0	2.0				

Course Descriptions

Prerequisites may be waived by consent of the joint program faculty.

Engineering

1010 Introduction to Engineering (1)

Course consists of a series of lectures on engineering, fields of study within engineering, the engineering profession, types of work activities, and professional registration. Introduction to team building and the teamwork approach to projects and problem-solving common in an engineering curriculum and in the engineering profession. Guest lecturers will participate.

2310 Statics (3)

Prerequisites: Math 1900 and Physics 2111. Statics of particles and rigid bodies. Equivalent systems of forces. Distributed forces: centroids. Applications to trusses, frames, machines, beams, and cables. Friction. Moments of inertia. Principle of virtual work and applications.

2320 Dynamics (3)

Prerequisite: Engineering 2310. Review of vector algebra and calculus. Kinematics of a particle. Newton's laws and the kinetics of a particle. Work and energy. Impulse and momentum. Kinematics of rigid bodies. General theorems for systems of particles. Kinetics of rigid bodies. The inertia tensor.

All courses listed below require admission to candidacy for a degree in the UM-St. Louis/ Washington University Joint Undergraduate Engineering Program. Prerequisites may be waived by consent of the Joint Program faculty. Audits are not permitted.

Chemical Engineering

JCHE 4430 Environmental Engineering Chemistry (3)

Prerequisite: Chemistry 1121. Introduction to the engineering aspects of air, water, soil, and geosphere chemistry. Toxicology and hazardous wastes. Pollution sources, dynamics, and ultimate fates. Sampling, control strategies, and regulations.

Civil Engineering

JCE 1451 Engineering Graphics (3)

Prerequisite: Junior standing. Techniques in graphic communication and problem solving and design utilizing freehand sketches and computer graphics. Principles of orthographic projection, pictorial drawing, sectional views, dimensioning and tolerancing. Computer drawing and modeling: layout techniques, editing commands, drawing management, and plotting. Design project: individual or small group assignments, the design process, preliminary

drawings. This course is required for civil engineering majors.

JCE 2160 Surveying (3)

Horizontal and vertical control surveys, including traverses, triangulation, trilateration, and leveling; basic adjustments of observations; geodetic data; coordinate systems. Basic route surveying, including horizontal and vertical curves.

JCE 2620 Introduction to Environmental Engineering

(3) Prerequisites: Math 2000 and Chemistry 1121. The objective of this course is to introduce students to the field of environmental engineering. The course will emphasize basic principles of mass and energy conservation which govern physical, chemical and biological processes. Applications include the estimation of contaminant concentrations and the design of environmental controls.

JCE 3360 Civil Engineering Materials Lab (1)

Testing procedures, testing machines, use of laboratory equipment, analysis of data, and presentation of results. Laboratory tests on static tension, compression, bending, and torsion of metal specimens. Tests on wood. Determination of compressive and tensile strengths of concrete. Design of concrete mixes and verification of strength. Experiments in advanced topics in mechanics of materials.

JCE 3410 Structural Analysis (3)

Prerequisite: JME 2410. A review of the calculation of reactions, shear, and bending moment. Definition, construction and use of influence lines. Deflections for statically determinate structures using the virtual work method. Analysis of statically indeterminate trusses using the method of consistent deformations. Analysis of continuous beams and planar frames using the consistent deformation, slope-deflection and moment distribution methods. The influence of span on strength, stability, and economy of structures. An introduction to structural analysis software.

JCE 3420 Structural Design (3)

Prerequisites: JME 3250 and JCE 3410. Fundamentals of structural design in steel, reinforced concrete, and timber. Familiarization with the sources of various design codes and practice in interpreting them. Computer graphics applications.

JCE 3520 Environmental Engineering Science (3)

Prerequisite: JME 3700 (may be taken concurrently) or permission of instructor. Application of the basic principles of chemistry, microbiology, and fluid mechanics to the analysis of environmental problems, especially those involving control of water and land contamination. Properties of municipal and industrial waste water, solid waste, and hazardous waste. Estimation of assimilative capacity and other characteristics of receiving waters. Introduction to unit processes and unit operations used in the treatment of municipal and industrial waste water. Design of processes and facilities used for treating drinking

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water, waste water, and sludge disposal. Waste minimization and recycling in both industrial and municipal settings

JCE 3740 Hydraulics and Hydrology (3)

Prerequisite: JME 3700 (may be taken concurrently). The concepts and theory of hydraulics and hydrology are discussed through lectures and practical engineering applications. Open channel flow, hydrograph analysis, watershed hydrology, frequency concepts, hydraulic design, and sedimentation are addressed.

JCE 3760 Hydraulic Engineering (3)

Prerequisite: JME 3700. The principles of open channel flow will be discussed and illustrated with practical examples. Methods for channel design, storm sewer, culvert and bridge analysis will be presented using the concepts of gradually-varied, steady flow. A design project using computerized analysis and design is used to implement concepts in a large practical application.

JCE 4000 Independent Study (1-6)

Prerequisites: Junior standing and consent of faculty adviser. Independent investigation of a civil engineering topic of special interest to a student performed under the direction of a faculty member.

JCE 4080 Environmental Engineering Laboratory - Water/Soil (3)

Prerequisite: JCHE 4430. Laboratory experiments to illustrate the application of engineering fundamentals to environmental systems. Characterization and control of water/soil pollutants. Introduction to relevant analytical instrumentation and laboratory techniques. Laboratory work supported with theoretical analysis and modeling as appropriate.

JCE 4090 Environmental Engineering Laboratory - Air (3)

Prerequisite: JCHE 4430. Laboratory Experiments to illustrate the application of engineering fundamentals to environmental systems. Characterization and control of air pollutants. Introduction to relevant analytical instrumentation and laboratory techniques. Laboratory work supported with theoretical analysis and modeling as appropriate.

JCE 4100 Design of Timber Structures (3)

Prerequisites: JCE 3410 and JCE 3420. Study of basic physical and mechanical properties of wood and design considerations. Design and behavior of wood beams, columns, beam-columns, connectors, and fasteners. Introduction to plywood and glued laminates members. Analysis and design of structural diaphragms and shear walls.

JCE 4160 Introduction to Elasticity (3)

Prerequisites: JCE 141. Introduction to elasticity: indicial notation, stress and strain, material laws. Plane stress and

plane strain problems and illustrations. Torsion of prismatic bars. Energy principles: virtual work, potential energy and complementary energy theorems, reciprocal theorems. Introduction to plates and shells.

JCE 4190 Soil Mechanics (3)

Prerequisites: JME 2410 and JME 3700. Basic geology as it relates to index and classification properties of soil. Exploration, sampling, and testing techniques. Soil compaction and stabilization. Capillary, shrinkage, swelling, and frost action in soils. Effective stress, permeability, seepage, and flow nets. Consolidation and consolidation settlements. Stresses in soil. Time rate of consolidation. Mohr's circle, stress path, and failure theories. Shearing strength of sand and clays.

JCE 4200 Soil Exploration and Testing (1)

Prerequisite: JCE 4190 (may be taken concurrently). Soil exploration; in-situ testing, laboratory testing of soil; processing of test data using a microcomputer; statistical analysis of test data; use of test results in the decision-making process.

JCE 4220 Pre-Stressed Concrete Design (3)

Prerequisites: Senior status. Analysis and design of prestressed concrete members. Direct design of composite and noncomposite members for flexure. Design of continuous beams. Flexural strength, shear strength, and design of anchorage zone.

JCE 4250 Professional Engineering Services (3)

Prerequisites: Senior standing. An introduction to the use and integration of professional services for Project Design and Delivery Systems in construction projects will be presented. The relationship between owner and the professional service personnel, architects, engineers, contractors and construction managers will be explored in detail. The role, techniques, procedures, management principles, and professional responsibilities will be presented and discussed. Real projects will be presented to illustrate the various project delivery systems used in design and construction. These points will be illustrated through a semester long team project.

JCE 4370 Matrix Structural Analysis (3)

Prerequisites: JCE 3410. This course will cover analysis of framed structures, planar and 3-D, using beam-column elements and shear walls and floors. Flexibility and stiffness analyses are performed by generating the matrices and carrying through the analyses step by step with a matrix manipulator program. A commercially available program is used to check at least one problem.

JCE 4390 Computational Structural Mechanics (3)

This course is an introduction to analysis and design of structures using finite elements. The topics covered include: elementary theory of elasticity, plate theories and buckling of plate structures, finite element formulation of 2-D elasticity and plate problems. Hands on use of commercial

finite element software is emphasized throughout. A major design project is included.

JCE 4580 Structural Stability (3)

Prerequisites: Senior standing. This course will cover the following topics: classification of instability phenomena; imperfection sensitivity; illustration with mechanical models; systems with finite degrees of freedom; postbuckling analysis using perturbation techniques; stability and nonlinear behavior of struts, plates, and cylindrical shells; nonconservation problems; and numerical methods.

JCE 4600 Highway and Traffic Engineering (3)

Prerequisites: JCE 2160 and senior standing. Study of basic highway design and traffic circulation principles. Study of design elements of alignment, profile, cross-section, intersection types, interchange types, and controlled-access highways. Investigation of functional highway classification. Traffic volume, delay and accident studies. Analysis of highway capacity of uninterrupted flow, interrupted flow. Freeway, ramp, and weaving sections.

JCE 4620 Transportation Planning (3)

Prerequisites: Senior standing. This course will cover the following topics: fundamentals of multimodal transportation planning; urban study components, including study design and organization, origin-destination analysis, traditional traffic model processes of trip generation, distribution and assignment; urban transportation entity analysis (shopping centers, terminals, etc.); state and regional study components, including state and national needs and capital improvement programs, regional funding capabilities and related national transportation policy and legislative acts.

JCE 4630 Design of Steel Structures (3)

Prerequisites: JCE 3410, JCE 3420. Behavior and design of steel frames by "allowable stress" and "maximum strength" based on deterministic and LRFD (Load-resistance factor design) methods. Design of beams, columns, beam-columns, plate girders, connections, multistory frames, and bridge girders. Torsional design of steel structures. Plastic analysis and design of steel structures. Miscellaneous topics in structural steel construction and design.

JCE 4640 Foundations (3)

Prerequisites: JCE 3420, JCE 4190 and JCE 4200. Principal problems in design and construction of foundations for bridges and buildings. Bearing capacity of deep and shallow foundations; pressure on retaining walls and slope stability; modern developments in piling, cofferdams, open caissons, pneumatic caissons.

JCE 4650 Airport Planning and Construction (3)

Prerequisites: Senior standing. Fundamentals of airport planning location, construction, and legislative and fiscal implementation. Location principles with respect to the region and the site. Analysis of air travel demand models.

Air control systems and navigation principles affecting airport design. Design of the site for runway, taxiway, and terminal location. Pavement and construction principles with respect to design. Current federal policy and fiscal programming for airport planning. Principles of integration with ground transport systems.

JCE 4660 Advanced Design of Concrete Structures (3)

Prerequisites: JME 3250, JCE 3410, JCE 3420. Flexural behavior and design, strength and deformation of rectangular and nonrectangular sections, shear strength, beam-columns, long columns, slab systems, design of frames, and footings will be covered.

JCE 4690 Construction Management Project (3)

Prerequisites: JCE 4730 and JEP 3810. The course entails the study of principles and steps involved in the development of a project from design through bidding and construction with emphasis on preconstruction planning and construction operations. The students will be required to submit a report on project budget, bidding strategy and construction schedule. Lecture topics will be supplemented by a resource pool of consultants on estimating, scheduling and contracting who will provide advice and guidance to the students.

JCE 4720 Legal Aspects of Construction (3)

Prerequisite: Junior standing or permission of instructor. A survey of the legal problems of the construction manager. Including but not limited to, liability in the areas of contracts, agency, torts, assurance, bad judgment and oversight.

JCE 4730 Construction Operations and Management (3)

Prerequisite: Junior standing. The construction industry, its development, components, and organization. Contracting methods. Applications and limitations. Selection of equipment using production analysis and economics. Field engineering, including form design, shoring, embankment design. Purchasing and change orders. Safety and claims.

JCE 4740 Economic Decisions in Engineering (3)

Prerequisite: Junior standing. Principles of economics involved in engineering decisions. Decisions between alternatives based on the efficient allocation of resources. Topics include the time element in economics, analytical techniques for economy studies, and taxes.

JCE 4750 Introduction to Urban Planning (3)

Prerequisite: Senior standing. A focus on the fundamental factors and techniques that the civil engineer must consider: population, economic base, land use, urban design, regional analysis, fiscal analysis, zoning, and public facilities analysis. Synthesis of these techniques into a major student project, typically involving groups of three to six students. Each project is assigned by the instructor and usually involves a real-life situation or problem that requires original data collection. In-class presentation, discussion, and critique of each group project.

JCE 4760 Site Planning and Engineering (3)

Prerequisite: Senior standing. A focus on the legal, engineering, and economic aspects of planning and design of facilities at a site-specific level. Concepts of legal and economic feasibility of site design are developed in conjunction with the study of civil engineering activities involved in dealing with urban design alternatives for residential, commercial, industrial, and recreational land uses. Case studies and review of current legislation affecting site planning and engineering are undertaken, culminating in a major design project.

JCE 4770 Decision Analysis and Construction Applications (3)

Introduction and application of systems engineering and statistics toward solving construction and civil engineering problems. Included are the following topics: network and linear programming models, construction and evaluation of decision trees to clarify choice of actions under uncertainty, probability distributions, sample statistics, linear regression models, sampling plans for quality assurance. Personal computer usage emphasized for problem solving.

JCE 4780 Knowledge-Based Expert Systems in Civil Engineering (3)

Prerequisite: JCS 1360 or equivalent. Topics relating to the development of expert systems discussed with emphasis on application in civil and structural engineering. Subjects include knowledge engineering, frame- and rule-based expert systems, use of expert shells and tools, prototyping, and reasoning with uncertainty. Case studies and computer exercises supplement lectures. Students are expected to develop a prototype expert system.

JCE 4800 Computer Applications in Construction Management (3)

Prerequisite: JCE 4730. A comprehensive study of computer applications in construction management. Topics include: configuration of hardware/software requirements for the management of a typical project; application programs used in project data base management and project schedule/cost control systems; data management techniques and development of custom reports for use in project management and control.

JCE 4820 Design of Water Quality Control Facilities (3)

Prerequisite: JCE 3520. Application of environmental engineering principles to design of water and wastewater treatment facilities. Critical review of process design issues associated with physical, chemical, and biological treatment processes. Definition of problems and objectives, evaluation of alternatives, and use of these concepts in process design. Design-oriented class/group project.

JCE 4840 Probabilistic Methods in Civil Engineering Design (3)

Prerequisite: JCE 3420 (may be taken concurrently). Probability concepts. Analytical models of random phenomena. Functions of random variables. Estimating

parameters from data. Empirical determination of distribution models. Regression and correlation analyses. Monte Carlo simulation. Detailed examples of the application of probabilistic methods to structural, transportation, hydrologic, and environmental system design.

JCE 4850 Bridge Analysis and Design (3)

Prerequisites: JCE 3420. Study of fundamental bridge design philosophy and theory of analysis using AASHTO Specifications. Strong emphasis on practical design aspects of steel, and concrete bridges and associated analytical approaches. Introduction to commercially available design software providing real world solutions to various design challenges. Seismic design and analysis are also included.

JCE 4860 Design of Masonry Structures (3)

Prerequisite: JCE 3420. History of masonry construction; masonry materials and components; loadings for masonry structures; fundamentals of working stress design; fundamentals of strength design; design of gravity load resisting elements; design of lateral load resisting elements; details, connections and joints; design of low-rise building; design of high-rise buildings; design for water penetration resistance; quality control/inspection.

JCE 4940 Public Transportation Technology (3)

Prerequisites: JCE 4620. An in-depth study and analysis of conventional and emerging public transportation state-of-the-art systems. Brief review of conventional transportation systems, study of bus-rapid systems, demand responsive bus systems, personal rapid transit, dual-mode, guide-way and automated freeway systems, and high-speed rail TACV systems. Review of current Department of Transportation Administration-Urban Mass Transportation Administration New Systems Research and Demonstration Programs. Students will be responsible for a major project endeavor at conclusion of course.

JCE 4950 Fundamentals of Engineering Review (1)

Prerequisites: Senior Standing. The topics found in most engineer-in-training exams will be reviewed and illustrated using examples. A discussion of the importance of licensing exams and the strategies for taking these exams will be discussed. The main topics for review include: engineering mathematics, basic chemistry, engineering mechanics, engineering economics, thermodynamics, electrical circuits, and material science.

JCE 4990 Senior Civil Engineering Seminar

Prerequisite: Senior standing. Students will research assigned topics of importance to graduates entering the Civil Engineering profession and prepare oral presentations and a written report. Student presentations will be augmented by lectures from practicing professionals. Topics include professional registration, early career development, graduate study, effective presentations, construction quality, and case histories of civil engineering projects.

Computer Science

JCS 1002 Introduction to Computing Tools: MATLAB Skills (1) This course is aimed at the acquisition of MATLAB skills through hands on familiarization and practice. Students practice the array, vector, and mesh grid representations, use programming and plotting, and apply these skills to solve numerical problems and generate reports. (JCS 1002 and CS 1250 can substitute for JCS 1360)

JCS 1260 Introduction to Computing Programming (3) Workshop course (lectures and supervised laboratory sessions) covering the fundamental organization and operating principles of digital computers and the systematic design and development of well-structured programs. After an intensive exposure to algorithmic principles and programming techniques and practices using the JAVA language, students learn about a computer's internal structure through the use of a simple Von Neumann machine simulator.

