

**POL SCI 6401 Introduction to Policy Research (3)**

Same as P P ADM 6010. Procedures for testing explanations, including research design, principles of measurement, probability sampling, methods of data collection, and techniques for analyzing data.

**POL SCI 6402 Intermediate Techniques in Policy Research (3)**

Prerequisites: Graduate standing and POL SCI 6401. Elementary distribution theory, statistical inference, and an introduction to multiple regression. Emphasis on practical applications.

**POL SCI 6403 Advanced Techniques in Policy Research (3)**

Prerequisites: Graduate standing and POL SCI 6402. Selected topics in policy research emphasizing forecasting, modeling, and estimation.

**POL SCI 6404 Multi-Method Research Design (3)**

Prerequisites: POL SCI 6403 or consent of instructor. Develops policy research skills that combine qualitative and quantitative social science tools and applies an appropriate mix of these tools to specific policy problems. Topics include alternative approaches to causal analysis, levels of analysis, triangulation from a variety of qualitative and quantitative research techniques, building contextual effects into multiple research projects, techniques for assessing alternative program theories and clarifying implicit assumptions, and meta-analysis of secondary data sources.

**POL SCI 6405 Directed Readings in Research Methods (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6406 Survey Research Methods (3)**

Prerequisites: An introductory statistics course (such as SOC 3220 or consent of instructor. 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.

**POL SCI 6410 Introduction to Policy Analysis (3)**

Same as P P ADM 6000. Systematic development of a critical/analytic base for dealing with public policy.

**POL SCI 6415 Directed Readings and Research in Public Policy (1-10)**

Same as P P ADM 6150. Prerequisite: Consent of Instructor. Independent study through readings, reports, research projects, and conferences. May be repeated for credit, provided the subject matter is different.

**POL SCI 6419 Cases in Public Policy Analysis (3)**

Intensive analysis of several public policy cases. Cases will be problem-solving exercises in areas such as personnel management, program financing, budget preparation, and planning.

**POL SCI 6420 Proseminar in Public Law (3)**

Prerequisite: Graduate standing. Study of judicial systems and processes (judges, courts, litigants, and juries) and evaluation of legal policies (compliance, impact, and deterrence).

**POL SCI 6421 Seminar in Public Law (3)**

Research problems and designs, models and approaches to the study of public law. May be repeated for credit when the subject matter is different.

**POL SCI 6422 Law, Courts, and Public Policy (3)**

Prerequisite: Graduate standing. Analysis of public policies, as represented by laws, court decisions, and agency adjudication, judicial review, discrimination, affirmative action, urban planning, social welfare, intergovernmental relations, environmental law, freedom of information, and privacy concerns will be surveyed. The relationship between courts and the Constitution, courts and legislatures, and courts and the administrative process will be stressed.

**POL SCI 6425 Directed Readings and Research in Public Law (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6430 Proseminar in American Politics (3)**

Study of individual and group political behavior, including socialization, participation, consensus formation, representation, and legislative and judicial behavior.

**POL SCI 6431 Seminar in American Politics (3)**

Research problems and design in American political process and behavior. May be repeated for credit when the subject matter is different.

**POL SCI 6433 Elections, Public Opinion, and Public Policy (3)**

Prerequisite: Graduate standing. This course provides an opportunity for graduate students to examine electoral politics and democratic governance. It includes an historical review of the dynamics of the American party system, paying particular attention to the ways that politicians translate social and economic change into the political system. It surveys the scientific community's understanding about mass political behavior, covering such topics as the nature of political beliefs, partisanship, political trust, tolerance, ideology, motives

for participation, and so on. Then it gives particular attention to the instruments that seem to shape public opinion - the family, the social peer group, and the mass media. Finally, it presents analyses of the contemporary political system in terms of the links between citizen preferences, electoral outcomes, and the government's provision of public policies.

**POL SCI 6435 Directed Readings and Research in American Politics (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6440 Proseminar in Public Administration (3)**

Same as P P ADM 6400. 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.

**POL SCI 6441 Seminar in Public Administration (3)**

Research problems and design in public administration. May be repeated for credit when the subject matter is different

**POL SCI 6442 The Policy Process (3)**

Prerequisite: Graduate standing. The course will require a major research project using federal documents and other primary sources of information about the United States policy process. Topics will include the sources of public policy; the policy agenda; policy design, legitimation, and implementation.

**POL SCI 6443 Health Care Policy (3)**

Prerequisite: Graduate standing or consent of instructor. Same as P P ADM 6430 GERON 6443, SOC 6443, and SOC WK 6443. (MSW students will normally take the social policy foundation course before 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.

**POL SCI 6444 Seminar in Public Policy and Aging (3)**

Same as P P ADM 6444, GERON 6444 and SOC 6444. Prerequisite: Consent of instructor. 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.

**POL SCI 6445 Directed Readings and Research in Public Administration (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6446 Selected Topics in Health Care Policy (3)**

Same as P P AD 6460 and SOC 6446. Prerequisite: Consent of instructor. The study of specialized issues and methods relating to health care policy. May be repeated for credit, provided the subject matter is different.

**POL SCI 6447 Seminar in Public Policy (3)**

Prerequisite: Graduate Standing. Research seminar aimed at producing a substantial research project in the areas of public policy processes and outcomes. The seminar may focus on specific policy processes such as agenda-setting, policy formulation, or policy adoption, or it may focus on the politics of specific policy areas such as environmental programs, social legislation or regulation. May be repeated for credit when the subject matter is different.

**POL SCI 6448 Political Economy and Public Policy (3)**

Prerequisite: Graduate standing. This course examines political economy in its contemporary manifestations as public choice and as the study of the ways in which institutional power shapes economic policies and performance. The course explores the origins and major concepts of political economy, the institutions of economic policy-making and economic policies in the U.S. It emphasizes the consequences of budget constraints, inflation, unemployment, and sectoral decline on the design and administration of public programs at all levels of government.

**POL SCI 6449 Human Resources in the Public Sector (3)**

Prerequisite: P P ADM 6600 or consent of instructor. Same as SOC WK 6449 and P P ADM 6490. 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.

**POL SCI 6450 Proseminar in Comparative Politics (3)**

Classification and topology of political systems; structural-functional analysis; political culture, ideology, affiliation and participation; decision-making processes; political roles; organization of authority.

**POL SCI 6451 Seminar in Comparative Politics (3)**

Research problems and design in comparative politics. May be repeated for credit when the subject matter is different.

**POL SCI 6452 Public Policy of Conservation and Sustainable Development (3)**

Same as BIOL 6250. Prerequisites: Graduate standing in Political Science or Biology and consent of instructor. Prior course in ecology recommended. This course will introduce the student to concepts and techniques for formulating, implementing, and analyzing public policy with an emphasis on environmental concerns, conservation, and sustainable development. The course will be team-taught by a political scientist and a biologist. Course materials will include case studies that demonstrate the special problems of environmental policymaking in developing and developed economies.

**POL SCI 6455 Directed Readings and Research in Comparative Politics (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6457 Seminar in East Asian Politics (3)**

Prerequisite: Graduate standing or consent of instructor. Study of concepts and research on the political culture, ideology, groups, political processes and institutions, and policy outcomes in the Chinese and/or Japanese political systems.

**POL SCI 6461 Seminar in Political Theory (3)**

Research problems and design in political theory. May be repeated for credit when the subject matter is different.

**POL SCI 6465 Directed Readings and Research in Political Theory (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6470 Proseminar in Urban Politics (3)**

Examination of the relationships among the social, economic, and political systems of urban areas. Urban political structure, patterns of influence, political participation, and communication and political change. Special attention to problems of access to and control of urban political systems.

**POL SCI 6471 Seminar in Urban Politics (3)**

Research problems and design in urban and regional politics. May be repeated for credit when the subject matter is different.

**POL SCI 6475 Directed Readings and Research in Urban Politics (1-10)**

Independent study through readings, reports, and conferences.

**POL SCI 6480 Proseminar in International Relations (3)**

Examination of various approaches to the study of international politics and foreign policy, focusing on studies of conflict, decision making, international political economy, and related topics. Included are realist, idealist, and Marxist perspectives.

**POL SCI 6481 Seminar in International Relations (3)**

Research problems and design in international politics. May be repeated for credit when the subject matter is different.

**POL SCI 6482 International Political Economy (3)**

Prerequisite: Graduate standing. This course will examine the theoretical and policy issues of international political economy. In particular, it will focus on the politics of international trade, finance and investment. It will also analyze the themes of interdependence, hegemony, and dependency, as well as consider relations between developed and developing countries. Finally, the relative usefulness of liberal, Realist and Marxist approaches to the study of international political economy will be weighed.

**POL SCI 6485 Directed Readings and Research in International Relations (1-10)**

Independent study through readings, reports, research projects, and conferences.

**POL SCI 6488 Studies in International Relations (1-6)**

Prerequisite: Graduate standing. Selected topics in international studies. May be repeated for credit provided the topic of the course is different each time.

**POL SCI 6490 Strategic and Program Planning for Nonprofit Organizations (3)**

Prerequisites: Graduate standing or consent of instructor. Same as P P ADM 6550 and SOC WK 6491. Strategic and program planning enable an organization to concentrate on efforts and set priorities guided by a mission, a 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.

**POL SCI 6494 Thesis Research (1-10)**

Arranged.

**POL SCI 6495 Internship (1-6)**

Independent study involving work with an appropriate public or private agency.

**POL SCI 6499 Directed Dissertation Proposal Research (3)**

Prerequisites: Consent of Instructor. Supervised study through readings and research leading to the preparation of a dissertation proposal plan. Open to doctoral students who have completed at least 42 hours of course work. The proposal plan will indicate the following: statement of research question, importance of the problem, literature review and research design.

**POL SCI 7499 Dissertation Research (1-10)**

Arranged.

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## Pre-Professional Programs

### **UMSL Home**

Students at the University of Missouri-St. Louis may develop pre-professional study programs from the university's academic offerings in architecture, engineering, dentistry, journalism, law, medicine, optometry, pharmacy, or veterinary sciences. With early and careful advising, students may develop a two-year study program in preparation for transfer into a professional program in the junior year, or select a major field of study in preparation for graduate professional study.

Students should seek pre-professional faculty advisers in their interest area early in their academic careers to ensure development of sound, comprehensive study programs that fulfill the admission requirements of the professional program to which they wish to apply.

The following information on pre-professional study at UMSL is provided to give students minimal guidelines and assistance in planning a program.

### **Pre-Architecture**

The Department of Art and Art History sponsors the 3+4 Program for the School of Architecture at Washington University. A student accepted to the School of Architecture, Washington University at the end of the junior year may graduate with a Bachelor of Arts degree in art history from UMSL 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 the art history major and lacks only the total hours (electives) necessary for a degree. (The courses at Washington University will fulfill all remaining courses.)
2. A student who has not completed required courses for the art history degree must remedy the deficiency with courses taken at the UMSL 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 professional school.
3. A student who has not completed all the courses required for the art history major may, if the art and art history department at UMSL approves, 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 UMSL shall be waived where necessary for students graduating under this procedure. For more information on admission requirements, please contact the College of Arts and Sciences at (314) 516-5501, 303 Lucas Hall.