Electrical Engineering

JEE 2300 Introduction to Electrical Networks (3)
Prerequisites: Physics 2112 and Math 2020 (may be taken concurrently). Elements, sources, and interconnects. Ohm's and Kirchhoff's laws, superposition and Thevenin's theorem; the resistive circuit, transient analysis, sinusoidal analysis, and frequency response.

JEE 2320 Introduction to Electronic Circuits (3)
Prerequisite: JEE 2300. Introduction to contemporary electronic devices and their circuit applications. Terminal characteristics of active semiconductor devices. Incremental and D-C models of junction diodes, bipolar transistor (BJTs), and metal-oxide semiconductor field effect transistors (MOSFETs) are developed and used to design single- and multi-stage amplifiers. Models of the BJT and MOSFET in cutoff and saturation regions are used to design digital circuits.

JEE 2330 Electrical and Electronic Circuits Laboratory (3)
Prerequisite: JEE 2300. Lectures and laboratory exercises related to sophomore topics in introductory networks and basic electronics.

JEE 2600 Introduction to Digital Logic and Computer Design (3)
Prerequisite: JCS 1260. Digital computers and digital information-processing system; Boolean algebra, principles and methodology of logical design; machine language programming; register transfer logic; microprocessor hardware, software, and interfacing; fundamentals of digital circuits and systems; computer organization and control; memory systems; arithmetic unit design. Occasional laboratory exercises.

JEE 3300 Engineering Electro Magnetic Principles (3)
Electromagnetic theory as applied to electrical engineering: vector calculus; electrostatics and magnetostatics; Maxwell's equations, including Poynting's theorem and boundary conditions; uniform plane-wave propagation; transmission lines - TEM modes, including treatment of general, lossless line, and pulse propagation; introduction to guided waves; introduction to radiation and scattering concepts.

JEE 3320 Power, Energy, and Polyphase Circuits (3)
Prerequisite: JEE 2300. Fundamental concepts of power and energy; electrical measurements; physical and electrical arrangement of electrical power systems; polyphase circuit theory and calculations; principle elements of electrical systems such as transformers, rotating machines, control, and protective devices, their description and characteristics; elements of industrial power system design.

JEE 3340 Network Analysis (3)
Prerequisite: JEE 3510. Theoretical and practical aspects of electrical networks. Loop and nodal analysis of multiport networks. Transfer functions, admittance and impedance functions, and matrices. Magnitude and phase relations. Butterworth, Chebyshev, and other useful network response functions. Network theorems. Computer-aided design. Synthesis of passive (LC, RC, RLC) networks and of active (RC) networks.

JEE 3360 Principles of Electronic Devices (3)
Prerequisite: Physics 2112. Introduction to the solid-state physics of electronic materials and devices, including semiconductors, metals, insulators, diodes and transistors. Crystal growth technology and fundamental properties of crystals. Electronic properties and band structure of electronic materials, and electron transport in semiconductor materials. Fabrication of pn junction diodes, metal-semiconductor junctions, and transistors and integrated-circuit chips. Fundamental electrical properties of rectifying diodes and light-emitting diodes, bipolar transistors and field-effect transistors. Device physics of diodes and transistors, large-signal electrical behavior and high-frequency properties.

JEE 3370 Electronic Devices and Circuits (3)
Prerequisite: JEE 2320. Introduction to semiconductor electronic devices: transistors and diodes. Device electrical DC and high-frequency characteristics. Bipolar transistors, field-effect transistors, and MOS transistors for analog electronics applications. Transistor fabrication as discrete devices and as integrated-circuit chips. Large-signal analysis of transistor amplifiers: voltage gain, distortion, input resistance and output resistance. Analysis of multitransistor amplifiers: Darlington, Cascode, and coupled-pair configurations. Half-circuit concepts, differential-mode gain, common-mode gain, and differential-to-single-ended conversion. Transistor current sources, active loads, and power-amplifier stages. Applications to operational amplifiers and feedback circuits.

JEE 3510 Signals and Systems (3)

Prerequisites: JEE 2300 and JEMT 3170. Elementary concepts of continuous-time and discrete-time signals and systems. Linear time-invariant (LTI) systems, impulse response, convolution, Fourier series, Fourier transforms, and frequency-domain analysis of LTI systems. Laplace transforms, Z-transforms, and rational function descriptions of LTI systems. Principles of sampling and modulation. Students participate weekly in recitation sections to develop oral communications skills using class materials.

JEE 3620 Computer Architecture (3)

Prerequisite: JEE 2600. Study of interaction and design philosophy of hardware and software for digital computer systems: Machine organization, data structures, I/O considerations. Comparison of minicomputer architectures.

JEE 4000 Independent Study (1-3)

Prerequisites: Senior in good standing. Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Open as a senior elective only. Hours and credit to be arranged. Credit variable, maximum credit per semester 3 hours. Maximum program total credit 3 hours.

JEE 4020 Computer-Aided Design of Electronic Systems (3)

Prerequisites: JEE 2320 and JEE 3510. Introduction to computer-aided Techniques in the solution of network and electronic design problems, including filters; analysis of linear and nonlinear circuits; methods for numerical integration, evaluation of the Fourier integral; numerical methods for solving differential equations, automated methods for design; sparse matrix techniques. Use of problem-oriented languages such as SPICE. Methods for the analysis and design of digital circuits and systems.

JEE 4300 Engineering Electromagnetics Applications (3)

Prerequisite: JEE 3300. Study of important applications of electromagnetic theory. Solution of electrostatic and magnetostatic problems involving Laplace and Poisson's equations subject to boundary conditions. Maxwell's equations, including boundary conditions for dielectrics and conductors, reflection and transmission characteristics with effects due to losses. Study of guided waves in rectangular and optical wave guides, including effects of dispersion. S-parameters and transmission networks, including S-matrix properties, relation to impedance, reflection coefficient, VSWR, and Smith chart. Study of antennas, including exposure to terminology and thinwire antennas.

JEE 4340 Solid State Power Circuits & Applications (3)

Prerequisites: JEE 2320, JEE 3510. Study of the strategies and applications of power control using solid-state semiconductor devices. Survey of generic power electronic converters. Applications to power supplies, motor drives,

and consumer electronics, Introduction to power diodes, thyristors, and MOSFETs.

JEE 4350 Electrical Energy Laboratory (3)

Prerequisite: JEE 2330. Experimental studies of principles important in modern electrical energy systems. Topics: power measurement, transformers, batteries, static frequency converters, thermoelectric cooling, solar cells, electrical lighting, induction, commutator, and brushless motors, synchronous machines.

JEE 4370 Signals and Systems Laboratory – Lecture/Lab (3)

Prerequisites: JEE 3790. A laboratory course designed to complement the traditional EE course offerings in signal processing, communication theory, and automatic control. Signals and systems fundamentals: continuous-time and discrete-time linear time-invariant systems, impulse and step response, frequency response, A/D and D/A conversion. Digital signal processing: FIR and IIR digital filter design, implementation and application of the Fast Fourier Transform. Communication theory: baseband, digital communication, amplitude modulation, frequency modulation, bandpass digital communication. Automatic control: system modeling, feedback control systems, closed-loop transient and frequency response. Laboratory experiments involve analog and digital electronics, and mechanical systems. Computer workstations and modern computational software used extensively for system simulation, real-time signal processing, and discrete-time automatic control.

JEE 4380 Applied Optics (3)

Prerequisite: JEE 3300. Topics relevant to the engineering and physics of conventional as well as experimental optical systems and applications explored. Items addressed include: geometrical optics, Fourier optics such as diffraction and holography, polarization and optical birefringence such as liquid crystals, and nonlinear optical phenomena and devices.

JEE 4410 Control Systems (3)

Prerequisites: JEMT 3170, JEE 2300 [same as JME 4310] Introduction to automatic control concepts. Block diagram representation of single and multiloop systems. Multi-input and multi-output systems. Control system components. Transient and steady-state performance; stability analysis; Routh, Nyquist, Bode, and root locus diagrams. Compensation using lead, lag and lead-lag networks. Synthesis by Bode plots and root-locus diagrams. Introduction to state-variable techniques, state-transition matrix, state-variable feedback.

JEE 4420 Digital Control Systems (3)

Prerequisite: JME 4310. The control of physical systems with a digital computer, microprocessor, or special-purpose digital hardware is becoming very common. Course continues JME 4310 to develop models and mathematical tools needed to analyze and design these digital, feedback-

control systems. Linear, discrete dynamic systems. The Z-transform. Discrete equivalents to continuous transfer functions. Sampled-data control systems. Digital control systems design using transfer and state-space methods. Systems comprised of digital and continuous subsystems. Quantization effects. System identification. Multivariable and optimum control.

JEE 4600 Switching Theory (3)

Prerequisite: JEE 2600. Advanced topics in switching theory as employed in the analysis and design of various information- and material-processing systems. Combinational techniques; minimization, logic elements, bilateral devices, multiple output networks, symmetrical and iterative functions, threshold logic, state identification and fault detection, hazards, and reliable design. Sequential techniques: synchronous circuits, state tables, machine minimization, state assignment, asynchronous circuits, finite state machines.

JEE 4630 Digital Integrated Circuit Design and Architecture (3)

Prerequisite: JEE 2320 and JEE 3620. Brief review of device characteristics important to digital circuit operation, followed by detailed evaluation of steady-state and transient behavior of logic circuits. Implications of and design techniques for very large-scale integrated circuits including architecture, timing, and interconnection. Students must complete detailed design and layout of a digital circuit. Major emphasis on MOS digital circuits with some comparisons to other technologies.

JEE 4640 Digital Systems Engineering (3)

Prerequisite: JEE 2320. Design and characterization of digital circuits, reliable and predictable interconnection of digital devices, and information transfer over busses and other connections. Topics include: Review of MOSFET operation; CMOS logic gate electrical characteristics; System and single-point noise margin and noise budgets; Figures of merit for noise-margin and posser-delay product, and tradeoff between noise margin and propagation delay; Transmission-line driving including reflection, termination, non-zero transition time; lumped and distributed capacitance loads, non-linear terminations, and applicable conditions for lumped approximations; Coupled transmission lines, forward and backward crosstalk, short line approximations, ground bounce, and simultaneous switching noise; Timing, clocking, and clock distribution for digital circuits; Prediction of metastability error rates and design for acceptable probability of failure. Examples and design exercises using systems and interconnections selected from current Computer Engineering practice such as RAMBUS, PCI bus, GTL, LVDS, and others.

JEE 4650 Digital Systems Laboratory (3)

Prerequisites: JEE 2600, JEE 2320
Procedure for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of special test equipment; characteristics of common

SSI, MSI, and LSI devices; assembling, testing, and simulating design; construction procedures; maintaining signal integrity. Several single-period laboratory exercises, several design projects, and application of a microprocessor in digital design. Microprocessor programs are written in assembly language on a host computer and down loaded to the laboratory station for debugging. One lecture and one laboratory period a week.

JEE 4670 Embedded Computer Systems (3)

Prerequisites: Senior standing.
Microcontrollers and digital signal processors are often utilized in applications such as communications systems, automotive control systems, biomedical instrumentation, consumer appliances, and industrial control systems. The purpose of this course is to examine a variety of issues regarding the real-time application of embedded microprocessor systems. Topics will include digital processing, the operation of sensors and transducers, signal representation, system design and software development. Classes will include lecture and laboratory sessions. Depending on student interest exemplary applications from the following list will be studied: automotive control, biomedical instrumentation. Communication systems, speech processing, data compression, and audio and acoustic processing.

JEE 4710 Communications Theory and Systems (3)

Prerequisites: JEE 3510 and JEMT 3260. Introduction to the concepts of transmission of information via communication channels. Amplitude and angle modulation for the transmission of continuous-time signals. Analog-to-digital conversion and pulse code modulation. Transmission of digital data. Introduction to random signals and noise and their effects on communication. Optimum detection systems in the presence of noise. Elementary information theory. Overview of various communication technologies such as radio, television, telephone networks, data communication, satellites, optical fiber, and cellular radio.

JEE 4820 Digital Signal Processing (3)

Prerequisite: JEE 3510. Introduction to analysis and synthesis of discrete-time linear time-invariant (LTI) systems. Discrete-time convolution, discrete-time Fourier transform, Z-transform, rational function descriptions of discrete-time LTI systems. Sampling, analog-to-digital conversion and digital processing of analog signals. Techniques for the design of finite impulse response (FIR) and infinite impulse response (IIR) digital filters. Hardware implementation of digital filters and finite-register effects. The discrete Fourier transform and the fast Fourier transform (FFT) algorithm.

JEE 4980 Electrical Engineering Design Projects (3)

Prerequisite: Senior standing. Working in teams, students address design tasks assigned by faculty. Each student participates in one or more design projects in a semester. Projects are chosen to emphasize the design process, with the designer choosing one of several paths to a possible

result. Collaboration with industry and all divisions of the university is encouraged.

Engineering and Policy

JEP 3810 Topics in Engineering Management (3)

Prerequisite: Junior standing. Techniques relating to managing engineering professionals and engineering activities are introduced and discussed. The engineer's transition into project and project team management. Role of engineering and technology in major corporations. Engineering managerial functions, including production and use of financial information in planning, scheduling, and assessing engineering projects. Motivation of individual and group behavior among technical professionals. Macroeconomic factors influencing technical decision-making and engineering project management. Additional topics will vary from year to year, but will typically include government relations, regulation, compensation, ethics, production, operations, the quality function, and technological innovation.

JEP 4370 Environmental Risk Assessment (3)

Prerequisite: JCE 4740 or JEMT 3260. Definition of risk and uncertainty. Risk assessment concepts and their practical application. Principles of human health and ecological toxicology. Bioassays. Exposure characterization, modeling, and measurement. Qualitative and quantitative evaluation of human and animal studies. Dose-response models and parameter estimation. Low-dose extrapolation. Structure activity relationships. Estimating individual risk and aggregate risk. Risk assessment methods in regulatory decision making and standard setting. Application of risk assessment in hazardous waste site evaluation and remediation.

JEP 4610 Introduction to Environmental Law and Policy (3)

Prerequisite: Junior standing. Survey of the most prominent federal laws governing environmental compliance and pollution control. Examines laws applicable to environmental impact statements, air pollution, water pollution, and hazardous waste. Addresses policy concerning the relative merits of using technological capabilities as compared to health risks in setting environmental standards. Discusses the need for environmental regulation to protect societal resources.

Engineering Communications

JEC 3100 Engineering Communications (3)

Prerequisites: English 1100 and junior standing. Persistent concerns of grammar and style. Analysis and discussion of clear sentence and paragraph structure and of organization in complete technical documents. Guidelines for effective layout and graphics. Examples and exercises stressing audience analysis, graphic aids, editing, and readability. Videotaped work in oral presentation of technical projects.

Writing assignments include descriptions of mechanisms, process instructions, basic proposals, letters and memos, and a long formal report.

Engineering Mathematics

JEMT 3170 Engineering Mathematics (4)

Prerequisite: Math 2020. The Laplace transform and applications; series solutions of differential equations, Bessel's equation, Legendre's equation, special functions; matrices, eigenvalues, and eigenfunctions; vector analysis and applications; boundary value problems and spectral representation; Fourier series and Fourier integrals; solution of partial differential equations of mathematical physics.

JEMT 3260 Probability and Statistics for Engineering (3)

Prerequisite: Math 2000. Study of probability and statistics together with engineering applications. Probability and statistics: random variables, distribution functions, density functions, expectations, means, variances, combinatorial probability, geometric probability, normal random variables, joint distribution, independence, correlation, conditional probability, Bayes theorem, the law of large numbers, the central limit theorem. Applications: reliability, quality control, acceptance sampling, linear regression, design and analysis of experiments, estimation, hypothesis testing. Examples are taken from engineering applications. This course is required for electrical and mechanical engineering majors.

Mechanical Engineering

JME 1413 Introduction to Engineering Design: CAD (2)

An introduction to engineering design in the context of mechanical engineering. Students learn the fundamentals of spatial reasoning and graphical representation. Freehand sketching, including pictorial and orthographic views, are applied to the design process. Computer modeling techniques provide accuracy, analysis, and visualization tools necessary for the design of devices and machines. Topics in detailing design for production, including fasteners, dimensioning, tolerancing, and creation of part and assembly drawings are also included.

JME 1414 Introduction to Engineering Design: Project (2)

An introduction to engineering design in the context of mechanical engineering. Students first complete a series of experiments that introduce physical phenomena related to mechanical engineering. Understanding is achieved by designing and building simple devices and machines. The course proceeds to a design contest in which the students design and build from a kit of parts a more significant machine that competes in a contest held at the end of the course. The course is open to all and is appropriate for anyone interested in mechanical devices, design, and the design process.

JME 2410 Mechanics of Deformable Bodies (3)

Prerequisites: Math 1900 and Engineering 2310. Normal and shear stresses and strains. Stress-strain diagrams. Hooke's law and elastic energy. Thermal stresses. Stresses in beams, columns, torsional members, and pressure vessels. Elastic deflection of beams and shafts. Statically indeterminate structures. Mohr's circle of stress. Stability concepts.

JME 3200 Thermodynamics (3)

Prerequisites: Math 1900, Chemistry 1111 and Physics 2111. Classical thermodynamics, thermodynamic properties, work and heat, first and second laws. Entropy, irreversibility, availability. Application to engineering systems.

JME 3210 Energetics for Mechanical Engineers (3)

Prerequisite: JME 3200. Thermodynamic cycle analysis: vapor power, internal combustion, gas turbine, refrigeration. Maxwell relations and generalized property relationships for non ideal gases. Mixtures of ideal gases, psychrometrics, ideal solutions. Combustion processes, first and second law applications to reacting systems. Chemical equilibrium. Compressible flow in nozzles and diffusers.

JME 3221 Mechanical Design and Machine Elements (4)

Prerequisites: JME 1414, JME 1415, JME 2410, JEMT 3170. Provides a thorough overview of the steps in the engineering design process and introduces analytical/quantitative techniques applicable to each step. Topics include recognition of need, specification formulation, concept generation, concept selection, embodiment and detail design. Includes an introduction to several classes of machine elements such as bearings, gears, belts, brakes, and springs. Underlying analytical model of the machine elements are presented along with guidelines about designing and choosing such elements for practical applications. A case study from industry will emphasize how the steps of the design process were done as well as the rationale for choosing particular machine elements

JME 3250 Materials Science (4)

Prerequisite: Chemistry 1111. Introduces the chemistry and physics of engineering materials. Emphasis on atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material.

JME 3251 Materials Science (3)

Prerequisite: Chemistry 1111. Same as JME 3250 but without the laboratory. Introduces the chemistry and physics of engineering materials. Emphasis on atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material.

JME 3611 Materials Engineering (3)

Prerequisite: JME 3250. This course deals with the application of fundamental materials science principles in various engineering disciplines. Topics covered include design of new materials having unique property combinations, selection of materials for use in specific service environments, prediction of materials performance under service conditions, and development of processes to produce materials with improved properties. The structural as well as functional use of metals, polymers, ceramics, and composites will be discussed.

JME 3700 Fluid Mechanics (3)

Prerequisites: JEMT 3170 and Engineering 2320. Fundamental concepts of fluids as continua. Viscosity. Flow field: velocity, vorticity, streamlines. Fluid statics: hydrostatic forces manometers. Conservation of mass and momentum. Incompressible inviscid flow. Dimensional analysis and similitude. Flow in pipes and ducts. Flow measurement. Boundary-layer concepts. Flow in open channels.

JME 3710 Principles of Heat Transfer (3)

Prerequisites: JME 3200, JME 3700 and JEMT 3170. Introductory treatment of the principles of heat transfer by conduction, convection, or radiation. Mathematical analysis of steady and unsteady conduction along with numerical methods. Analytical and semiempirical methods of forced and natural convection systems. Heat exchangers: LMTD and e-NTU analysis. Boiling and condensation heat transfer. Radiation between blackbody and real surfaces. Radiation network analysis.

JME 3721 Fluid Mechanics Laboratory (1)

Prerequisite: JME 3700. Physical laboratory exercises focusing on fluid properties and flow phenomena covered in JME 3700. Calibration and use of a variety of equipment; acquisition, processing, and analysis of data by manual as well as automated methods.

JME 3722 Heat Transfer Laboratory (1)

Prerequisites: JME 3721 and JME 3710. Physical laboratory exercises, including some numerical simulations and computational exercises, focusing on heat-transfer phenomena covered in JME 3710. Calibration and use of variety of laboratory instrumentation; acquisition, processing, and analysis of data by manual as well as automated methods; training in formal report writing.

JME 4000 Independent Study (1-6)

Prerequisites: Junior standing and consent of the faculty adviser. Independent investigation of a mechanical engineering topic of special interest to a student performed under the direction of a faculty member.

JME 4040 Mechanical Engineering Design Project (5)

Prerequisite: JME 2410, JME 3200, JME 3221, JME 4250, JME 3700, and JME 3710 Corequisites: JME 4170, JME 4180. Working individually, students initially perform a feasibility study for a mechanical design project. Projects consisted of an open-ended, original design or a creative redesign of a mechanical component or system requiring the application of those engineering science principles inherent to mechanical engineering. Feasibility is considered subject to economic, safety, legal, environmental, ethical, aesthetic, and other constraints in a competitive manufacturing environment. Feasible projects are then selected by teams of three to five students who perform the detailed design and optimization of the design concept developed in the feasibility study. The designs are carried out to detailed shop drawings and where possible a mockup or prototype is built. Periodic oral presentations and written reports give students practice in engineering and business communication. Guidance and consultation for the design projects are provided by the course and department faculty.

JME 4041 Current Topics in Mechanical Engineering Design (1)

Prerequisites: Senior Standing. Case studies of engineering failures, class discussion and short written papers are used to illustrate and stress the importance of engineering teamwork, ethics, and professional standards within the mechanical engineering discipline. Working in teams, students develop and present a case study on a topic of their choice. Guest lecturers introduce contemporary topics such as product liability, environmental regulations, green design, appropriate technologies, and concurrent engineering.

JME 4160 Advanced Strength and Introductory Elasticity (3)

Prerequisite: JME 2410. Introduction to elasticity; indicial notation, stress and strain, material laws. Plane stress and strain problems and illustrations. Torsion of prismatic bars. Energy principles: virtual work, potential energy and complementary energy theorems, reciprocal theorems.

JME 4170 Dynamic Response of Physical Systems (2)

Prerequisites: Engineering 2320 and JEMT 3170; JME 4170 and JME 4180 must be taken during the same semester. Free and forced vibration of mechanical systems with lumped inertia, springs, and dampers. Methods of Laplace transform, complex harmonic balance, and Fourier series. Electrical analogs. Introduction to Lagrange's equations of motion and matrix formulations. Transient response of continuous systems by partial differential equations, by Rayleigh methods, and by lumped parameters.

JME 4180 Dynamic Response Laboratory (2)

Prerequisite: JME 4170 and JME 4180 must be taken during the same semester. Laboratory problems focusing on materials covered in JME 4170.

JME 4190 Experimental Methods in Fluid Mechanics (3)

Prerequisites: JME 3700, JME 3721 and consent of instructor. Experimental approach to problem solving and validation of theoretical/computational methods. Uncertainties in measurement. Review of fundamental equations of fluid dynamics, properties of gases and liquids, similarity laws. Boundary layers, transition turbulence, flow separation. Viscoelastic and multi-phase flows. Wind tunnels, water channels, simulation of phenomena in processing equipment. Pressure sensors, including optically-reactive surface paint. Measurement of velocity with pitot- and venturi-tubes, hot-wire anemometry, ultrasonic probes, laser-Doppler (LDV) and particle-image (PIV) instruments. Compressibility corrections. Measurement of skin friction by direct force sensors, Preston- and Stanton-tubes, diffusion analogies, liquid crystals. Flow visualization with laser light sheet; Schlieren, shadowgraph and interferometric methods. Future trends; flow control, impact of microelectronic sensors and actuators. Laboratory demonstrations using available instrumentation.

JME 4240 Manufacturing Processes (3)

Prerequisite: Senior standing. Introduction to the processes used in making basic components for machines and structures. Emphasis is on the underlying scientific principles for such manufacturing processes as casting, forging, extrusion and machining.

JME 4250 Materials Selection in Engineering Design (3)

Prerequisite: Senior standing. Analysis of the scientific bases of material behavior in the light of research contributions of the last 20 years. Development of a rational approach to the selection of materials to meet a wide range of design requirements for conventional and advanced applications. Although emphasis will be placed on mechanical properties, other properties of interest in design will be discussed, e.g., acoustical, optical and thermal.

JME 4290 Flexible Manufacturing Automation (3)

Prerequisite: Senior standing. Survey of the application of robots in the automation of manufacturing industries. Use of robots to increase productivity, to improve quality or to improve safety. Special studies of applications of robots in painting, welding, inspection and assembly.

JME 4310 Control Systems I (3)

Prerequisite: JEMT 3170, JEE 2300 (same as JEE 4410). Introduction to automatic control concepts. Block diagram representation of single- and multi-loop systems. Multi-input and multi-output systems. Control system components. Transient and steady-state performance; stability analysis; Routh, Nyquist, Bode, and root locus diagrams. Compensation using lead, lag, and lead-lag networks. Synthesis by Bode plots and root-locus diagrams. Introduction to state-variable techniques, state transition matrix, state-variable feedback.

JME 4440 Solar Energy (3)

Prerequisites: JME 3200, JME 3700, and JME 3710. This course will cover the following topics: extraterrestrial solar radiation; solar radiation on the earth's surface; weather bureau data; review of selected topics in heat transfer; methods of solar energy collection including flat panel and concentrating collectors; solar energy storage; transient and long-term solar system performance.

JME 4500 Computer-Integrated Manufacturing (3)

Prerequisite: Senior standing. Analysis and design of computer-integrated systems for discrete parts and assemblies manufacturing. Process planning, control, manufacturing decision support systems, microcomputers and networks. Programming of spatially oriented tasks, code generation, system integration. CIMLab assignments.

JME 4510 Computer Controlled Manufacturing (3)

Prerequisites: JCS 1260, JME 4320. Practical applications of mini- and microcomputer based systems for production control, numerical control and robotics. Processors, hardware interfacing, I/O configuration, D/A and A/D conversion. Real time process control. Flexible manufacturing. CIMLab assignments.

JME 4530 Facilities Design (3)

Prerequisite: Senior standing. The goal of the course is to provide the student with the information and analytical tools necessary to take a product design into production and for the design of an efficient manufacturing facility that will make the production feasible. Quantitative methods in the design of manufacturing facilities. Space allocation, assembly line design, material-handling systems, utilities and environmental design for manufacturing facilities. Facility-location selection. Plant-layout development. Building, organization, communications and support system design. Material-handling equipment, flow and packaging. Automated storage and retrieval systems design. Computer aided design of manufacturing facilities. Environmental requirements and design. Utilities design. In a major project, students will be required to analyze the design of a product and plan the manufacturing facility for its production.

JME 4720 Fluid Mechanics II (3)

Prerequisites: JME 3200 and JME 3700. Mechanics and thermodynamics of incompressible and compressible flows: varying-area adiabatic flow, standing normal and oblique shock waves, Prandtl-Meyer flow, Fanno flow, Rayleigh flow, turbulent flow in ducts and boundary layers.

JME 4740 Analysis and Design of Turbomachinery (3)

Prerequisite: Senior standing. The principles of thermodynamics and fluid dynamics applied to the analysis, design and development of turbomachinery for compressible and incompressible flows. Momentum transfer in turbomachines. Design of axial and radial compressors and turbines, diffusers, heat exchangers, combustors, and pumps. Operating characteristics of components and performance of power plants.

JME 4760 The Engineering Properties of Materials (3)

Prerequisite: Junior standing. A detailed look at themechanical, chemical, and surface properties of materials. Topics include elastic properties; plastic deformation; viscoelastic behavior; chemical resistance; corrosion resistance; and the electromagnetic properties of metal, plastic, ceramic, and composite systems.

JME 4780 Analysis and Design of Piston Engines (3)

Prerequisite: Senior standing. The principles of thermodynamics and fluid dynamics applied to the analysis, design and development of piston engines. Examination of design features and operating characteristics of diesel, spark-ignition, stratified-charge, and mixed-cycle engines. Study of the effects of combustion, fuel properties, turbocharging and other power-boosting schemes on the power, efficiency and emission characteristics of the engines.

JME 4800 Building Environmental Systems Parameters (3)

Sustainable design of building lighting and HVAC systems considering performance, life-cycle cost and downstream environmental impact. Criteria, codes and standards for comfort, air quality, noise/vibration and illumination. Life cycle and other investment methods to integrate energy consumption/conservation, utility rates, initial cost, system/component longevity, maintenance cost and building productivity. Direct and secondary contributions to acid rain, global warming and ozone depletion.

JME 4810 Air-Conditioning Systems and Equipment I (3)

Prerequisite: Senior standing. Survey of air conditioning systems. Moist air properties and conditioning processes. Adiabatic saturation. Psychrometric chart. Environmental indices. Indoor air quality. Heat balances in building structures. Solar radiation. Space heating and cooling loads.

JME 4820 Air-Conditioning Systems and Equipment II (3)

Prerequisite: Senior standing. Fluid flow, pumps, and piping design. Room air distribution. Fans and building air distribution. Mass transfer and measurement of humidity. Direct control of heat and mass transfer. Heat exchangers. Refrigeration systems. Absorption refrigeration.

UM-Rolla Engineering Education Center

The UM-Rolla Engineering Education Center, housed on the University of Missouri-St. Louis campus, is an engineering graduate program administered by UM-Rolla for nontraditional students in the St. Louis area. The program is conducted in the evening, making it suitable for students who are employed full time. Graduate work leading

UM-Rolla Engineering Education Center

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The center provides information to St. Louis area residents about UMR programs in Rolla. Advisers can assist area pre-engineering students with transfer to the Rolla campus and with entry into the Cooperative Training Program that exists between UMR and numerous U.S. industries. This co-op program allows engineering students to gain valuable industrial experience during their school years and to be partially or totally self-supporting.

The center also assists St. Louis area companies by offering noncredit short courses, in-house training courses and engineering consultation services in the technical areas of competence of UMR faculty. The center may be contacted at (314) 516-5431 or refer to the web site containing comprehensive information about these programs: www.umn.edu/~umreec.

Programs at other Universities

Reciprocal Programs

Unless otherwise stated, students interested in one of the following programs should contact the admissions office at the school where the program is offered.

Nebraska

The University of Nebraska in Lincoln offers programs for a limited number of Missouri residents in architecture, community and regional planning, construction management, and actuarial science where students may pursue bachelor's degrees.

Illinois

A cooperative agreement exists between Southern Illinois University-Edwardsville and UM-St. Louis which permits students of one institution to take courses at the other institution as a regular part of their academic program. For further information consult the registrar's office or the dean's office.

Kansas

The following programs are offered to Missouri residents at various Kansas universities:

Humanities University of Kansas, Lawrence, with an M.A. in Oriental languages and literature, and a B.A. and M.A. in Slavic languages and literature (not Russian). A Ph.D. in Slavic languages and literature is also offered.

Grain milling and technology Kansas State University, Manhattan, with a B.S., M.S., or Ph.D. in bakery science and management, feed science and management, or milling science and management.

Horticulture Kansas State University, Manhattan, with a B.S. in horticulture therapy.

Joint Programs in Law and Dentistry

The University of Missouri-St. Louis and the University of Missouri-Kansas City provide joint programs in law and dentistry for academically able students who are committed to public service. These special programs are designed to serve students seeking a career in public-service law or students who wish to practice dentistry in medically underserved communities.

UM-Kansas City will hold a reserved seat in its School of Law or in the School of Dentistry for qualified UM-St. Louis entering freshmen and make it available to them after they complete the required undergraduate studies at UM-St. Louis.

Study Abroad Programs

The University of Missouri-St. Louis is committed to broadening students' understanding of different cultures and preparing them for the global community in which we

live. One of the most successful ways of achieving this "global mindset" is to study overseas for a summer, semester, or year program. Spending time abroad as a student is an enriching experience both academically and personally, providing students with the opportunity to study within a different culture.

The Center for International Studies provides UM-St. Louis students with opportunities to study at over 80 different universities in more than 30 countries around the globe. Through individual advising at the center's Study Abroad Office, students can find the program best suited to their personal, academic, and career goals. Internship possibilities are also available for qualified students.

Fees and Financial Aid

The cost of the program depends on the services provided and the country and city of study. For most programs, participants continue to pay UM-St. Louis fees plus airfare, room and board, and spending money. Students are usually housed in dormitories or are assisted in finding apartments. In most cases, students are able to apply financial aid to a study abroad program. Study abroad scholarships are available for qualified applicants through the Center for International Studies.

Application

Generally, applications are due in mid-February for summer and fall semesters, and the end of September for winter semester. Some programs require application two semesters prior to participation. Students should plan to spend at least one or two months researching a program before applying.

Participant selection is based on academic achievement, faculty recommendations, approval of the proposed course of study via the department/divisional advisory process, and familiarity with or willingness to learn the foreign language of instruction. Most programs are designed for undergraduate students in their junior or senior years of study; however, a limited number of programs for freshmen, sophomores, and graduate students are available.

For further information contact the Study Abroad Office, Center for International Studies, 261 Millennium Student Center, (314) 516-6497. www.umsl.edu/studyabroad

ROTC

Students interested in Reserve Officer Training Corps programs may enroll in either the Army ROTC program at UM-St. Louis or the Air Force ROTC program sponsored at UM-St. Louis through Saint Louis University. These programs provide undergraduate and graduate students with the opportunity to combine academic study with a military officer training program.

For further information concerning the Army ROTC program, contact LTC Michael Bamber at the Military Science Department, telephone 516-4872 or check out our Web site at <http://www.umsl.edu/~umslrotc/index.htm>. For information on the Air Force ROTC program, contact the Aerospace Science Department at Saint Louis University, telephone 977-8227

Army ROTC

The purpose of the Military Science Department is to develop young men and women into junior commissioned officers for positions of responsibility in the Army Reserve, Army National Guard, or Active Army.

Benefits

Army ROTC offers UM-St. Louis students:

- 1) A challenging, important, well-paid job at graduation in one of the many professional fields that the modern Army has to offer. Army officers serve in such fields as intelligence, military police, communications, engineering, transportation management, finance, combat arms, hospital administration, nursing, and research and development. Starting salary with allowances of an active duty second lieutenant is approximately \$27,000. Within four years he/she should be promoted to captain with a salary and allowances of nearly \$48,000. Reserve officers attend one weekend per month and an annual two-week training camp.
- 2) College financing. All advance course and Army ROTC scholarship students receive \$250-400/month stipend. Only scholarship students receive \$450 for books and supplies. Also, advance course students may join the Reserves as an office trainee and receive pay while in college.
- 3) Full-time enrolled students may compete for the Army ROTC scholarship. The scholarship pays for tuition, fees, and books.
- 4) Option of two careers. Upon graduation and commissioning as officers in the U.S. Army, students may fulfill their obligation by serving on active duty or reserve duty. Reserve officers spend one weekend a month being a soldier. Officers who serve on active duty receive 30

days paid vacation every year, free medical and dental care, travel, and the opportunity to pursue advanced degrees with educational assistance from the Army on a fully funded or partially funded basis.