### **Pre-Journalism**

Students wishing to pursue a journalism degree should review the entrance requirements of the schools they would like to attend for information on suggested pre-journalism courses of study.

Students who plan to major in journalism at the University of Missouri - Columbia (MU) are encouraged to transfer no more than 45 hours, since a cumulative 3.0 gpa must be established at MU for at least one semester to qualify for admission. In addition, students must complete 61 acceptable hours that include the required courses listed below.

**English Composition:** ENGL 1100-Freshman Composition, 3 hours, grade of B or higher. If a C- range grade is received, the student must pass the Missouri College English Test (MCET) on the UMC campus. Advanced Placement (AP) English Composition credit or International Baccalaureate test credit will be accepted for incoming freshmen admitted to UMC fall semester 2002 and after.

**Math:** Students must complete College Algebra with a grade of C- or higher or have a minimum ACT math score of 26 or a minimum SAT score of 600.

**Foreign Languages:** Four years of high school work in one foreign language or 12-13 hours of college work in one foreign language.

**Biological, Mathematical, Physical Science:** MATH 1310 - Elementary Statistics (C- or better) **plus** six hours from biological anthropology, biology, chemistry, astronomy, geology, physics, above college algebra level math or computer science.\* One course must include a lab. **Please note:** College Algebra is the

prerequisite course for statistics at UMC and UMSL.

\* CMP SCI 1250 – Introduction to Computing.

**Social Science:** Fourteen hours are required to include American History; American Government/Introduction to Political Science; Microeconomics; Macroeconomics; and three hours in a behavioral science (psychology, sociology, or anthropology, but not ANTHRO 1005).

**Humanistic Studies:** Nine hours are required to include three hours in any literature, **plus** two courses from TWO of the following areas: history or appreciation of art or music; humanities; philosophy; religious studies; non-U.S. civilization or classical studies; history or appreciation of communication, film or theatre.

**In addition, word processing skills are required (40 words per minute). A minimum TOEFL score of 600 is required for students whose native language is not English.**

Nontransferable courses at the School of Journalism include: basic military science, basic physical education, word processing or computer applications, typing or practical arts/vocational technical education courses, photography, public relations, advertising, journalism or mass communication, orientation, professional skills, college preparatory, and no more than three hours maximum of applied music, dance, acting or studio art.

Students are required to take four journalism courses (with minimum C-) at UMC prior to admission to the school: JOURN 1010 – Careers in Journalism (freshmen year), JOURN 1100 – Principle American Journalism (second semester, freshmen year), JOURN 2100 – News (sophomore year), and JOURN 2000 – Cross Culture Journalism (sophomore year). The English composition requirement must be satisfied prior to enrollment in JOURN 2000 and JOURN 2100. Completion of 15 hours and a minimum MU 2.75 GPA are required for JOURN 1100. Sophomore standing (30 hours) and a minimum 2.8 GPA MU are required for JOURN 2100 (English Composition with minimum B grade and J1100 are prerequisites and JOURN 2000 (JOURN 1100 is prerequisite).

The School computes the grade point average for transfer students based on courses accepted toward admission until a MU GPA is established. The School uses the MU GPA for enrollment in the preliminary journalism courses and for acceptance to the sequences.

**Admission is** by emphasis area. Emphasis areas are Convergence Journalism, Magazine Journalism, Newspaper Journalism, Radio-TV Journalism, Strategic Communications and Photojournalism.

The School accepts credit through the College-Level Examination Program (CLEP – subject exams only), Advanced Placement Program (AP), and the International Baccalaureate (IB) program. Regulations apply.

**Courses can be reviewed for credit by sending official transcripts to:**

Admissions, 230 Jesse Hall, Columbia, MO 65211.

For advisement and information, contact the Office of Undergraduate Student Affairs in the College of Arts and Sciences, 303 Lucas Hall, 314-516-5501.

### **Pre-Law**

Students planning to attend law school must pursue an undergraduate degree of their choice. There is no such thing as a pre-law major. Law schools encourage students to pursue a course of study that includes a broad liberal arts background. The pre-law advisor will assist students in choosing courses that will enhance their analytical and writing skills.

English language and literature courses are critical. An awareness of the institutional processes of government obtained through study in political science is also needed. Since law is inseparable from historical experience, an acquaintance with American history is important. Students should acquire knowledge of macro- and microeconomics. Statistics, accounting, and computer science are valuable in understanding special legal subjects and the practice of law. Other recommended courses include formal logic, public speaking, general psychology, intro sociology, ethics, theories of justice, and courses that promote cultural awareness.

The University of Missouri has law schools in Columbia and Kansas City. University of Missouri-St. Louis students may seek assistance in planning an undergraduate program, preparing for the LSAT, and applying to law school in the office of the pre-law adviser. Students should contact the pre-law adviser through the College of Arts and Sciences, 303 Lucas Hall, (314) 516-5501, early in their undergraduate studies.

### **Pre-Health Sciences**

Students wishing to enter medical, dental, optometry, or veterinary medicine schools should pursue B.A. or B.S. degrees with majors in the disciplines of their choice, but should take whatever additional courses may be necessary as prerequisites for admission to the professional school.

A baccalaureate degree is generally not required before entering pharmacy school.