The Program

College students who complete the ROTC program earn commissions as second lieutenants in the U.S. Army. The ROTC program may be completed in several different ways as outlined below.

1) **Four-Year Program.** The military science program is traditionally offered as a four-year program. It is best to start as a freshman, but special arrangements can be made for those who start as sophomores. The first two years of military science are voluntary without service obligation, and are designed to give students a perspective on their leadership ability and what the Army can offer them. The student who decides to continue in ROTC and pursue a commission signs an agreement with the Department of the Army to accept a commission upon completion of the last two years of military science. In return the Army agrees to provide a subsistence allowance (up to \$4,000) and to provide all necessary uniforms and military science books.

2) **Two-Year Program.** The two-year program is designed to provide greater flexibility in meeting the needs of students desiring commissions in the U.S. Army. UM-St. Louis students who did not participate in the four-year program and junior college transfer students are eligible for enrollment. Basic prerequisites for entering the two-year program are:

A) The students must be in good academic standing (minimum 2.0 GPA) and pass an Army medical examination.

B) The student must have two academic years of study remaining (undergraduate, graduate, or combination). The student will attend a six-week summer camp to catch up with the students in the four-year program. Attendance at the basic camp does not obligate the student in any way and is only intended to give the student a look at Army life and opportunities. The student will be paid approximately \$750 for attendance at basic camp.

Veterans

Veterans of any of the armed forces may qualify for advanced placement and should contact the Military Science Department for details.

Scholarships

The Army ROTC currently has scholarships in effect, which pay toward tuition, fees, and books, and provide \$200/month for the academic year. These scholarships cover either four, three, or two years. UM-St. Louis freshmen and sophomores should apply in January for the two- and three-year scholarships.

Scholarship students may incur a four-year active duty obligation; however, they may request reserve duty to serve with the Army National Guard or Reserve.

Qualifications

All students who desire to enter the Army Reserve Officer Training Corps must be U.S. citizens, in good physical condition, and have high moral character. Students must be at least 17 years old to enroll and not over 30 when they receive their commission. Additional qualifications to be admitted into the advanced course include an academic average of C or better and passing an Army medical examination.

Academics

UM-St. Louis Army Reserve Officers Training Corps academics consist of two parts:

- 1) Earning a degree in the student's chosen academic subject.
- 2) Completing 22 credit hours (four-year program) or 12 credit hours (two-year program) of the military science curriculum. The courses in military science are college-level academic courses which receive full academic credit toward the student's elective degree requirements in the College of Business Administration and the College of Education. The curriculum consists of classroom instruction and a leadership laboratory in which students receive leadership experience.

Leadership Laboratory

Leadership laboratory is required of all students enrolled in military science courses. Classes are two hours every Thursday afternoon from 4 p.m. to 6 p.m., unless otherwise designated. In addition, students attend one field training exercise each semester. Leadership laboratory develops individual military skills and leadership ability through participation in drill and ceremonies, survival training, mountaineering, field-training exercises, and exposure to progressively greater responsibilities within the Cadet Corps organization.

Graduate Study

The Army realizes the importance of a graduate degree for its personnel. There are several programs available to assist ROTC graduates in obtaining an advanced degree. The Army sends selected second lieutenants immediately to graduate school (with full pay and allowances) to pursue advanced degrees in engineering and the physical sciences. Other officers may postpone active duty for two years to continue graduate study. Students who are accepted into medical school may take up to four years to complete their studies. There are numerous opportunities for an officer to complete a master's degree in service and receive financial assistance from the Army.

Special Training

Selected volunteers may attend one of several special schools during the summer: the Airborne Course at Fort Benning, GA; Air Assault School at Fort Campbell, KY; or the Northern Warfare School in Alaska. Successful course completion earns the coveted badge (such as the jump wings or air assault wings) associated with each school. Special cadet troop leadership training is available on a limited basis. Students participating in the program live and work with an active Army unit during part of one summer.

Cadet Activities

Army ROTC students may participate in many extracurricular activities during the year. Social activities include the Army Military Ball, a fall canoe trip down the Meramec River, picnics, and informal parties. Army ROTC students also support various campus and community service activities. Interested students also participate in the Drill Team, Color Guard, and Ranger Challenge Team.

Course Descriptions

Military Science

1101 Introduction to ROTC (2)

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments.

1102 Introduction to Leadership (3)

Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader.

1201 Self/Team Development (3)

Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program.

1202 Individual/Team Military Tactics (3)

Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods

of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development.

1301 Leading Small Organizations I (3)

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading.

1302 Leading Small Organizations II (3)

Continues methodology of MS 1301. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance.

1401 Leadership and Management (3)

Prerequisite: Military Science 1302.

Leadership and Management, begins with a series of lessons enabling the students to make informed career decisions as they prepare for accession into the United States Army. The lessons concentrate on Army operations, training management, communications, counseling, leadership skills, and they support the final transition from cadet to lieutenant.

1402 Officership/Transition to Lieutenant (3)

Prerequisite: Military Science 1401.

Transition to Lieutenant completes the evolution from cadet to lieutenant by focusing on three areas: first, students are given a basic foundation in military law; second, students build on previous courses to successfully negotiate case studies and practical exercises; third, students will complete a Senior Leadership Project whereby students integrate, apply, and demonstrate their knowledge of military operations.

Air Force ROTC

The objective of the Air Force Reserve Officer Training Corps is to qualify students for appointment as active duty second lieutenants in the United States Air Force. However, any student may enroll in the freshman/sophomore-level aerospace studies courses, and students may also enroll in the junior/senior-level courses with permission of the professor of aerospace studies.

UM-St. Louis offers the two- and four-year AFROTC programs through an agreement with Saint Louis University.

The four-year program is tailored for students with three or more years of undergraduate studies remaining. Students with junior standing or above may apply for entry into the two-year program. Entry into the two-year program is

competitive and is based on standardized test scores, academic major, grade-point average, physical examination, personal interview with the professor of aerospace studies, and successful completion of a summer field training session at an Air Force base. Applicants must be full-time students and must remain in good academic standing.

Reserve Officer Training Corps

The AFROTC Program is divided into the general military course (GMC), the freshman/sophomore level curriculum; and the professional officer course (POC), the junior/senior level curriculum. The GMC covers two main themes; the Air Force today and the Air Force way. The courses of the POC emphasize the professional development of the future Air Force officer. The curriculum covers Air Force leadership and management and preparation for active duty. Field trips to Air Force bases supplement classroom instruction and familiarize the cadet with Air Force operations and organization.

To be commissioned, AFROTC students/cadets must:

- 1) Pass a medical exam at a military medical facility.
- 2) Obtain a favorable evaluation on an Armed Forces personal history security investigation.
- 3) Flying applicants must complete commissioning requirements before age 26-1/2, and nonflying applicants must complete commissioning requirements by age 30. However, the age limit for nonflying applicants may be extended to age 35 for outstanding individuals.
- 4) Be of good character (as determined by a favorable record with law enforcement authorities).
- 5) Successfully complete all AFROTC course requirements.
- 6) Complete at least a baccalaureate degree.

Air Force ROTC textbooks are loaned to all AFROTC students without charge. Students in the POC will receive a monthly subsistence allowance of \$150 per month for a maximum of 20 months, an Air Force uniform, in excess of \$700 for the summer field training course, and a travel allowance to and from the training location.

In addition to the AFROTC courses offered for academic credit, the Aerospace Studies Department sponsors the Arnold Air Society and Angel Flight. Arnold Air Society is a national honorary service organization, and membership is open to anyone interested in bringing to the local community a better understanding of the Air Force mission and its leaders.

AFROTC field training is offered during the summer months at selected bases throughout the United States, usually between a student's sophomore and junior years. Students in the four-year program participate in four weeks of field training. Major areas of study include junior officer training, aircrew/aircraft orientation, career orientation, survival training, base functions and Air Force

environment, and physical training. Students applying for entry into the two-year program must successfully complete six weeks of field training prior to enrollment in the professional officer course. The major areas of study included in the six-week field training program are essentially the same as those conducted at four-week field training, plus the academic curriculum of the general military course including leadership laboratory. POC cadets are eligible for a \$1,000 per semester federal AFROTC scholarship.

Leadership Laboratory is taken once per week throughout the student's enrollment in AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership laboratory involves a study of Air Force customs and courtesies, drill and ceremonies, career opportunities in the Air Force, and the life and work of an Air Force junior officer. It also includes field trips to Air Force installations throughout the United States.

Other training volunteers may attend various special cadet training programs such as light aircraft training, parachute jump training, and advance cadet training. Students participating in the latter work with an Air Force unit during part of the summer.

The Air Force offers four-, three-, and two-year scholarships to qualified students. These scholarships pay tuition, certain fees, and textbook cost. Scholarship recipients receive \$150 per month subsistence allowance. For further information on the Air Force ROTC program at UM-St. Louis, call (314) 977-8227, or at Southern Illinois University at Edwardsville (SIUE), call (618) 692-3180.

Aerospace Studies

The Aerospace studies program is divided into two parts: the general military course, the freshman/sophomore level curriculum, and the professional officer course, the junior/senior level curriculum. The GMC covers two main themes: the Air Force today and the Air Force way. The courses of the POC emphasize the professional development of the future Air Force officer. The curriculum covers Air Force leadership and management and preparation for active duty. Field trips to Air Force bases supplement classroom instructions and familiarize the cadet with Air Force operations and organizations.

Leadership laboratory is taken two hours per week throughout the student's enrollment in the AFROTC. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. The first two years of the leadership laboratory includes a study of Air Force customs and courtesies, drill and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the

environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last two years of lab consist of activities classified as advanced leadership experiences. They involve planning and controlling military activities of the cadet corps, preparation and presentation of briefings and other oral and written communications, and providing interviews, guidance, and information which will increase the understanding, motivation, and performance of other cadets.

AFROTC cadets must also successfully complete supplemental courses to enhance their utility and performance as commissioned officers. These include university courses in English composition and mathematical reasoning. Specific courses are designated by the professor of aerospace studies.

Cadets in the four-year program participate in four weeks of field training. Cadets in the two- or three- year programs (exception for prior AF service) must attend the six-week FT session, which is identical to the four-week program plus 90 hours of GMC curriculum. Field training is offered during the summer months at selected bases throughout the United States, usually between a student's sophomore and junior years. Major areas of study include Air Force orientation, officer training, aircrew/aircraft orientation, survival training, base functions, and physical training.

Students applying for entry into the two- or three- year program must successfully complete six weeks of field training prior to enrollment in the professional officer course. The major areas of study included in the six-week field training program are essentially the same as those conducted at four-week field training, plus the academic curriculum of the general military course including leadership laboratory. No direct academic credit is awarded for field training.

Federal scholarships are available for AFROTC cadets--any academic major may apply. Applications are to be submitted by detachment personnel to Headquarters Reserve Officers Training Corps, Maxwell Air Force Base, AL.

Participation in AFROTC is not required to take aerospace courses.

Lower Division (General Military)

Aerospace studies courses (AS-1001 through AS-1002) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer. Grades earned in these courses will be computed in the student's overall grade point average, but credit hours for these courses will not be included in the total hours for graduation.

Course Descriptions

AS-1001/1002 The Air Force Today (2)

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets, and it complements this course by providing students with followership experiences. Classroom activity, two hours per week; Leadership Laboratory two hours per week, each semester.

AS-2001/2002 The Air Force Way (2)

Survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC candidate. Featured topics include: Air Force heritage, Air Force leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. Classroom activity, two hours per week; Leadership Laboratory two hours per week, each semester.

Upper Division(Professional Officer) Courses

Aerospace Studies courses AS-3001 through AS-4002 are advanced courses designed to improve communication and management skills required of Air Force officers. Credit hours of these courses may be included in the hours needed for graduation at the discretion of individual departmental chairpersons.

AS-3001/3002 Air Force Leadership and Management (3)

The study of leadership and quality management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory leadership laboratory complements this course by providing advanced leadership experiences in officer type activities, giving students the opportunity to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week, each semester.

AS-4001/4002 Preparation For Active Duty (3)

Examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. An additional Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week, each semester.

Field Training

Field Training provides leadership and officership training in a military environment, which demands conformity to high physical and moral standards. Within this structured environment, cadets are screened for officer potential as measured against field training standards. Motivation and professional development is achieved through various programs such as flight orientation, marksmanship, and survival training. Students in the four-year program participate in four weeks of field training. Field training is offered during the summer months at selected bases throughout the United States, usually between a student's sophomore and junior years. Major areas of study include: Air Force Orientation, Officer Training, aircrew/aircraft orientation, survival training, base functions and physical training.

Video Instructional Program

The video instructional program offers an alternative for the student who is far from campus, whose physical disability, work schedule, or other responsibilities make it difficult for him/her to attend traditional classes. Video lessons for various courses are available for viewing on cable television stations as well as in UM-St. Louis libraries.

St. Louis Area Cable Stations

Continental Cable, and United Video in St. Louis County; AT&T Cable in the city will air courses over the Higher Education Channel (HEC). (Charter, Continental, United Video & AT&T Cable).

Course Listings

The following courses from the UM-St. Louis curriculum are offered:

Anthropology

1019 Archaeology [SS]

This telecourse uses dramatic onsite filming to enable students to explore how archaeologists reconstruct ancient societies and explain how they evolved. Students will understand how archaeology and anthropology interact, with emphasis on how people have behaved in the past.

1025 World Cultures [CD, SS, V]

This telecourse is an ethnographic survey of the major culture areas of the world. It is an introductory cultural anthropology course that studies the structure and process of culture.

2124 Cultures of Africa [CD]

This telecourse offers a basic ethnographic survey of African cultures, with attention to social groupings, tribalism, religion, language, social change, the ecological relationship between humans and nature.

4350 Special Studies

This telecourse offers a glimpse into the science of anthropology through a variety of approaches, theories, controversies, and solutions encountered in the field. Students will gain insight into the practices of foreign cultures and the beliefs of their own culture in addition to the importance of diversity of human behavior.

Biology

1012 General Biology (For Non-Science Majors) [MS]

This telecourse provides a firm foundation in the fundamental principles of biology.

Communication

1070 Introduction to Cinema

This telecourse examines the history, rhetoric, and aesthetics of film. The content is designed to bring Hollywood filmmaking into clear focus as an art form, as an economic force, and as a system of representation and communication. Film theory and criticism will be studied, as well as major genres, authors, and artists. Introduction to Cinema explores how Hollywood films work technically, artistically, and culturally. The course also probes the deeper meaning of American movies--the hidden messages of genres, the social and psychological effects of Hollywood film style, and the mutual influence of society and popular culture on filmmaking.

2232 Effective Communication in the Organization: Tool for Leadership (3)

Prerequisites: Junior standing or consent of instructor. Telecourse designed to equip students with communication skills applicable to the organizational context. The course will present effective strategies for the articulation of ideas, with particular emphasis on the development of leadership skills.

History

1031 Topics in European Civilization: Emergence of Western Europe to 1715 [SS]

This telecourse offers lectures and discussions on the development of Western European society and tradition from approximately 800 to 1715.

1032 Topics in European Civilization: 1715 to the Present [SS]

This telecourse offers lectures and discussions on the development of Western European society and tradition from 1715 to the present. History 1031 or History 1032 may be taken separately.

2300 The People's Century, Part I

This telecourse provides unique insight into the turbulent events of the last 100 years by combining rare archival film footage with the testimony of ordinary people who lived through the century's sweeping changes and who recount their firsthand experiences.

Philosophy

1090 Philosophy and Other Disciplines [H,V]

Prerequisites: Video course offering. General introduction to philosophy examines its connections to works of art and related areas. Course does not satisfy any requirements for philosophy major or minor.

Other Programs
Program at other Universities
Video Instructional Program

1091 Significant Figures in Philosophy [H, V]

Video course introduces philosophy through a survey of the ideas of some of the important figures in the history of the discipline. Course cannot be used to satisfy any requirements for philosophy major or minor.

Psychology

1003 General Psychology [SS]

This telecourse is an introductory college level course that covers the fundamental principles and major concepts of psychology. The content is designed to provide a broad introductory survey of the general principles of human behavior.

1268 Human Growth and Behavior [SS]

Prerequisites: Psych 1003. This telecourse uses special readings, reports, and/or field research as well as video and audio courses to explore the stages of life as an introduction to developmental psychology.

2245 Abnormal Psychology

Prerequisite: Psych 1003, General Psychology. This telecourse introduces the major theoretical models for explaining and treating disorders - psychodynamic, behavioral, cognitive and biological. Ten of the 13 programs feature specific disorders, including anxiety disorders, personality disorders, the schizophrenias, sexual disorders, substance abuse, and the disorders of childhood. The first program concerns assessment, while the last two provide information on treatment and prevention. This approach serves the introductory abnormal psychology student, while allowing individual faculty latitude to underscore the approach to which they subscribe.

4280 The Psychology of Death and Dying

Same as Gerontology 4280. Prerequisite: Psych 1003. This telecourse will address the psychological aspects of death and dying for both adults and children. The psychological reactions of terminally ill patients and their families will also be examined, and therapeutic interventions will be discussed.

Social Work

4200 Human Behavior in the Social Environment (3)

Prerequisite: Biology 1012 and Sociology 2160 or Psych 2160 or permission of instructor. This telecourse will focus on the normative stages in the life span, specifically how human development is affected by the physical environment and social status characteristics. Empirical information and theoretical views on human development will be included. Human development will be viewed as a

complex interaction of individual developmental stages with family, social.

4601 Women's Social Issues

Prerequisites: Social Work 4200 or consent of the instructor. This telecourse is designed to help students identify gender stereotypes and barriers and how they impact on women's lives. This course will help students become more sensitive to the social and welfare concerns of women. The course also explores how gender intersects with other social systems, such as age, class, disability, ethnicity, race, religion, and sexual orientation. Emphasis will be placed on integrating a knowledge base of women's needs with professional social work practice.

Sociology

1010 Introduction to Sociology [V, SS]

This telecourse is an introductory college level course designed to give students an in-depth look at sociological approaches to human behavior, including types of social organizations, patterns of social interaction, and social influences on individual conduct

Appendix

The University of Missouri-St. Louis Honor Statement

The University of Missouri-St. Louis encourages students to pursue excellence within a respectful and collegial environment and to assume responsibility for the consequences of personal actions. For that reason the University requires students to reject any type of dishonest behavior.

Honest precludes seeking, providing, or receiving any form of authorized assistance on tests or any other type of assignment. It requires giving credit through appropriate citation to the author of materials used in written or oral assignments.

The full Student Standard of Conduct is found at <http://system.missouri.edu:80/uminfo/rules/programs/200010.htm>. By registering for a class at UM-St. Louis, students agree to follow this standard of integrity.

Code of Student Conduct

200.010 Standard of Conduct Amended March 20, 1981; August 3, 1990; May 19, 1994

A student enrolling in the university assumes an obligation to behave in a manner compatible with the university's function as an educational institution.

A. JURISDICTION OF THE UNIVERSITY OF MISSOURI generally shall be limited to conduct which occurs on the University of Missouri premises or at university-sponsored or university-supervised functions. However, nothing restrains the administration of the University of Missouri from taking appropriate action, including, but not limited to, the imposition of sanctions under Section 200.020(C), against students for conduct on or off university premises in order to protect the physical safety of students, faculty, staff and visitors.

B. CONDUCT for which students are subject to sanctions falls into the following categories:

1. Academic dishonesty, such as cheating, plagiarism or sabotage. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the university. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that

work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer.

a. The term **cheating** includes but is not limited to (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests, or other academic material belonging to a member of the university faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.

b. The term **plagiarism** includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

c. The term **sabotage** includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the university community.

2. Forgery, alteration, or misuse of university documents, records or identification, or knowingly furnishing false information to the university.

3. Obstruction or disruption of teaching, research, administration, conduct proceedings, or other university activities, including its public service functions on or off campus.

4. Physical abuse or other conduct which threatens or endangers the health or safety of any person.

5. Attempted or actual theft of, damage to, or possession without permission of property of the university or of a member of the university community or of a campus visitor.

6. Unauthorized possession, duplication or use of keys to any university facilities or unauthorized entry to or use of university facilities.

7. Violation of university policies, rules or regulations or of campus regulations including, but not limited to, those governing residence in university-provided housing, or the use of university

facilities, or the time, place and manner of public expression.

8. Manufacture, use, possession, sale or distribution of alcoholic beverages or any controlled substance without proper prescription or required license or as expressly permitted by law or university regulations.

9. Disruptive or disorderly conduct or lewd, indecent, or obscene conduct or expression.

10. Failure to comply with directions of university officials acting in the performance of their duties.

11. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals.

12. Actual or attempted theft or other abuse of computer time, including but not limited to:

- a. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
- b. Unauthorized transfer of a file.
- c. Unauthorized use of another individual's identification and password.
- d. Use of computing facilities to interfere with the work of another student, faculty member or university official.
- e. Use of computing facilities to interfere with normal operation of the university computing system.
- f. Knowingly causing a computer virus to become installed in a computer system or file.

Student Disciplinary Matters

Rules of Procedures in Student Disciplinary Matters Adopted November 8, 1968, Amended March 20, 1981; December 8, 1989; and May 18, 1994

RULES OF PROCEDURES IN STUDENT CONDUCT MATTERS

Bd. Min. 11-8-68, Amended Bd. Min. 3-20-81; Bd. Min. 12-8-89, Amended 5-19-94; Bd. Min. 5-24-01.

200.020 RULES OF PROCEDURES IN STUDENT CONDUCT MATTERS

A. PREAMBLE. The following rules of procedure in student conduct matters are hereby adopted in order to insure insofar as possible and practicable (a) that the requirements of procedural due process in student conduct proceedings will be fulfilled by the University, (b) that the immediate effectiveness of Section 10.030, which is Article V of the Bylaws of the Board of Curators relating to student conduct and sanctions may be secured for all students in the

University of Missouri, and (c) that procedures shall be definite and determinable within the University of Missouri.

B. DEFINITIONS. As used in these rules, the following definitions shall apply:

1. **Primary Administrative Officers.** As used in these procedures, the Chief Student Affairs Administrator on each campus is the Primary Administrative Officer except in cases of academic dishonesty, where the Chief Academic Administrator is the Primary Administrative Officer. Each Primary Administrative Officer may appoint designee(s) who are responsible for the administration of these conduct procedures, provided all such appointments must be in writing, filed with the Chancellor of the campus, and the office of General Counsel. The Primary Administrator's Office will certify in writing that the given designee has been trained in the administration of student conduct matters.

2. **Student Panel.** A panel of students appointed by the Chancellor, from which shall be selected by the Chair, upon the request of a student charged before the Student Conduct Committee, not more than three students to serve with the Student Conduct Committee.

3. **Student.** A person having once been admitted to the University who has not completed a course of study and who intends to or does continue a course of study in or through one of the campuses of the University. For the purpose of these rules, student status continues whether or not the University's academic programs are in session.

4. **Student Conduct Committee.** As used in these procedures, "Student Conduct Committee," hereinafter referred to as the Committee, is that body on each campus which is authorized to conduct hearings and to make dispositions under these procedures or a Hearing Panel of such body as herein defined.

C. SANCTIONS.

1. The following sanctions may be imposed upon any student found to have violated the Student Conduct Code; more than one of the sanctions may be imposed for any single violation:

a. **Warning.** A notice in writing to the student that the student is violating or has violated institutional regulations.

b. **Probation.** A written reprimand for violation of specified regulations. Probation is for a designated

period of time and includes the probability of more severe sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.

c. Loss of Privileges. Denial of specified privileges for a designated period of time.

d. Restitution. Compensation for loss, damage, or injury to the University or University property. This may take the form of appropriate service and/or monetary or material replacement.

e. Discretionary Sanctions. Work assignments, service to the University, or other related discretionary assignments.

f. Residence Hall Suspension. Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

g. Residence Hall Expulsion. Permanent separation of the student from the residence halls.

h. University Dismissal. An involuntary separation of the student from the institution for misconduct apart from academic requirements. It does not imply or state a minimum separation time.

i. University Suspension. Separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

j. University Expulsion. Permanent separation of the student from the University.

2. Temporary Suspension. The Chancellor or Designee may at any time temporarily suspend or deny readmission to a student from the University pending formal procedures when the Chancellor or Designee finds and believes from available information that the presence of a student on campus would seriously disrupt the University or constitute a danger to the health, safety, or welfare of members of the University community. The appropriate procedure to determine the future status of the student will be initiated within seven calendar days.

D. **RECORDS RETENTION.** Student conduct records shall be maintained for five years after University action is completed.

E. **POLICY AND PROCEDURES.**

1. **Preliminary Procedures.** The Primary Administrative Officer/Designee(s) shall investigate any reported student misconduct before initiating formal conduct procedures and give the student the opportunity to present a personal version of the incident or occurrence. The Primary Administrative Officer/Designee(s) may discuss with any student

such alleged misconduct and the student shall attend such consultation as requested by the Primary Administrative Officer/Designee(s). The Primary Administrative Officer/Designee(s), in making an investigation and disposition, may utilize student courts and boards and/or divisional deans to make recommendations.

2. **Informal Dispositions.** The Primary Administrative Officer/Designee(s) shall have the authority to make a determination and to impose appropriate sanctions and shall fix a reasonable time within which the student shall accept or reject a proposed informal disposition. A failure of the student either to accept or reject within the time fixed may be deemed by the University to be an acceptance of the determination, provided the student has received written notice of the proposed determination and the result of the student's failure to formally reject and, in such event, the proposed disposition shall become final upon expiration of such time. If the student rejects informal disposition it must be in writing and shall be forwarded to the Committee. The Primary Administrative Officer/Designee(s) may refer cases to the Committee without first offering informal disposition.

3. **Formal Procedure and Disposition.**

a. **Student Conduct Committee:**

(1) The Committee shall be appointed by the Chancellor and shall have the authority to impose appropriate sanctions upon any student or students appearing before it.

(2) The Committee, when appropriate or convenient, may be divided by the Chair of the Committee into Hearing Panels, each panel to be composed of at least five Committee members, which may include a maximum of two students, present at the hearing, including a designated chair. A Hearing Panel has the authority of the whole Committee in those cases assigned to it. The Chair of the Committee or of a Hearing Panel shall count as one member of the Committee or Hearing Panel and have the same rights as other members.

(3) Each Chancellor shall appoint a panel of students, to be known as the Student Panel. Upon written request of a student charged before the Committee, made at least seventy-two (72) hours prior to the hearing, the Chair of the Committee or Hearing Panel shall appoint from the Student Panel not more than three students to sit with the Committee or two students to sit with the Hearing Panel (as stated in 4.a.(2)) for that particular case. When students from the Student Panel serve at the request of a student

charged, they shall have the same rights as other members of the Committee or Hearing Panel.

b. General Statement of Procedures. A student charged with a breach of the Student Conduct Code is entitled to a written notice and a formal hearing unless the matter is disposed of under the rules for informal disposition. Student conduct proceedings are not to be construed as judicial trials and need not wait for legal action before proceeding; but care shall be taken to comply as fully as possible with the spirit and intent of the procedural safeguards set forth herein. The Office of the General Counsel shall be legal adviser to the Committee and the Primary Administrative Officer/Designee(s).

c. Notice. The Primary Administrative Officer/Designee(s) shall initiate student conduct proceedings by arranging with the Chair to call a meeting of the Committee and by giving written notice by certified mail or personal delivery to the student charged with misconduct. The notice shall set forth the date, time, and place of the alleged violation and the date, time, and place of the hearing before the Committee. Notice by certified mail may be addressed to the last address currently on record with the University. Failure by the student to have a current correct local address on record with the University shall not be construed to invalidate such notice. The notice shall be given at least seven (7) consecutive days prior to the hearing, unless a shorter time be fixed by the Chair for good cause. Any request for continuance shall be made in writing to the Chair, who shall have the authority to continue the hearing if the request is timely and made for good cause. The Chair shall notify the Primary Administrative Officer/Designee(s) and the student of the new date for the hearing. If the student fails to appear at the scheduled time, the Committee may hear and determine the matter.

4. Right to Petition for Review: (other than University expulsion, University dismissal, or University suspension).

a. In all cases where the sanction imposed by the Committee is other than University expulsion, University dismissal, or University suspension, the Primary Administrative Officer/Designee(s) or the student may petition the Chancellor or Designee in writing for a review of the decision within five (5) calendar days after written notification. A copy of the Petition for Review must also be served upon the nonappealing party within such time. The Petition for Review shall state the grounds or reasons for review, and the nonappealing party may answer the petition within five (5) calendar days.

b. The Chancellor or Designee may grant or refuse the right of review. In all cases where the Petition for Review is refused, the action of the Committee shall be final. If the Chancellor or Designee reviews the decision, the action of the Chancellor shall be final unless it is to remand the matter for further proceedings.

5. Right of Appeal (University expulsion, University dismissal, or University suspension only).

a. When a student is expelled, dismissed, or suspended from the University by the Committee, the Primary Administrative Officer/Designee(s), or the student may appeal such decision to the Chancellor or Designee by filing written notice of appeal with the Chancellor within ten (10) calendar days after notification of the decision of the Committee. A copy of the Notice of Appeal will contemporaneously be given by the student to the Primary Administrative Officer/Designee(s) or by the Primary Administrative Officer/Designee(s) to the student. The appealing party may file a written memorandum for consideration by the Chancellor with the Notice of Appeal, and the Chancellor may request a reply to such memorandum by the appropriate party.

b. The Chancellor or Designee shall review the record of the case and the appeal documents and may affirm, reverse, or remand the case for further proceedings and shall notify each party in writing of the decision on the appeal. The action of the Chancellor shall be final unless it is to remand the matter for further proceedings.

6. Status During Appeal. In cases of suspension, dismissal, or expulsion where a Notice of Appeal is filed within the required time, a student may petition the Chancellor in writing for permission to attend classes pending final determination of appeal. The Chancellor may permit a student to continue in school under such conditions as may be designated pending completion of appellate procedures, provided such continuance will not seriously disrupt the University or constitute a danger to the health, safety, or welfare of members of the University community. In such event, however, any final sanctions imposed shall be effective from the date of the action of the Committee.

7. Student Honor System. Forums under the student honor systems established for investigating facts, holding hearings, and recommending and imposing sanctions are authorized when the student honor code or other regulations containing well defined jurisdictional statements and satisfying the requirements of Section 10.030, which is Article V of

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the Bylaws of the Board of Curators, have been reduced to writing and have been approved by the Chancellor and the Board of Curators and notice thereof in writing has been furnished to students subject thereto. Though the student honor system has jurisdiction, together with procedures set forth therein, instead of the Primary Administrative Officer/Designee(s), the standard of conduct called for in any such student honor system shall be deemed to contain at a minimum the same standards set forth in Section 200.010, entitled Standards of Conduct. Procedures shall satisfy the requirements of the Board of Curators' Bylaws, Section 10.030, which is Article V, and shall contain procedures herein before stated insofar as appropriate and adaptable to the particular situation and shall be approved by the Chancellor and the General Counsel. Students subject to student honor systems shall have the rights of appeal as set forth in Section 200.020 E.6 and 7.

F. HEARING PROCEDURES.

1. **Conduct of Hearing.** The Chair shall preside at the hearing, call the hearing to order, call the roll of the Committee in attendance, ascertain the presence or absence of the student charged with misconduct, read the notice of hearing and charges and verify the receipt of notices of charges by the student, report any continuances requested or granted, establish the presence of any adviser or counselor of the student, and call to the attention of the student charged and the adviser any special or extraordinary procedures to be employed during the hearing and permit the student to make suggestions regarding or objections to any procedures for the Conduct Committee to consider.

a. Opening Statements.

(1) The Primary Administrative Officer/Designee(s) shall make opening remarks outlining the general nature of the case and testify to any facts the investigation has revealed.

(2) The student may make a statement to the Committee about the charge at this time or at the conclusion of the University's presentation.

b. University Evidence.

(1) University witnesses are to be called and identified or written reports of evidence introduced as appropriate.

(2) The Committee may question witnesses at any time.

(3) The student or, with permission of the Committee, the adviser or counselor may question witnesses or examine evidence at the conclusion of the University's presentation.

c. Student Evidence.

(1) If the student has not elected to make a statement earlier under a.(2) above, the student shall have the opportunity to make a statement to the Committee about the charge.

(2) The student may present evidence through witnesses or in the form of written memoranda.

(3) The Committee may question the student or witnesses at any time. The Primary Administrative Officer/Designee(s) may question the student or witnesses.

d. **Rebuttal Evidence.** The Committee may permit the University or the student to offer a rebuttal of the other's presentation.

e. **Rights of Student Conduct Committee.** The Committee shall have the right to:

(1) Hear together cases involving more than one student which arise out of the same transaction or occurrence, but in that event shall make separate findings and determinations for each student;

(2) Permit a stipulation of facts by the Primary Administrative Officer/Designee(s) and the student involved;

(3) Permit the incorporation in the record by reference of any documentation, produced and desired in the record by the University or the student charged;

(4) Question witnesses or challenge other evidence introduced by either the University or the student at any time;

(5) Hear from the Primary Administrative Officer/Designee(s) about dispositions made in similar cases and any dispositions offered to the student appearing before the Committee;

(6) Call additional witnesses or require additional investigation;

(7) Dismiss any action at any time or permit informal disposition as otherwise provided;

(8) Permit or require at any time amendment of the Notice of Hearing to include new or additional matters which may come to the attention of the Committee before final determination of the case; provided, however, that in such event the Committee shall grant to the student or Primary Administrative Officer/Designee(s) such time as the Committee may determine reasonable under the circumstances to answer or explain such additional matters;

(9) Dismiss any person from the hearing who interferes with or obstructs the hearing or fails to abide by the rulings of the Chair of the Committee;

(10) Suspend summarily students from the University who, during the hearing, obstruct or interfere with the course of the hearing or fail to abide by the ruling of the Chair of the Committee on any procedural question or request of the Chair for order.