Since admission requirements vary, students are urged to consult the catalogs of the schools to which they intend to apply. Updated information may be found in:

**Medical School Admission Requirements (MSAR)\*\***

Phone: 1-202-828-0416; Website: [www.aamc.org](http://www.aamc.org)

**American Dental Education Association Official Guide to Dental Schools**

Phone: 1-202-289-7201; Website: [www.adea.org](http://www.adea.org)

**Schools and Colleges of Optometry Admission Requirements**

Phone: 1-301-231-5944; Website: [www.opted.org](http://www.opted.org)

**Pharmacy School Admission Requirements**

Phone: 1-703-739-2330; Website: [www.aacp.org](http://www.aacp.org)

**Veterinary Medical School Admission Requirements in the United States and Canada**

Phone: 1-202-371-9195; Website: [www.aavmc.org/](http://www.aavmc.org/)

**\*\*A copy of the MSAR is also available at the reference desk of the Thomas Jefferson Library.**

**Suggested Courses (Pre-Med, Pre-Dental, Pre-Vet)**

Many medical schools recommend the following undergraduate courses:

**Biology:** BIOL 1811, Introductory Biology: From Molecules to Organisms; BIOL 1821, Introductory Biology: Organisms and the Environment; BIOL 2012, Genetics; and additional courses in molecular and/or cell biology.

**Chemistry:** CHEM 1111, Introductory Chemistry I; CHEM 1121, Introductory Chemistry II; CHEM 2612, Organic Chemistry I; CHEM 2622, Organic Chemistry II; CHEM 2633, Organic Chemistry Lab; and additional courses in organic chemistry and quantitative analysis. (Biochemistry is recommended.)

**Mathematics:** Students should take courses at least through calculus, as appropriate for the major degree, MATH 1100, Basic Calculus or MATH 1800, Analytical Geometry & Calculus I for biology majors; through MATH 2000, Analytical Geometry and Calculus III for chemistry majors; and through MATH 2020, Introduction to Differential Equations for physics majors. Consult with the Pre-Health Sciences advisor to determine the appropriate course(s).

**Physics:** 8 credit hours or as appropriate for the degree chosen, PHYSICS 1011 & 1012-Basic Physics (biology majors), OR PHYSICS 2111, Physics: Mechanics and Heat and PHYSICS 2112, Physics: Electricity, Magnetism and Optics (chemistry or physics majors). Consult with the Pre-Health and Sciences advisor.

Successful completion of these recommended courses also helps students prepare for required standardized exams.

Since students are not confirmed for admission to professional schools until the science requirements for admission are fulfilled, students should meet the science requirements before the end of the junior year. **To complete these requirements in time, BIOL 1811, Introductory Biology: from Molecules to Organisms as well as CHEM 1111 and 1112, Introductory Chemistry I and II should be taken during the freshman year.**

Students also should take the required national standardized examination before or during the junior year as is appropriate for the exam: The Medical College Admission Test (MCAT) for pre-med students; the Dental Aptitude Test (DAT) for pre-dental students; the Optometry Admission Test (OAT) for pre-optometry students; and the Pharmacy College Admission Test (PCAT), (if required) for pre-pharmacy students; and the Medical College Admission Tests or Graduate Record Exam (GRE) for pre-vet students. (Note: pre-vet students should consult with their intended veterinary colleges for appropriate test information.)

Each year the number of applicants to health profession schools exceeds the number of available places. Students, therefore, are encouraged to have alternative plans should they not gain entrance. Nursing, laboratory technology, and allied health may be considered as alternative fields.

For more information, testing dates, or pre-health science advising, contact the pre-health professions adviser through the College of Arts and Sciences, 303 Lucas Hall, (314) 516-5501.

**Pre-Optometry**

The University of Missouri-St. Louis offers a four-year program of study leading to the doctor of optometry degree; this professional degree is administered by the College of Optometry. It is one of only 17 currently accredited schools of optometry in the United States and the only one in the state of Missouri. This program, as a result, makes UMSL an ideal institution for pre-optometry education. Various programs are available for pre-optometry as noted below.

Students may pursue a traditional 4 + 4 program, which is a bachelor's degree followed by the four-year graduate optometry program. In this case, students may pursue any bachelor's degree, as long as the pre-optometry requirements are met in biology, chemistry, math, physics, psychology and English.

Alternatively, the Department of Biology, the Department of Physics and Astronomy, and Department of Chemistry sponsor 3+4 Programs for the UMSL College of Optometry, for which a student may be admitted to the College of Optometry after completing three years (90 semester hours) of study in their respective majors and successful completion of the Optometry Admission Test (OAT). (See your specific department for undergraduate degree requirements.)

The Pierre Laclède Honors College and the College of Optometry also offer the Scholars Program, which allows a student to complete both the undergraduate and doctor of optometry degrees in seven years. To qualify for this program, a student must be a senior in high school; score a minimum composite of 27 on the ACT; and be accepted to the UMSL Pierre Laclède Honors College program. For more information about the Scholars Program, contact the Pierre Laclède Honors College, (314) 516-7769.

For the programs described above (Scholars or 3+4), the undergraduate degree is granted when the student satisfactorily completes the first year of the professional program and has met all of the conditions for the specific undergraduate degree for which the student has applied. 1) All general education requirements and all requirements for the biology or physics major, or other major, except electives, must be completed. 2) Any deficiency in required courses must be remedied with courses taken at UMSL within three years after entering the College of Optometry. 3) Up to 6 hours from the College of Optometry may be substituted for undergraduate degree in Biology with approval of the Department of Biology. 4) Up to six hours is used to satisfy degree requirements in biology, and 14 hours in physics to complete the B.S. in Physics degree. For more information, contact the Department of Biology, (314) 516-6200 or the Department of Physics and Astronomy at (314) 516-5931. The Department of Chemistry offers a similar program, and may require summer research in order to complete the degree requirements for a B.A. or B.S. in Chemistry. For more information, please contact the Department of Chemistry and Biochemistry at (314) 516-5311.

In some cases, students are admitted to the optometry program without a degree.

Note: Math 1800, Analytical Geometry and Calculus I must be taken in the first semester for most 3+4 or Scholars Programs.

For more information on admission requirements for the College of Optometry, please refer to the Optometry section of this Bulletin.

### Pre-Pharmacy

In general, a pharmacy program may consist of 1-3 years of pre-professional study followed by 4-5 years in a professional program. Some institutions, however, offer the entire program at the pharmacy college or school. **Since entrance requirements vary, students should consult the catalog and/or web site of the college or school to which they want to apply.** Missouri has two pharmacy schools: St. Louis College of Pharmacy, and University of Missouri-Kansas City School of Pharmacy. Beginning Fall 2005, the metropolitan area also includes Southern Illinois University Edwardsville School of Pharmacy. Internet links for these and other pharmacy programs in the United States, Canada and abroad can be found at the web site for the American Association of Pharmacy Colleges, [www.aacp.org](http://www.aacp.org).

Before taking any courses for pre-pharmacy, UMSL students should contact the College of Arts and Sciences, 303 Lucas Hall, for pre-pharmacy information. It is important that students take the correct courses for the pharmacy programs they are seeking. **Generally**, science admission requirements may include **some or all** of the courses listed below (**and possibly other courses**):

**BIOL 1811**, Introductory Biology: From Molecules to Organisms  
**BIOL 1821**, Introductory Biology: Organisms and the Environment  
**BIOL 1131**, Human Physiology and Anatomy I  
**BIOL 1141**, Human Physiology and Anatomy II  
**CHEM 1111**, Introductory to Chemistry I  
**CHEM 1121**, Introductory to Chemistry II  
**CHEM 2612**, Organic Chemistry I  
**CHEM 2622**, Organic Chemistry II  
**CHEM 2633**, Organic chemistry Laboratory  
**MATH 1800**, Analytical Geometry and Calculus I  
**PHYSICS 1011**, Basic Physics  
**PHYSICS 1012**, Basic Physics

Usually, pre-pharmacy requirements also include courses in **English composition, humanities, social and behavioral sciences**. The specific pharmacy school or college specifies these requirements. In addition, many pharmacy institutions require applicants to take the Pharmacy College Admission Test (PCAT). Detailed information about the PCAT is available online at [www.pcatweb.info](http://www.pcatweb.info). For additional information about application deadlines and procedures, gpa requirements, and letters of recommendation, students should consult the catalogs and/or web sites for the programs they intend to apply.

Pre-Pharmacy advising and information is available through the Office of Undergraduate Student Affairs in the

College of Arts and Sciences, 303 Lucas Hall, 314-516-5501.

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### Faculty

**George T. Taylor**, Professor, Chairperson  
Ph.D., University of New Mexico

**James A. Breugh**, Professor+  
Ph.D., Ohio State University

**Robert J. Calsyn**, Professor, Emeritus  
Ph.D., Northwestern University

**Robert N. Harris**, Clinical Professor  
Ph.D., University of Kansas

**Edmund S. Howe**, Professor Emeritus  
Ph.D., University of London

**Samuel J. Marwit**, Professor Emeritus  
Ph.D., State University of New York at Buffalo

**Miles L. Patterson**, Professor,  
Ph.D., Northwestern University

**Robert H. Paul**, Professor, Director, Doctoral Program in Behavioral Neuroscience  
Ph.D., University of Oklahoma Health Sciences Center

**Jayne E. Stake**, Professor Emeritus  
Ph.D., Arizona State University

**Brian Vandenberg**, Professor  
Ph.D., University of Rochester

**Dominic J. Zerbolio, Jr.**, Professor Emeritus  
Ph.D., Michigan State University

**Carl Bassi**, Associate Professor'  
Ph.D., Vanderbilt University

**Steven E. Bruce**, Associate Professor, Director, Center for Trauma Recovery  
Ph.D., Virginia Commonwealth University

**Michael G. Griffin**, Associate Professor, Associate Chairperson  
Ph.D., University of Missouri-St. Louis

**Therese M. Macan**, Associate Professor, Director, Doctoral Program in Industrial/ Organizational Psychology  
Ph.D., Rice University

**Thomas Meuser**, Associate Professor and Director of Gerontology,  
Ph.D., University of Missouri-St. Louis

**Jennifer Siciliani**, Associate Teaching Professor, Director, Academic Advising  
Ph.D., University of Tennessee-Knoxville

**Ann M. Steffen**, Associate Professor, Director, Doctoral Program in Clinical Psychology  
Ph.D., Indiana University

**Mark E. Tubbs**, Associate Professor,  
Ph.D., University of Houston

**Barbara Bucur**, Assistant Professor  
Ph.D., University of Akron

**Jerry H. Dunn**, Assistant Clinical Professor#  
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**Tara Galovski**, Assistant Professor  
Ph.D., University of Albany-State University Of New York

**Deana L. Jefferson**, Assistant Clinical Professor  
Ph.D., University of Missouri-St. Louis

**Brenda A. Kirchhoff**, Assistant Professor  
Ph.D., Boston University

**Matthew Kliethermes**, Assistant Clinical Professor#  
Ph.D., St. Louis University

**John P. Meriac**, Assistant Professor

Ph.D., University of Tennessee  
**Stephanie Merritt**, Assistant Professor  
Ph.D., Michigan State University  
**Zoë Peterson**, Assistant Professor  
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**Megan Schacht**, Assistant Clinical Professor#  
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**Matthew J. Taylor**, Assistant Professor  
Ph.D., University of Missouri-St. Louis  
**Kamila S. White**, Assistant Professor  
Ph.D., Virginia Commonwealth University  
**Gary A. Morse**, Adjunct Professor  
Ph.D., University of Missouri-St. Louis  
**Larry O'Leary**, Adjunct Associate Professor  
Ph.D., Saint Louis University  
**John W. Rohrbaugh**, Adjunct Associate Professor  
Ph.D., University of Illinois-Urbana Champaign  
**David E. Smith**, Adjunct Associate Professor  
Ph.D., Colorado State University  
**Alene S. Becker**, Adjunct Assistant Professor  
Ph.D., University of Missouri-St. Louis  
**Lee Konzak**, Adjunct Assistant Professor  
Ph.D., University of Missouri-St. Louis  
**Sandra K. Seigel**, Adjunct Assistant Professor  
Ph.D., Saint Louis University  
**Mary K. Suszko**, Adjunct Assistant Professor  
Ph.D., University of Missouri-St. Louis  
**David F. Wozniak**, Adjunct Assistant Professor  
Ph.D., Washington University