2. Rights of Students Upon Hearing. A student appearing before a Committee shall have the right to:

- a. Be present at the hearing;
- b. Have an adviser or counselor and to consult with such adviser or counselor during the hearing;
- c. Have students from the Student Panel sit with the Committee or Hearing Panel;
- d. Hear or examine evidence presented to the Committee;
- e. Question witnesses present and testifying;
- f. Present evidence by witnesses or affidavit;
- g. Make any statement to the Committee in mitigation or explanation of the conduct in question;
- h. Be informed in writing of the findings of the Committee and any sanctions it imposes; and
- i. Request review or appeal to the Chancellor as herein provided.

3. Determination by the Student Conduct Committee.

The Committee shall then make its findings and determinations in executive session out of the presence of the Primary Administrative Officer/Designee(s) and the student charged.

Separate findings are to be made:

- a. As to the conduct of the student, and
- b. On the sanctions, if any, to be imposed. No sanctions shall be imposed on the student unless a majority of the Committee present is reasonably convinced by the evidence that the student has committed the violation charged.

4. Official Report of Findings and Determinations.

The Committee shall promptly consider the case on the merits and make its findings and determination and transmit them to the Primary Administrative Officer/Designee(s) and the student charged forthwith.

5. Other Procedural Questions. Procedural questions which arise during the hearing not covered by these general rules shall be determined by the Chair, whose ruling shall be final unless the Chair shall present the question to the Committee at the request of a member of the Committee, in which event the ruling of the Committee by majority vote shall be final.

6. General Rules of Decorum. The following general rules of decorum shall be adhered to:

- a. All requests to address the Committee shall be addressed to the Chair.
- b. The Chair will rule on all requests and points of order and may consult with Committee's legal adviser prior to any ruling. The Chair's ruling shall be final and all participants shall abide thereby, unless the Chair shall present the question to the Committee at

the request of a member of the Committee, in which event the ruling of the Committee by majority vote shall be final.

- c. Rules of common courtesy and decency shall be observed at all times.
- d. An adviser or counselor may be permitted to address the Committee at the discretion of the

Committee. An adviser or counselor may request clarification of a procedural matter or object on the basis of procedure at any time by addressing the Chair after recognition.

7. Record of Hearing. A taped or stenographic record of the hearing shall be maintained. The notice, exhibits, hearing record, and the findings and determination of the Committee shall become the "Record of the Case" and shall be filed in the Office of the Primary Administrative Officer/Designee(s) and for the purpose of review or appeal be accessible at reasonable times and places to both the University and the student.

8. Crimes of Violence and Non-Forcible Sex Offences.

In cases of alleged crimes of violence and non-forcible sex offences:

- a. The alleged victim is entitled to have an advisor or counselor present during his or her participation in the hearing.
- b. The alleged victim and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a crime of violence or non-forcible sexual assault.

Financial Aid Appeals

The University of Missouri-St. Louis has an established financial aid appeals procedure. An aid applicant can raise questions or appeal the offer, or lack of an offer, of financial aid if not satisfied. The general provisions for appeals procedures are as follows:

- 1) An aid applicant who is not satisfied with the fact that no aid was offered, or was not pleased with the type and/or amount of aid that was offered, may make a written appeal to the Student Financial Aid Appeals Committee reconsideration of the aid request and/or ask for a personal hearing.
- 2) If on review of all the facts of the case, including any new information which the applicant may provide, the Committee can a) approve an exception to university policy; b) deny the request; c) approve a modified version of the request.

3) If the Appeals Committee cannot provide a satisfactory solution, he/she may refer the written appeal with all pertinent information to the Director of Financial Aid. Where academic progress is an issue, the student may ask an academic adviser or counselor to write or speak in the student's behalf. If a satisfactory solution is worked out, the case is closed.

4) If step three did not solve the problem, it is referred to the campus Faculty-Senate Committee on Student Aid. In ordinary practice it is rare for a case to be appealed beyond this step.

5) If, however, the applicant is still not satisfied after review by committee, the case is to be referred to the Chancellor.

6) The next appeal is the President.

The final university appeal would be for the President to refer a case to the Board of Curators.

Grade Appeal

On each campus of the University of Missouri it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies, and activities. On the University of Missouri-St. Louis campus the Chancellor has delegated responsibility for overseeing the grade appeal process to the Vice Chancellor for Academic Affairs. The Vice Chancellor is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, that officer is responsible for seeing that the procedures outlined below are appropriately followed.

Informal Procedures

At any time after the awarding of a grade, for a course or an assignment in a course, a student may discuss the grade with her or his instructor and request that the instructor review the grade. If the instructor does review the grade he or she is, of course, free to change the grade or not as is appropriate.

Formal Procedures

The following procedures apply if the above informal procedure does not resolve a dispute concerning a grade to the student's satisfaction and if the process is initiated within thirty working days of the start of the regular semester (fall or winter) following the semester for which the grade was given, or thirty

days after the assignment of the grade (whichever is later).

1. If the student has not already done so, he or she discusses the contended grade fully with the course instructor. The student should prepare for this meeting by taking all relevant written work (test, reports, etc.) with him/her. If the issue is not resolved, and the student wishes to pursue the appeal, she or he should consult the administrative officer of the department or discipline housing the course in question. (This officer will normally be someone below the level of the Dean.) The administrative officer will discuss the appeal with the course instructor, and will inform the student of the result of this discussion. (That result may be the instructor's agreement to change the grade, her or his refusal to change the grade, or her or his agreement to discuss the case further with the student.) The administrative officer may require that the student put the appeal in written form before the administrative officer discusses it with the instructor.

2. If the matter remains unresolved, the student may, within 10 working days of being notified of the result of the discussion between the administrative officer and the instructor, or within 10 working days of her or his last discussion with the instructor, submit a detailed written statement of the complaint to the administrative officer. The administrative officer will refer it to a faculty committee composed of at least three faculty members in the department or unit offering the course or if such are not available, in closely allied fields. This committee will investigate the matter, meeting, as it may deem necessary, with the student, the instructor, and possibly others. Following its inquiries and deliberations, but prior to making its final recommendations, the faculty committee will submit a copy of its findings to the course instructor. If the course instructor elects to comment on the findings to the committee, this must be done in writing within 7 working days. After further consideration, but within 30 working days after receiving the student's statement, the faculty committee will submit its findings with its recommendations and reasons for those recommendations directly to the course instructor, with a copy to the administrative officer.

3. If the faculty committee recommends that the grade be changed, the administrative officer will ask the instructor to implement the recommendation. If the instructor declines, the administrative officer will change the grade, notifying the instructor and the student of this action. Only the administrative

officer, upon the written recommendation the faculty committee, will effect a change in grade over the objection of the instructor who assigned the original grade.¹

4. If the faculty committee recommends that the grade not be changed, the administrative officer will notify the student of this action. The student may then appeal to the dean of the school or college within which the course in question is housed, who will determine whether the above procedures have been properly observed. If the Dean determines that the procedures have not been appropriately followed, *and that their not being followed may have substantively affected the outcome*, the case will be returned to the faculty unit for review by the same, or, if the Dean so determines, by a different committee.

5. If the Dean denies the procedural appeal the student may ask the Vice Chancellor for Academic Affairs, acting as the Chancellor's designee, to conduct a procedural review. The Vice Chancellor is not obligated to conduct such a review and will normally do so only where there is compelling evidence of procedural irregularities. If the Vice Chancellor finds the procedures have not been appropriately followed, *and that their not being followed may have substantively affected the outcome*, the case will be returned to a lower level for rereview. As the Vice Chancellor is acting as the designee of the Chancellor, there is no appeal beyond this level.

Student Organization Policy

Policy on Student Organizations

The University recognizes that the acquisition of knowledge is not confined to the formality of the classroom and that much can be gained through the activities of student organizations. To assure maximum freedom for students and to assure that organizational activities are orderly, responsible, and appropriate to the mission of the university, certain principles and procedures are established through which organizations gain university recognition.

¹ Under current campus policy, transcript notation of >DL= automatically becomes an F after one regular semester. These changes, which the Registrar is mandated to make, are not considered grade changes and are consistent with this Grade Appeal Policy. Students may appeal these changes provided the appeal is initiated within 30 working days of the notification of the change.

I Procedures for Recognition

A. To obtain recognition or to register, an organization shall submit to the Vice Chancellor for Student Affairs, through the Office of Student Life, a recognition or registration form which shall include:

- 1) The name of the organization.
- 2) A statement of the general purpose of the organization and the means for accomplishing it. The statement should demonstrate that the organization's purpose is to broaden the scope of general learning, extend knowledge of specialized areas, or to serve the professional, cultural, social or recreational interests of the university community, consistent with the educational goals of the university. The statement must not conflict with policies governing recognized organizations as listed below.
- 3) The names of at least three officers and ten responsible representatives, including student numbers, addresses and telephone numbers; these persons must be students registered at the university of Missouri-St. Louis.
- 4) A statement of any affiliation with any other organization not registered with the university, and a copy of the organization's constitution.
- 5) Organizations seeking recognition must include a copy of their constitution and/or by-laws, the name of a UM-St. Louis faculty or staff member (.75 FTE) who agrees to serve as an advisor, and the name of a student member of the organization who will serve as the organization's representative on the Student Government Association.
- 6) Upon submission of the recognition or registration form, the organization shall be granted temporary privileges until the request for recognition is acted upon by the Senate Student Affairs Committee or the request to register is approved by the Director of Student Life.

B. To maintain recognition or registration, an organization must update their recognition form or re-register with the Office of Student Activities no later than two weeks following the beginning of the fall semester.

II Privileges of Recognized Organizations

- 1) Use of campus facilities and services for organizational activities as provided in the university regulations.
- 2) Use of the university name in connection with publicity, but only for identification purposes, and in

no way to imply support of the university for any position of the organization.

- 3) Participation in university-sponsored events.
- 4) Application for supplemental financial assistance.
- 5) Participation as a voting member of Student Government Association. Organizations who register may not apply for supplemental assistance and may not be voting members of Student Government Association.

III Policies Governing Recognized or Registered Organizations

- 1) Organizations shall comply with the Rules and Regulations of the University of Missouri and the St. Louis campus.
- 2) Organizations' membership policy shall not discriminate for reasons of color, creed, national origin or gender. Any organization may petition to the Vice Chancellor for Student Affairs for exemption from the requirement as it applies to gender. Academic and professional organizations which have discriminatory membership policy based on gender shall not be recognized.
- 3) Organizations' membership shall not be subject to approval by anyone other than the local campus membership.
- 4) Organizations are expected to maintain fiscal responsibility.
- 5) Recognized and registered organizations are required to seek the advice of faculty and other members of the community.
- 6) Recognized organizations are required to participate in the Student Governance process.

IV Procedure for Review of Grievances

A. Any member of the university community may bring charges against a recognized organization for breach of the above policies or procedures.

B. Such charges, except those pertaining to discrimination, are brought initially to the Vice Chancellor for Student Affairs, who may:

- 1) Dismiss the charges, in which case an appeal may be made to the Senate Student Affairs Committee.
- 2) Settle the charges in a way acceptable to both parties or,
- 3) Refer the charges to the Senate Student Affairs Committee.

C. Penalties may range from withdrawals of one or more privileges to withdrawal of recognition or registration. Assessment of penalties shall also

provide for the conditions leading to reinstatement of such privileges for recognition.

D. Either party to the charges may appeal the decision of the Senate Student Affairs Committee to the Chancellor.

Policy on Hazing

Hazing, defined by the Fraternity Executive Association and accepted by the University of Missouri-St. Louis, is any intentional action taken or situation created, whether on or off university premises, that produces mental or physical discomfort, embarrassment, harassment, or ridicule. This includes but is not limited to: paddling in any form, creation of excessive fatigue, physical or psychological shocks, wearing apparel publicly which is conspicuous and not normally in good taste, engaging in public stunts and buffoonery, morally degrading or humiliating games and activities, involuntary labor, or any activity not consistent with the University of Missouri Board of Curators Standard of Student Conduct. The University of Missouri-St. Louis does not condone or tolerate hazing of any type by an organization, or by an individual against another individual.

The Office of Student Activities will investigate any incident in which a charge of hazing has been made. University recognition may be temporarily withdrawn pending hearings and due process procedures.

Should it be determined that a student organization or any of its members is guilty of hazing as previously defined, sanctions may include but are not limited to:

A. Automatic and indefinite suspension of campus recognition or registration with an accompanying loss of all campus privileges (i.e. use of facilities, student services, etc.);

B. Disciplinary action against those members involved in the incident(s) including suspension or expulsion from the university.

Implementation: Each organizational president (or equivalent officer) is required to read and sign the university's Policy on Hazing at the first regular meeting at which he or she presides. This policy, signed by the incoming president (or equivalent officer), must accompany any notification of a change in officers submitted to the Office of Student Activities. Failure to do so will result in the automatic imposition of inactive status on the

organization with an accompanying loss of all university privileges until such time as the signed policy is submitted.

Equal Opportunity Policies of the University of Missouri-St. Louis

The University of Missouri-St. Louis is an affirmative action/equal opportunity employer committed to excellence through diversity. Therefore, the university enthusiastically complies with and vigorously enforces each Federal and State Executive Order, law and regulation, University of Missouri Rules and Regulations and University of Missouri-St. Louis directive that prohibits discrimination against employees, students, and others based upon age, ancestry, color disability, national origin, race, religion, sex, or veteran status.

The above compliance is established upon, but not limited to, the following employment and education related equal opportunity laws: Civil Rights Act of 1964, Title VII, as amended Executive Order 11246, Equal Employment Opportunity Equal Pay Act of 1963, as amended Age Discrimination in Employment of 1967, as amended Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended Executive Order 11141, Age Discrimination Rehabilitation Act of 1973, Section 503, as amended Rehabilitation Act of 1973, Section 504, as amended Civil Rights Act of 1964, Title VI, as amended Education Amendments of 1972, Title IX Americans with Disabilities Act of 1990

The Board of Curators of the University of Missouri has adopted the appropriate equal opportunity policies and procedures in compliance with the above laws and procedures. The Chancellor is responsible for the implementation of equal opportunity at UM-St. Louis. Assisting the Chancellor and each Vice Chancellor is the Office of Equal Opportunity (OEO). All equal opportunity functions for the campus are centralized in the OEO.

The following equal opportunity policies have been established by the University of Missouri Board of Curators to govern the academic and administrative functions of the University:

EQUAL EMPLOYMENT OPPORTUNITY PROGRAM SEXUAL HARASSMENT POLICY RELATED TO STUDENTS WITH DISABILITIES

MAINTAINING A POSITIVE WORK AND LEARNING ENVIRONMENT Equal Employment Opportunity Program

Equal opportunity is and shall be provided for all employees and applicants for employment on the basis of their demonstrated ability and competence without discrimination on the basis of their race, color, religion, sex, national origin, age, disability, or status as a Vietnam era veteran. Equal opportunity is and shall be also provided for all students and applicants for admission in compliance with existing legislation.

University of Missouri Equal Opportunity Statement

The University of Missouri-St. Louis is committed to equal employment and educational opportunities without regard to conditions of race, color, sex, religion, national origin, age, physical ability, veteran status, or individuals with HIV, AIDS, or ARC.

Each administrative unit of the university employing personnel, admitting students, or entering into contracts is charged with implementation of the university's commitments, and maintenance of records to demonstrate good faith efforts, in admission and training, recruiting and hiring, compensating and promoting, layoff and dismissal, granting of tenure, contracting and purchasing, and access to facilities and programs.

As an employer and as an institution accountable to taxpayers and the general public, the university must have administrative and management practices that are designed for the best use of talent for operational effectiveness and efficiency.

(1) Recruitment and employment of personnel

- a. Recruitment of professors and academic personnel in research and continuing education/extension is primarily the responsibility of deans, directors, chairpersons, and department heads.
- b. Recruitment of administrative, service, and support staff, except for top-ranking administrative personnel, is primarily the responsibility of the personnel office of each campus, and the director of Human Resources for the University of Missouri-St. Louis administration. Selection is the responsibility of the administrative head of the employing unit.
- c. Administrative efforts are made to recruit and employ minorities, women, the handicapped, and members of protected age groups.

d. The university maintains relationships with governmental agencies, community groups, and other organizations which may be of assistance in furthering recruitment and employment of minority groups, handicapped persons, and women into departments and units which have imbalances. Personnel sources are advised of the university's commitment to equal opportunity and affirmative action.

e. Imbalances exist when available talent among specified minorities, women, handicapped, or protected age group members is proportionately underrepresented in a particular personnel category in the university.

Under representation is determined by an analysis of the appropriate employment market which is generally national or regional for major administrators, professors, and academic personnel in research and continuing education/extension. The appropriate employment market is generally the state or local community for most administrative positions and for service and support staff.

f. Advertisement and notices of employment opportunities indicate a filing date for consideration.

g. Notice of employment and training opportunities are made to existing personnel.

h. Employment applications meet federal and state requirements relating to equal opportunity.

I. The Office of Equal Opportunity maintains records to demonstrate efforts and results of efforts to achieve equity and to act affirmatively and reasonably to correct imbalances.

(2) Salaries, wages, and benefits

a. University compensation and benefit programs are administered without regard to conditions of race, color, sex, religion, national origin, age, physical ability, or veteran status.

b. The salary range for academic positions is determined in advance of recruitment on the basis of prevailing national levels and departmental scales for the educational attainment, experience, and specialty desired.

(3) Facilities, activities, and working conditions

a. University facilities are maintained on an equitable and nondiscriminatory basis.

b. Physical facilities have been adapted within the limits of the financial resources available to insure access to the university by the physically handicapped.

c. Opportunities for involvement in university activities are provided on an equitable or nondiscriminatory basis.

(4) Promotion and training

a. Promotions, contract renewals, the granting of tenure, and reductions in force of academic personnel are handled in accordance with established university procedures and qualification criteria for all persons and free of discrimination.

b. University policy requires that promotions, demotions, layoffs, recalls from layoffs, transfers, and temporary hires for service and support personnel are determined without regard to conditions of race, color, sex, religion, national origin, age, physical ability, or veteran status.

c. Participation in training and educational programs sponsored by the university, including apprenticeships, is open to all employees within eligible job classifications.

d. The university offers developmental programs for professional and personal growth to enhance promotion potential.

(5) Student admission and retention

a. The university gives students equal access to its academic programs without regard to conditions of race, color, sex, religion, national origin, age, or physical ability. Furthermore, the university seeks to recruit, enroll, retain, and graduate minority group members and women in those fields in which they are underrepresented.

b. The University of Missouri has a unique responsibility for graduate and professional public higher education in the state of Missouri. Therefore, academic departments offering doctoral and/or advanced professional programs in disciplines and professions in which there is a deficiency of minorities and women have adopted methods to encourage enrollment, retention, and graduation of minority group members and women.

c. Affirmative action is taken to offer graduate teaching and research assistantships to minorities and women.

d. Business, government, industry, and labor are solicited to assist and provide support to minorities and women through financial aid and by providing work experiences as they pursue academic objectives.

e. Personnel representatives of prospective employers using university services and facilities to interview and recruit students must be equal opportunity employers, and must give all qualified students equal opportunity for interviews, without regard to

conditions of race, color, sex, religion, national origin, age, disability, or veteran status.

(6) Appeal and grievance procedures

- a. Grievance procedures are available for the processing of complaints and grievances of alleged discrimination based on conditions of race, color, sex, religion, national origin, age, physical ability, or veteran status.
- b. A student grievant has access to the student grievance procedures through the Office of Student Affairs, the school or college, the campus, and central administration.
- c. The Office of Equal Opportunity currently provides advice and information to grievants on the grievance procedures.

(7) Records and reports

- a. The administrative head of each university unit must be prepared to demonstrate that equal opportunity is practiced and that affirmative action is taken in recruiting and employment of full-time and part-time personnel, admission and retention of students, provision of facilities and programs, and purchasing and contracting.
- b. Each responsible administrative unit of the university must be prepared to show that procedures followed and selections made are in compliance with policies on equal employment and affirmative action. Admissions applications are retained for one year and employment applications are retained for one year. University business involving contracts and bids for various services are retained in compliance with University of Missouri record management policies.
- c. Those responsible for recruiting, admitting, and retaining students "undergraduate, graduate and professional" maintain files and records documenting efforts to provide equal opportunity and act affirmatively to attract and retain minority group members, women, and older and handicapped persons. A report is made annually to the appropriate administrative committee.
- d. Campus administrative officers have records demonstrating efforts to provide equal opportunity and show affirmative action in the interests of minority group members, women, and handicapped and older persons in the availability and use of university facilities, including recreational facilities.
- e. Those responsible for personnel recruitment and employment personnel, including graduate teaching and research assistants, have records that reflect their adherence to equal opportunity and affirmative action practices.
- f. Academic or administrative units receiving complaints or grievances based on allegations of

discrimination report those cases to the Office of Equal Opportunity.

(8) Reviewing and monitoring

- a. A university Committee on Equal Employment Opportunity and Affirmative Action (EEO/AA) is appointed annually by the Chancellor.
- b. EEO/AA committee membership includes a reasonable cross section of personnel, including a representation of women, minorities, and the handicapped.
- c. The EEO/AA committee advises the Director of Equal Opportunity on matters relating to affirmative action and university equal employment policy.
- d. Administrative officers (chancellor, vice chancellors, deans, directors, department chairpersons, and all other supervisory personnel) are responsible for implementation of equal opportunity and affirmative action policies and practices within their areas of jurisdiction, and the effectiveness of implementation will be an element in the evaluation of the performance of each officer.

(9) Dissemination

- a. Equal opportunity and affirmative action policies and programs are disseminated throughout the university and discussed at appropriate school, college, departmental, management, and supervisory meetings. The subjects covered include attraction, admission, and retention of students; recruitment, employment, training, promotion, and transfer of employees.
- b. University employees, faculty, staff, and students are kept informed of equal opportunity programs and affirmative action goals through campus publications and communications, the Personnel Policy Manual, the Faculty Handbook, divisional and departmental meetings, staff orientation programs, and posters.
- c. Copies of the Equal Employment and Affirmative Action policies are available to a cross section of community organizations, news media, area colleges, secondary schools and recruiting sources.
- d. Copies of the Affirmative Action Policy will be made available on request to employees, applicable governmental agencies, and contractors or subcontractors.
- e. University invitations to bid, purchase orders, and specifications to architects and engineers contain the university's equal opportunity policy.
- f. University correspondence, employment notices and advertising, academic information, and other public notices contain the university's equal opportunity phrase.

330.60 Sexual Harassment

This University of Missouri policy aims for an increased awareness regarding sexual harassment by making available information, education and guidance on the subject for the university community.

A. Policy Statement--It is the policy of the University of Missouri, in accord with providing a positive discrimination-free environment, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

B. Definition--Sexual harassment is defined for this policy as either:

(I) unwelcome sexual advances or requests for sexual activity by a university employee in a position of power or authority to a university employee or a member of the student body, or
(ii) other unwelcome verbal or physical conduct of a sexual nature by a university employee or a member of the student body to a university employee or a member of the student body, when:

1. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
2. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
3. The purpose or effect of such conduct to a reasonable person is, to create an intimidating, hostile, or offensive environment.

C. Non-Retaliation--This policy also prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment or who assists with the investigation or resolution of sexual harassment.

Notwithstanding this provision, the university may discipline an employee or student who has been determined to have brought an accusation of sexual harassment in bad faith.

D. Redress Procedures--Members of the university community who believe they have been sexually harassed may seek redress, using the following options:

1. Pursue appropriate informal resolution procedures as defined by the individual campuses. These procedures are available from the campus Affirmative Action/Equal Opportunity Officer.

2. Initiate a complaint or grievance within the period of time prescribed by the applicable grievance procedure. Faculty are referred to Section 370.010, "Academic Grievance Procedures"; staff to Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff"; and students to Section 390.010, "Discrimination Grievance Procedure for Students."

Pursuing a complaint or informal resolution procedure does not compromise one's rights to initiate a grievance or seek redress under state or federal laws.

E. Discipline--Upon receiving an accusation of sexual harassment against a member of the faculty, staff, or student body, the university will investigate and, if substantiated, will initiate the appropriate disciplinary procedures. There is a five-year limitation period from the date of occurrence for filling a charge that may lead to discipline.

An individual who makes an accusation of sexual harassment will be informed:

1. At the close of the investigation, whether or not disciplinary procedures will be initiated; and
2. At the end of any disciplinary procedures, of the discipline imposed, if any.

240.040 Policy Related to Students with Disabilities

Executive Order No. 21, 11-1-84; Amended 2-25-97.

EQUALITY OF ACCESS

The University of Missouri (UM) strives to assure that no qualified person with a disability¹ shall, solely by reason of the disability, be denied access to, participation in, or the benefits of any program or activity operated by UM.

Each such qualified person shall receive reasonable accommodations to provide equally effective access to educational opportunities, programs, and activities in the most integrated setting appropriate unless provision of such reasonable accommodation would constitute an undue hardship on the university or would substantially alter essential elements of the academic program or course of study or would otherwise compromise academic standards. This policy shall apply to all programs, services, and activities of the university, including but not limited to recruitment, admissions, registration, financial aid, academic programs, advising, counseling, student health, housing and employment.

B. FEDERAL AND STATE LAWS

This policy is intended to be consistent with Section 504 of the Rehabilitation Act of 1973, which states that no recipient of federal financial assistance may discriminate against qualified individuals with disabilities solely by reason of disability. This policy is also intended to be consistent with the Americans with Disabilities Act of 1990 and the Missouri Human Rights Act.

C. FACILITIES

Each program or activity, when viewed in its entirety, shall be accessible to otherwise qualified and eligible students with disabilities. Facilities, or parts of facilities, constructed or renovated for UM use will be designed and built so that they are accessible to and usable by persons with disabilities, in accordance with the ADA Accessibility Guidelines or other accessibility standards properly adopted by the campus. Accessible on-campus housing and food service will be provided at the same cost and with the same program options to qualified students with disabilities as are afforded to non-disabled students. When any UM classes, programs or activities are held in private facilities, thorough efforts shall be made to obtain facilities which are accessible.

D. COORDINATION OF PROGRAMS AND SERVICES FOR STUDENTS WITH DISABILITIES

1. Campus disability support service (DSS) offices or other designated campus units are responsible for coordination of programs, services, and classroom accommodations for qualified applicants for admission and qualified enrolled students with disabilities. Such coordination relates solely to disability issues. Determinations as to whether a student is otherwise qualified often will be based on the academic requirements developed by the faculty. Specific services available to qualified students with disabilities will be provided by the university in conformity with the requirements of federal and state law.

2. Determinations as to whether requested services and requested accommodations are required will be made initially by the Coordinator of DSS. Accommodation of the disability will be determined by the coordinator and faculty member, and if either disagrees with the prescribed accommodation, such disagreement shall be described in writing promptly and submitted to the Chancellor or his/her designee for resolution in a prompt manner.

3. Initial determinations and any disagreements submitted to the Chancellor or his or her designee will take into consideration all relevant factors including, but not limited to, the following:

- current documentation of the specific disability and of the need for the requested services or accommodations;
- the essential elements of the academic program or course of study being pursued;
- the fact that the law does not require a university to substantially alter essential elements of its academic program or course of study or to otherwise compromise its academic standards.

4. All students seeking disability-related services and/or accommodations must disclose the presence of a specific disability to DSS. Before receiving requested services and/or accommodations, the student will be required to provide the DSS office with current medical or other diagnostic documentation of a disability from a qualified physician or other qualified diagnostician, as well as current documentation of the need for accommodations. In cases where existing documentation is incomplete or outdated, students may be required to provide additional documentation at the student's expense.

5. It is the student's responsibility to self-identify, to provide current and adequate documentation of his/her disability, and to request classroom accommodations, through the DSS office. The appropriate documentation must be provided in a timely manner to ensure full resolution of accommodations prior to the student's entrance into the program or course of study. Documentation review and accommodations planning by DSS, including consultation with faculty and/or other campus entities that may be affected in providing accommodations, will be done on an individualized case-by-case basis.

6. Reasonable classroom accommodations will be provided to otherwise qualified and eligible students with disabilities who have self-identified and who have provided satisfactory documentation in support of their timely request for such accommodations, in compliance with federal and state mandates. These accommodations shall not affect the substance of the educational programs or compromise educational standards.

7. In addition to providing accommodations needed to ensure nondiscrimination in access to educational

opportunities by otherwise qualified students with disabilities, the university is responsible for ensuring that no qualified disabled student is denied the benefits of or excluded from participation in a university program because of the absence of auxiliary aids, services, and/or other reasonable accommodations. Auxiliary aids, services, and/or other accommodations include but are not limited to interpreters (sign or oral), readers, scribes, adaptive equipment, and other appropriate services or equipment necessary for course or program accessibility.

8. While funding for accommodations to ensure equally effective access is provided by the university, funding for auxiliary aids, accommodations, and/or services in some instances may be shared with state vocational rehabilitation agencies. The law does not require and the university does not provide prescription devices or other devices/services of a personal nature (e.g. personal attendants) for students with disabilities.

E. ESTABLISHMENT OF CAMPUS POLICIES

Chancellors are directed to establish campus policies and/or procedures consistent with this order. These should cover, at a minimum, treatment of disability-related information and appropriate regard for confidentiality, responsibilities of students in applying for services through DSS, time lines to assure that students make accommodation requests in a timely manner, guidelines to assure that disability documentation is reasonably current, a description of the process of individualized assessment of each student's disability documentation and accommodation request(s), the role of faculty in determining the essential elements of the academic program or course of study and the academic standards involved in the accommodations planning and review process within the context of academic program requirements, and processing of complaints and grievances including a procedure for appeal when faculty and/or academic administrators or administrators in other involved campus entities do not agree with the DSS on the requirements of this policy.

1. From the U.S. Justice Department's ADA Title II Technical Assistance Manual, Section II-2.8000: Qualified individual with a disability. In order to be an individual protected by Title II, the individual must be a "qualified" individual with a disability. To be qualified, the individual with a disability must meet the essential eligibility requirements for receipt of services or participation in a public entity's

programs, activities, or services with or without: 1) Reasonable modifications to a public entity's rules, policies, or practices; 2) Removal of architectural, communication, or transportation barriers; or 3) Provision of auxiliary aids and services. The "essential eligibility requirements" for participation in many activities of public entities may be minimal. For example, most public entities provide information about their programs, activities, and services upon request. In such situations, the only "eligibility requirement" for receipt of such information would be the request for it. However, under other circumstances, the "essential eligibility requirements" imposed by a public entity may be quite stringent.

ILLUSTRATION: The medical school at a public university may require those admitted to its program to have successfully completed specified undergraduate science courses.

PROVISIONS FOR SERVICES TO STUDENTS WITH DISABILITIES AND REASONABLE ACCOMMODATIONS

POLICY AND PROCEDURES

POLICY

The University of Missouri is committed to equal educational opportunities for qualified students without regard to disabling condition. The University, therefore, will take necessary action to ensure that no otherwise qualified student with a disability is denied access to any particular course or educational program. Such action includes an assessment of the student's abilities and an evaluation of the particular course or program.

IMPLEMENTATION PROCEDURES

It is the student's responsibility to self-identify, to provide current and adequate documentation of his/her disability and to request classroom accommodation, through the disability services office. A request for services will initiate an assessment of needs, including a documentation review and accommodations planning by DSS, involving consultation with faculty and/or other campus entities that may be affected in providing accommodations, and will be done on an individualized case-by-case basis. Initial determinations as to whether requested services and/or accommodations are required will be made by the coordinator of disability services based on results of the assessment of needs. If either the

faculty member of the disability coordinator disagrees with the prescribed accommodation, such disagreement shall be described in writing promptly and submitted to the Chancellor or his or her designee for resolution in a prompt manner.

The University will make reasonable modifications to its academic requirements, if necessary, to comply with legal requirements ensuring that such academic requirements do not discriminate or have the effect of discriminating on the basis of a student's known and adequately documented disability; unless the requested modification would require alteration of essential elements of the program or essential elements of directly related licensing requirements or would result in undue financial or administrative burdens. The divisional dean's office, in cooperation with the disabilities service coordinator and the department through which the requirement is fulfilled, will determine the appropriate modification of substitution. Any qualified student with a disability who believes that accommodations and/or auxiliary aid(s) will be necessary for participation in any course, course activity, or degree program must indicate a need for services to the designated disability services office at least six weeks prior to the beginning of the semester or degree program.

The disability services coordinator will oversee an assessment of the student's request for services and/or accommodations. If an unfavorable determination is made, the student may appeal the decision through the UM Discrimination Grievance Procedure for Students.

AIDS Policy Statement

Current knowledge indicates college and university students or employees with AIDS, ARC, or a positive antibody blood test do not pose a health risk to either students or employees in a usual academic or residential setting. The policy of University of Missouri is to permit students and employees with AIDS to continue to engage in as many of their normal pursuits as their condition allows. Managers should be sensitive to the medical problem and ensure that such employees are treated consistent with the treatment of other employees. Students will be allowed to continue their enrollment and activities (including continued residency in student housing) as long as they continue to meet academic standards and medical evidence indicates their conditions are not a threat to themselves or others. Every effort will be made to maintain confidentiality at all times.

The university also has a legitimate interest in the welfare of all students, employees, and visitors to the campus. Every reasonable precaution will be taken to minimize the risk that an employee's or student's condition will present a health and/or safety hazard to others.

The university will not discriminate against individuals with HIV infection, AIDS or ARC, but this protection does not include individuals with secondary infections or diseases that would constitute a direct threat to the health or safety of others who may because of the disease or infection be unable to perform duties of their employment. In such cases, the appropriate university personnel or student policy will determine what changes, if any, will be made in the student's or employee's academic or work program.

In the event of public inquiry concerning AIDS on campus, the Chancellor or the Chancellor's designee will provide appropriate information on behalf of the university. Existing policies regarding confidentiality of employee and student records will be followed.

Consistent with its concern for students and employees with AIDS, the university offers a range of resources through the AIDS Task Force on each campus and through other campus services.

- a. Student, employee, and management education and information;
- b. Referral to agencies and organizations that offer supportive services for life-threatening illnesses;
- c. Consultation to assist employees in effectively managing health, leave, and other benefits.

The AIDS Task Force on each campus will continue to meet periodically to review and update policy and to make recommendations as new medical facts become available. Each Task Force will continue to encourage programs to educate all members of the campus community about the reality of AIDS.

To address specialized needs, each campus is authorized to adopt and implement special policies related to AIDS which are consistent with this policy statement.

330.80 Maintaining a Positive Work and Learning Environment

1. The University of Missouri is committed to providing a positive work and learning environment where all individuals are treated fairly and with

respect, regardless of their status. Intimidation and harassment have no place in a university community. To honor the dignity and inherent worth of every individual student, employee, or applicant for employment or admission is a goal to which every member of the university community should aspire and to which officials of the university should direct attention and resources.

2. With respect to students, it is the university's special responsibility to provide a positive climate in which students can learn. Chancellors are expected to provide educational programs and otherwise direct resources to creative and serious measures designed to improve interpersonal relationships, to help develop healthy attitudes toward different kinds of people, and to foster a climate in which students are treated as individuals rather than as members of a particular category of people.