\*Primary appointment in the School of Social Work

+ Primary appointment in the College of Business Administration

' Primary appointment in College of Optometry

# Primary appointment in Kathy J. Weinman Children's Advocacy Centre

## General Information

### Psychology Academic Advising Office

Undergraduate psychology majors and other students interested in majoring or minoring in psychology are encouraged to visit the Psychology Undergraduate Advising Office (110 Stadler) to receive specific information on degree requirements and course offerings, discuss questions about career options, and receive information about graduate work in Psychology. Students will minimize waiting time and will be assured one-to-one attention from an advisor by calling (314) 516-4561 to schedule an appointment ahead of time. Office hours for the Psychology Academic Advising office as well as additional information for psychology majors can be obtained by e-mailing: [psy\\_advising@umsl.edu](mailto:psy_advising@umsl.edu).

### Career Outlook

The undergraduate major in Psychology can provide the foundation for further training in psychology at the graduate level, the background necessary for graduate training in other fields such as social work and counseling, or the liberal arts background necessary for entry level positions in many fields such as business, communication, and some human service and health care positions. For more career information please schedule an appointment with an advisor in the Psychology Academic Advising Office (Room 110 Stadler, [psy\\_advising@umsl.edu](mailto:psy_advising@umsl.edu)). To function specifically as a psychologist, a graduate degree is required. Students with such an interest should plan for this additional training. Much of this preparation must take place during the student's undergraduate studies. For additional information, visit the [American Psychological Association website](http://www.apa.org).

### Facilities

The department has several animal and human experimental laboratories, equipped with a wide range of psychophysiological equipment. The department also operates three facilities (Community Psychological Service, the Center for Trauma Recovery, and Children's Advocacy Services of Greater St. Louis) which provide training opportunities for the doctoral students in the psychology program as well as providing psychological assessment and treatment services for citizens in the region.

### Undergraduate Programs: Overview

**Bachelor of Arts Degree.** The Psychology department offers work leading to the Bachelor of Arts (BA) degree in Psychology.

**Minor in Psychology.** The department offers a minor in Psychology to students who have a special interest in this field but wish to major in another discipline.

**2+3 B.A. in Psychology and M.S. in Gerontology**

This is an accelerated program which allows students to receive a Bachelor of Arts degree in psychology and Master of Arts in Gerontology after completing 138 credit hours in a carefully prescribed program. A full description of program requirements and procedures is available from the Psychology department or from the Gerontology Program office.

**Graduate Programs: Overview**

**Masters Degree.**

The department offers a terminal M.A. in General Psychology, with a specialization in either Industrial/Organizational Psychology or Behavioral Neuroscience.

**Doctoral Degrees.**

The department offers three options within its Ph.D. Program: Clinical Psychology, Behavioral Neuroscience, and Industrial/Organizational Psychology.

**Graduate Certificate in Trauma Studies.**

This is an 18 credit hour graduate certificate program.

**Clinical Psychology Respecialization-Advanced Graduate Certificate Program.**

This program is designed for individuals who already have a doctorate in psychology who wish to receive specialty training in clinical psychology.

**Undergraduate Programs in Depth**

**General Education Requirements**

Majors must satisfy the university and college General Education Requirements. Selected courses in Psychology may be used to meet the social sciences requirement.

**Requirements for the Minor**

Candidates must complete a minimum of 15 hours of courses taught by or cross-listed with the Psychology Department, including at least 6 hours at the 3000 or 4000 level level (no more than 3 of these can be PSYCH 3390). Candidates must have a cumulative grade point average of 2.0 or better in the minor. Psychology courses taken on a satisfactory/unsatisfactory basis may not be applied to the minor.

**Bachelor of Arts in Psychology**

At least 31, but no more than 45, hours must be completed in courses taught by or cross listed with the Psychology Department. Candidates must have a cumulative grade point average of 2.0 or better in the major. Psychology courses taken on a satisfactory/ unsatisfactory basis may not be applied to the major.

The following courses (16 credit hours) are required:

**PSYCH 1000**, Careers in Psychology

**PSYCH 1003**, General Psychology

**PSYCH 2201**, Psychological Statistics (C- or higher final grade required)

**PSYCH 2211**, Introduction to Biological Psychology (BIOL 1012 prerequisite)

**PSYCH 2219**, Research Methods (cannot register for this course until completion of PSYCH 2201 with (cannot register for this course until completion of PSYCH 2001 with a C-or higher)

**PSYCH 4999**, Integrated Psychology

In addition to the required courses, at least one class must be selected from the classes listed for each of the following two core areas of psychology.

Clinical area (3 credit hours):

**PSYCH 2216**, Personality Theory or

**PSYCH 2245**, Abnormal Psychology

Social/Development area (3 credit hours):

**PSYCH 2160**, Social Psych or

**PSYCH 2270**, Developmental: Infant, Child Adolescent or

**PSYCH 2272**, Developmental: Adulthood & Aging

Finally, at least three other courses totaling a minimum of nine credit hours must be taken at the 3000-4000 level.

Note: Students must satisfy the current University mathematical skills requirement before taking PSYCH 2201, Psychological Statistics. PSYCH 2201 is a prerequisite for PSYCH 2219, and hence, PSYCH 2201 must be completed with a grade of C- or higher prior to enrollment in PSYCH 2219.

Also, multiple enrollments in PSYCH 3390, Directed Studies, count as no more than one advanced Psychology course. No more than six hours of PSYCH 3390, Directed Studies, may be counted toward the 31-hour Psychology minimum needed for graduation. (Stadler Hall 110; [psy\\_advising@umsl.edu](mailto:psy_advising@umsl.edu)).

### **Graduate School Preparation**

In addition to the required courses listed above, students interested in applying to graduate school in Psychology are strongly encouraged to become involved in a research project with a psychology faculty member by enrolling in PSYCH 3390, Directed Studies. These positions are available on a limited and competitive basis. See the Psychology Academic Advising office for more information on such positions.

### **Undergraduate Learning Outcomes**

The Undergraduate Psychology Learning Goals and Outcomes represent reasonable departmental expectations for the psychology major at the University of Missouri-St Louis. They have been modified from the undergraduate learning goals recommended by the American Psychological Association.

#### **Goal 1. Knowledge Base of Psychology**

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PSYCH 1003 introduces these concepts; all other psychology courses expand on these issues in more depth.

#### **Goal 2. Research Methods in Psychology**

Students will understand basic research methods in psychology, including the development and refinement of theory, hypothesis generation and testing, research design, data analysis and interpretation.

All courses touch on these issues, but two required courses, Psychology 2201 and 2219 specifically address these issues in depth. In addition, students may take elective courses to strengthen their skills in this area.

#### **Goal 3. Biological and Cognitive Approaches to Understanding Behavior**

Students will have a basic understanding of the biological basis of behavior and cognitive theory and research in psychology.

The following courses specifically address this goal: PSYCH 2000, 2211, 3000, 4349, and 4356.

#### **Goal 4. Application of Psychology to Personal Development and Mental Health.**

Students will understand and apply psychological principles to personal development and mental health.

Many psychology courses have a specific application to the personal development and mental health of students and their families, including PSYCH 2216, 2232, 2245, 1268, 2270, 2272, 2280, 4305, 4306, 3340, 3346, 4376.

#### **Goal 5. Application of Psychology to Social and Organizational Issues**

Students will understand and apply psychology principles of social and organizational issues, including understanding and respect for cultural diversity.

The following courses address this goal: PSYCH 2160, 2222, 2230, 3256, 4310, 4311, and 3318.

#### **Goal 6. Values in Psychology and Critical Thinking**

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. Students will also learn to use critical thinking in evaluating research and other types of information.

All courses are relevant to this goal.

#### **Goal 7. Information and Technological Literacy**

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

PSYCH 2219 addresses these topics in considerable detail.

#### **Goal 8. Communication Skills**

Students will be able to communicate effectively in a variety of formats.

All courses provide some training in communication skills, with initial skills reinforced in upper division courses.

#### **Goal 9. Career Planning and Development**

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

PSYCH 1000 addresses this goal directly.

## **Graduate Programs in Depth**

### **Admission Requirements**

In addition to meeting the general admission requirements of the Graduate School, applicants should have completed undergraduate courses in general psychology, psychological statistics, and research methods. Each doctoral program has additional admission requirements specific to that program.

### **Applications:**

Each program has independent deadlines for completed applications. They are as follows:

### **M.A. in General Psychology**

January 15

### **Ph.D. in Psychology:**

Clinical Psychology--December 15

Industrial/Organizational Psychology--January 15

Behavioral Neuroscience--January 15

### **Teaching Assistantships.**

Stipends for teaching and research assistantships are available for the doctoral programs only.

### **Description of Master of Arts in Psychology**

The psychology department at the University of Missouri-St. Louis devotes most of its graduate level training to its three doctoral programs. However, the department does offer a flexible program of studies leading to the Master of Arts degree in general psychology. These positions are very limited in number. Course work is possible, depending on student demand and course availability in Behavioral Neuroscience and in Industrial/Organizational Psychology. The M.A. degree does not constitute a license to practice in Missouri or elsewhere as a professional psychologist. The M.A. program does not offer course work in Counseling or Clinical Psychology.

There is no thesis or language requirement. Part-time or full-time enrollment is permissible. The M.A. degree is a terminal degree and is separate from the Ph.D. program in Psychology.

The M.A. in Psychology requires a total of 32 semester hours of course work in Behavioral Neuroscience or 45 semester hours of course work in Industrial/Organizational Psychology, depending on the option chosen. Before applying for admission to the Masters Program, interested applicants are encouraged to discuss their interest with either the Director of the Behavioral Neuroscience program or the Director of the Industrial/Organizational Psychology graduate program.

All students in the masters program must take the course work prescribed by their emphasis area. All programs of study for M.A. students require the approval of the director of the Behavioral Neuroscience program or director of the Industrial/Organization program.

### **Description of Ph.D. Programs/Options**

There are three distinct programs: Clinical Psychology, Behavioral Neuroscience, and Industrial/Organizational Psychology. Details on each program can be found on the [Psychology Department webpage](#). Each has its own specific curricular and research requirements. The following briefly describes each program.

### **Clinical Psychology.**

The Clinical Psychology program has been fully accredited by the American Psychological Association since 1977 and is patterned upon the scientist-practitioner model of clinical training. The Clinical Psychology program requires five years of full-time study. Students are not considered for admission on a part-time basis. Through the medium of courses, practicum, and research experiences, this emphasis area prepares clinical psychologists for careers in research, teaching, and clinical practice.