3. With respect to employees, the strength we have as a university is directly related to maintaining a positive work environment throughout the institution. The university should provide a positive recruiting and work environment focused on the duties and skills of the work to be performed. It is the expectation of the university that all employees and potential employees will be treated on the basis of their contribution or potential contribution without regard to personal characteristics not related to competence, demonstrated ability, performance, or the advancement of the legitimate interests of the university. The General Officers are expected to provide training programs for supervisors to assist in achieving this objective.

4. With respect to violations of the policy, faculty, staff and students may utilize their respective grievance procedures approved by the Board of Curators. The approved grievance procedures are as follows: Grievance procedure in Section 370.010 for faculty; grievance procedure in Section 380.010 for staff; and grievance procedure in Section 390.010 for students, and each such procedure shall be deemed as amended to include grievances filed under this policy. This policy shall not be interpreted in such a manner as to violate the legal rights of religious organizations, or military organizations associated with the Armed Forces of the United States of America.

Other Procedures or Regulations

Discrimination Grievance Procedure for Students 390.010

December 17, 1982, and January 25, 1990

A. GENERAL

1. It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the university on the basis of merit without discrimination on the basis of their race, color, religion, sex, national origin, age, or disability, or Vietnam era veteran status. Sexual harassment shall be considered discrimination because of sex.

2. To insure compliance with this policy, all University of Missouri prospective or enrolled students shall have available to them this student discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.

3. This grievance procedure neither supersedes nor takes precedence over established university procedures of due process for any and all matters related to Academic Dishonesty, Grade Appeals, Traffic Appeals, Disciplinary Appeals, or other specific campus procedures which are authorized by the Board of Curators and deal with faculty/staff responsibilities.

4. These proceedings may be terminated at any time by the mutual agreement of the parties involved.

NOTE: A grievance concerning specific incidents filed under this discrimination grievance procedure shall not be processed on behalf of any student who elects to utilize another university grievance procedure. In addition, the filing of a grievance under these procedures precludes the subsequent use of other university grievance or appeals procedures for the same incident.

B. DEFINITIONS

1. A complaint is an informal claim of discriminatory treatment. A complaint may, but need not, constitute a grievance. Complaints shall be processed through the informal procedure herein set forth.

2. A grievance is the written allegation of discrimination which is related to:

- a. Recruitment and admission to the institution.
- b. Admission to and treatment while enrolled in an education program.
- c. Employment as a student employee on campus.
- d. Other matters of significance relating to campus living or student life, including, but not limited to:

Assignment of roommates in resident halls; Actions of fraternities and sororities; Membership in and/or admission to clubs/organizations; Student Health Services; Financial aid awards.

3. A student is any person who has applied for admission or readmission, or who is currently enrolled, or who was a student of the university of Missouri at the time of the alleged discrimination.

4. Persons with disabilities--For the purpose of this student discrimination grievance procedure, a "person with a disability" has been substituted for "handicapped individual" (Section 504, Rehabilitation Act of 1973) and shall be defined as "any person who

- a. Has a physical or mental impairment which substantially limits one or more of such person's major life activities,
- b. Has a record of such impairment, or
- c. Is regarded as having such an impairment

For purpose of this definition, A "major life activity" means any mental or physical function or activity which, if impaired, creates a substantial barrier to employment and/or education.

Any reference in this document to written materials or to written or oral presentations within the student discrimination grievance procedure may be adjusted to accommodate persons with disabilities for whom the stated materials or required presentations would not be appropriate. Cost of such accommodation will be borne by the university, with no charge to the individual.

5. Appropriate Administrative Officer--The primary administrative officer on the staff of the Chancellor (in the area of Student Affairs/ Services, Administrative Services, Development, and Academic Affairs) having administrative responsibility for the unit in which the discrimination is alleged to have occurred.

6. Grievance Consultant--At any step the Director of Equal Opportunity or of Affirmative Action may be asked to serve as a consultant by any of the parties involved in this grievance procedure.

C. COMPLAINTS

1. Policies and Procedures--A student with a complaint will be provided with copies of appropriate policies and procedures pertaining to student complaints and grievances, and the Chief Student

Personnel Administrator or his/her designee and the Officer for Equal Opportunity or for Affirmative Action shall be available to assist the student in understanding the opportunities afforded through such policies and procedures. The student may choose to have an adviser participate in any stage of the grievance procedure, subject to the restrictions of the hearing procedures set forth in Section 390.010 F.

2. Joint Complaint--If more than one student is aggrieved by the same action, these students may, by mutual written agreement among themselves, file with the Chief Student Personnel Administrator a complaint and pursue their complaints jointly under this grievance procedure. If the number of students in such a case is so large as to make it impracticable for them to be heard individually in a joint proceeding, they may, by mutual agreement, elect one or more of their number to act on behalf of them all.

3. Students may informally discuss a complaint with the relevant supervising administrator. Every reasonable effort should be made to resolve the matter informally at this administrative level. If a satisfactory resolution is not reached, the student may pursue the matter through each level of administrative jurisdiction up to and including the Appropriate Administrative Officer, or file a grievance within the time specified in D.1.b.

4. Complaints Involving Recruitment

- a. Undergraduate applicants must first present complaints about recruitment to the Director of Admissions. If a satisfactory resolution is not reached, the applicant may appeal the matter to the immediate supervising officer of the Director of Admissions.
- b. Applicants for graduate study may request a meeting with the academic department head and the dean of the college, or their designees, who are actually involved in the recruitment effort to discuss the matter informally. If a satisfactory resolution is not reached, the applicant may appeal to the Dean of the Graduate School and finally to the Appropriate Administrative Officer.

5. Complaints Involving Admissions (Undergraduate or Professional)

- a. Undergraduate and professional student applicants shall present complaints to the Director of Admissions or to the dean of the school or college, depending upon where the application was originally filed.
- b. This university official shall compare the person's academic qualifications against the official university

admissions criteria and review the denial. If the denial is sustained, the applicant may appeal this decision to the official's immediate supervisor or to the appropriate admissions committee.

6. Complaints Involving Admissions (Graduate)-- Applicants to the Graduate School may ask for a meeting with the academic department head of the program to which the applicant was seeking admission.

This official shall explain the reasons for the denial of recommendation for admission. If a satisfactory resolution is not reached, the applicant may then appeal to the Dean of the Graduate School or to the appropriate admissions committee. If the denial is upheld, the applicant may appeal the decision to the appropriate administrative officer.

7. Complaints Involving Admissions to or Treatment in an educational Program or in the Granting of Assistantships - An undergraduate or graduate student enrolled at the institution who has a discrimination complaint involving admission to or treatment in an educational program or in the granting of assistantships may request a conference with the appropriate department head and with the dean of the school or college (or the dean's designee) to discuss the matter informally. If a satisfactory resolution is not reached, the student may present a grievance pursuant to Section 390.010 F.

8. Complaints Involving Nonacademic Matters Related to Campus Living and Student Life--A currently enrolled student who has a university-related complaint concerning discrimination in nonacademic matters including but not limited to assignment of roommates, actions of fraternities and sororities, membership in and/or admissions to clubs/organizations, student health services and financial aid awards may request a conference with the appropriate administrative supervisor, department head and/or director to discuss the matter informally. If a satisfactory resolution is not reached, the student may present a grievance pursuant to Section 390.010 D.

9. Complaints Involving Student Employment on Campus . A student enrolled at the university who alleges that discrimination occurred either in applying for work or while working as a student employee at a university job may request a conference with the supervisor, department head or director of the employing unit to discuss the matter

informally. If a satisfactory resolution is not reached, the student may present a grievance pursuant to Section 390.010 D.

10. Complaints Involving Financial Aid (Undergraduate, Graduate, Professional):

a. Undergraduate, graduate, and professional student aid applicants shall present complaints to the Director of Student Financial Aid where the application was originally filed or the award originally made.

b. This university official shall compare the person's financial and academic qualifications against the official university financial aid criteria and review the award, amount, or denial of the aid. If the original judgment is sustained, the applicant may appeal this decision to the official's immediate supervisor or to the appropriate financial aid committee.

D. INITIATING A GRIEVANCE

1. Policies and Procedures-- student with a grievance will be provided copies of appropriate policies and procedures pertaining to student complaints and grievances, and the Chief of Student Personnel Administrator or designee and the Office for Equal Opportunity or for Affirmative Action shall be available to assist the student in understanding the opportunities afforded through such policies and procedures. The student may choose to have an adviser participate in any stage of the grievance procedure, subject to the restrictions of the hearing procedures set forth in Section 390.010 F.

a. Joint Grievance--If more than one student is aggrieved by the same action, these students may, by mutual written agreement among themselves, file with the Chief Student Personnel Administrator a grievance and pursue their grievances jointly under this grievance procedure. If the number of students in such a case is so large as to make it impractical for them to be heard individually in a joint proceeding, they may, by mutual agreement, elect one or more of their number to act on behalf of all of them.

b. Regardless of their nature, all discrimination grievances are to be filed with the Chief Student Personnel Administrator. A grievance must have been filed by a student within one-hundred-eighty (180) calendar days of the date of the alleged discriminatory act.

2. Filing a Grievance

a. All grievances must be presented in writing and contain the following information:

1) A clear concise statement of the grievance which includes the name of the person(s) against whom the grievance is made, the date(s) of the alleged

discrimination and a statement describing the specific supporting evidence;

2) A brief summary of the prior attempts to resolve the matter which includes the names of persons with whom the matter was discussed and the results of those previous discussions;

3) A specific statement of the remedial action or relief sought.

b. Within seven (7) working days, the original grievance form with an explanation will be returned to the student if, in the judgment of the Chief Student Personnel Administrator, the statements are vague or do not meet the above requirement. The student may make the necessary corrections and resubmit the grievance within seven (7) days.

3. Any grievance not filed within the time limits specified in Section 390.010 D.1.B shall be deemed waived by the grievant. The Chief Student Personnel Administrator may extend the time limits only if adequate cause for an extension of the time limits can be shown by the student.

4. For informational purposes, copies of the grievance shall be forwarded to the Appropriate Administrative Officer and the Director of Equal Employment and/or Affirmative Action.

5. Within fifteen (15) working days of receipt of a grievance that satisfies the requirement of Section 390.010 D.1.b, the Appropriate Administrative Officer with the consent of the parties involved may establish an informal hearing with the aggrieved student, the responding faculty/staff/organization, the respondent's supervisor and the Appropriate Administrative Officer's designee. The Appropriate Administrative Officer shall not involve himself/herself in this meeting. If this informal means of resolving the grievance fails, a grievance committee will be impaneled as called for in Section 390.010 E.1.

E. FORMATION OF GRIEVANCE COMMITTEE

1. It is the Appropriate Administrative Officer's responsibility to initiate the selection of the grievance committee within fifteen (15) working days after the request for the formation of a grievance committee or after the completion of the informal hearing provided for in Section 390.010 F.5 without satisfaction to the grievant.

2. A grievance hearing panel shall be established by October 1 of each year from which a grievance

committee should be constituted. The panel shall consist of ten (10) faculty, ten (10) staff and ten (10) students. Selection of the panel will be made by the Chief Student Personnel Administrator from recommendations by the appropriate faculty, staff and student associations. Selection of membership will consider sex, race, disability, academic rank, student classification and employee classification. Membership on the hearing panel shall be for two years. A member's term shall expire on September 30 of the second year unless he/she is serving at that time on hearing committee still in the process of reviewing an unresolved grievance. In such case, the member's term shall expire as soon as the committee has submitted a written report of its findings and recommendations to the Appropriate Administrative Officer.

3. A hearing committee shall be composed of five (5) members. The grievant shall select two (2) members from the grievance hearing panel provided by the Chief Student Personnel Administrator. The responding faculty/staff/ organization shall select two (2) members from the grievance hearing panel. Both parties should have their selections made within 15 working days of the receipt of the request. The four committee members shall then select an additional member from the grievance hearing panel to serve as chair. Neither members of the immediate departmental unit nor student members of pertinent student organizations involved in the grievance shall be eligible to serve on the committee.

4. Any person selected to a grievance committee will be expected to serve on such committee and to be present at all sessions. If a member is absent from a single session, he/she will be required to review all tapes or transcribed proceedings of that session prior to the next meeting of the committee. Should a member be absent from two sessions or should a member request to be excused from service for reasons of illness, necessary absence from the campus or other hardship, then that member shall be replaced in the same manner used in the original selection (see Section 390.010 E.3). If a member is unable or ineligible to serve for whatever reason, the replacement shall review all tapes or written transcripts and all submitted evidence prior to service on the committee. Five members of the hearing committee, duly selected as in Sections 390.010 E.3 and E.4 must attend the opening and closing session of the hearing.

F. HEARING PROCEDURES FOR FORMAL GRIEVANCES

1. It shall be the responsibility of the Appropriate Administrative Officer to coordinate the procedures contained herein, to make provisions for hearing rooms, to coordinate secretarial and recording services and to otherwise serve the grievance committee as needed.

2. At the first organizational meeting of the grievance committee, the committee shall elect a chairperson from among the members to preside over subsequent meetings.

Then the chairperson shall schedule a hearing at the earliest convenient time when all affected parties can be present.

3. A quorum consists of a minimum of four members of the committee except as provided by Section 390.010 E.4.

4. The grievance committee shall invite the grievant and the responding person to all hearings. Attendance at the hearings shall be limited to persons who have an official connection with the case as determined by the chairperson. The grievant and the responding person may choose to be accompanied by an adviser. Others whose participation in the hearing is considered essential in order to assist the committee in establishing the facts of the case shall appear before the committee only long enough to give testimony and to answer questions of committee members.

5. It is within the duties and responsibilities of all members of a grievance committee to commit themselves to observe procedures consistent with fairness to all parties concerned. For example, it is a matter of principle that members of the grievance committee will not discuss a case with anyone outside of the hearing process and that their finding will not be influenced by anything other than the evidence presented to them in meetings in which all affected parties are present.

6. The grievance committee shall set forth the rules of procedure for the hearing within the guidelines set forth herein. The chairperson may, for good cause and with the concurrence of a majority of the entire committee, authorize deviation from the suggested format, in which case the principal parties shall be notified.

a. The grievant shall be heard first in all phases of a grievance hearing and shall be primarily responsible for the presentation of his/her position.

b. The adviser of the grievant or respondent may advise that person and may briefly explain his or her position but shall not be permitted to testify or to cross-examine.

c. A reasonable time limit should be established for opening and closing statements and shall be announced prior to the hearing.

d. Length of hearing sessions may be established in advance; every effort should be made to conduct the hearing as expeditiously as possible, with equal fairness to both parties.

e. The interested parties shall provide the chairperson with the names of the adviser and potential witnesses at least forty-eight (48) hours prior to the hearing. It is the responsibility of the interested party, working with the chairperson, to ensure the presence of these individuals in a timely manner.

f. After initial witnesses for both parties have been heard, such witnesses may be recalled for additional questioning if requested by either party or the grievance committee. The committee may call new witnesses whose testimony it deems relevant or helpful.

g. In order to promote the truthful, unfettered exchange of information and ideas, all testimony pertaining to the grievance hearing shall be held in confidence.

h. Only evidence relevant to the grievance may be introduced. Questions regarding the admissibility of evidence shall be decided by the chairperson.

7. At any point in the proceedings prior to the time at which the committee reaches its final decision, the grievant may withdraw any portion or all of the grievance with the consent of a majority of the committee members and of the respondent. In all cases of withdrawal at the consent of the committee and of the respondent, the grievant shall not have the privilege of reopening the same grievance at any time in the future. In the event that the student refuses to participate further in the committee hearing, the committee may choose to continue the case or to move to closure with an appropriate closing statement as per Section 390.010 F.9.

8. A confidential tape recording of the grievance hearing shall be made and will be accessible to the parties involved, the committee, the Appropriate Administrative Officer, the Chancellor, the President, members of the Board of Curators and authorized representatives on a need-to-know basis. Either party to the grievance may request that the committee provide a written transcript of testimony. The cost of preparation of such a transcript is to be paid by the party making such request unless Section 390.010

B.4 is applicable. After the report of the grievance committee has been prepared, the tapes and relevant materials will be sealed and filed in the Appropriate Administrative Office. Unless extraordinary circumstances apply, these materials will be destroyed at the end of five years.

9. At the conclusion of the grievance hearing, the members of the grievance committee shall meet in closed session to deliberate upon their findings. A majority vote of the entire committee shall be required on all decisions. The grievance committee shall make a written report on findings and recommendations to the Appropriate Administrative Officer of the university, with copies to the grievant(s) and the responding person(s). The written report will contain:

- a. A statement of the purpose of the hearing,
- b. Issues considered,
- c. A summary of the testimony and other evidence presented,
- d. Findings of fact as developed at the hearing, and
- e. Recommendations for final disposition of the case.

10. The Appropriate Administrative Officer will make his/her decision. This decision and the actions that have been taken shall be presented to both parties in writing. If the administrative officer does not accept the recommendations of the grievance committee, a written statement of the reasons for so ruling must be given to both parties and to the chairperson of the committee.

11. If requested by the grievant or the responding party, normally within seven (7) calendar days of the notification of the decision, the decision of the Appropriate Administrative Officer may be subject to a review of the records by the Chancellor. Any review and decision by the Chancellor shall be made normally within thirty (30) calendar days. The decision of the Chancellor can be appealed to the President, who shall have thirty (30) calendar days in which to make a decision, which shall be final

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