Students in the Clinical Psychology program participate for three years in the Psychology Department's Community Psychological Service. This facility provides psychological services to the public and consultation to outside agencies. Students also receive clinical experience in clerkships and during a full-time year-long internship. Research requirements include an initial independent research project, a major critical review of research in a specialty area, and a dissertation.

### **Learning Outcomes for the Ph.D. in Clinical Psychology:**

The Ph.D. in Clinical Psychology has the following goals and outcomes:

Students will gain a broad-based foundation of knowledge and conceptual skills necessary for psychological research and practice.

The following courses address this goal: PSYCH 5465, 5468, 6466, 7403, 7405, 7412

Students will be prepared in multiple approaches to assessment and treatment that are theory-based and research-supported.

The following courses address this goal directly: PSYCH 7404, 7406, 7430, 7431, 7434, 7439, 7450, 7451.

Students will develop the ability to evaluate and conduct methodologically sound research of potential benefit to the practice of psychology.

The following courses address this goal directly: PSYCH 7421, 7422, 7474, 7485, 7486, 7487, 7488, 7492.

Students will develop a firm basis for ethical decision-making and adherence to professional standards of conduct in research and practice.

Most courses provide some training in this area, and PSYCH 7432 addresses this goal directly as a required course.

Students will develop and display sensitivity and adaptability in their applications of research, assessment and treatment approaches to diverse populations.

Most courses provide some training in this area, and PSYCH 6448 addresses this goal directly as a required course.

Students will continue to develop a commitment to the goals of life-long learning, and an awareness of clinical psychology as an evolving science.

All courses are relevant to this goal.

#### **Behavioral Neuroscience.**

The Behavioral Neuroscience program provides opportunities for study, research, and training in various areas including psychophysiology, psychopharmacology, neuroendocrinology, cognitive neuroscience, and neuropsychology. This program prepares students for research careers in academia or industry, such as pharmaceutical firms and medical schools. Full-time enrollment is required.

#### **Learning Outcomes for the Ph.D. in Behavioral Neuroscience:**

The graduate program in Behavioral Neuroscience has the following goals. Outcome measures for each goal allow the faculty to assess the students.

1. Students will gain a broad-based foundation of terminology and basic and conceptual knowledge necessary for teaching and research in the BN field. Outcome measures include grades in coursework, performance on both the written and oral segments of the qualifying exam, as well as active participation in our journal reading groups.
2. Beginning early in their studies, students will learn the basic skills to conduct research in a variety of different paradigms. Outcome measures include successful accomplishments in the laboratories of mentor professors.
3. Also from early in their studies, students will come to recognize the key to success in the BN field is publishing and seeking grant support. Outcome measures include an easily observable mindset that assess all scholarly activities in regard to possible publication and/ or a suitable idea for submission to a grant agency. Also, regular attendance is expected at all relevant colloquia on campus and at the grant writing seminar offered by the BN faculty.
4. Students will come to recognize importance of writing and will be constantly developing their writing skills as applied to manuscript preparations and grant applications. Outcome measures are the numbers of manuscripts written and submitted to journals or grant agencies each year.
5. As they progress through the program, students will show increasing self-reliance to initiate a research project and carry it to its completion. Outcome measures are numbers and quality of self initiated research projects.
6. At the end of their graduate studies, the students will have grown into a full colleague of the faculty and be ready for a career in research and teaching. Outcome measures are a quality dissertation that is successfully defended before peers and being hired for a suitable position (post-doc, assistant professor, junior-level researcher) in the field.

#### **Industrial/Organizational Psychology.**

The industrial/organizational psychology program is offered in cooperation with selected faculty from the College of Business to prepare students for careers in industry or academia. This program embraces the

scientist practitioner model and provides a balanced training in I/O. This emphasis provides "industrial" training in areas such as personnel selection, training, and test development/validation, as well as "organizational" training in areas such as work motivation, leadership, and group processes. Research and other training experiences in various settings are also incorporated.

### **Learning Outcomes for the Ph.D. in Industrial/Organizational Psychology:**

The Ph.D. in Industrial/Organizational Psychology has the following goals:

1. Students will gain a broad-based foundation of knowledge and conceptual skills necessary for applied psychological research and practice.
2. Students will develop the ability to evaluate and conduct methodologically sound research of potential benefit to the theory and practice of psychology.
3. Students will develop the ability to apply psychological principles that are theory-based and research-supported to individuals and groups in organizational settings.
4. Students will develop a firm basis for ethical decision-making in research and practice.
5. Students will display adaptability in their applications of research, assessment and practical psychological approaches to individuals and groups in organizational settings.

### **Graduate Certificate Programs**

#### **Clinical Psychology Respecialization-Advanced Graduate Certificate Program**

This program is designed for graduates of accredited doctoral programs in psychology who wish to receive training in the specialty field of clinical psychology. Respecialization students are trained within the context of the UMMSL Clinical Psychology Doctoral Program, which is accredited by the American Psychological Association. The program provides an integrated sequence of training experiences, including didactic course work and practicum placements. Core graduate-level psychology educational requirements not completed elsewhere are included in the respecialization student's course of study.

#### **Graduate Certificate in Trauma Studies**

The graduate certificate is awarded upon the completion of 18 credit hours of coursework on the topic of trauma studies. No more than nine hours of graduate level independent research or fieldwork may be used for the certificate. The coursework for the certificate must be taken in at least two departments and may include no more than three hours at the undergraduate 3000 or 4000 level.

### **Course Descriptions**

#### **PSYCH 1000 Choosing a Career in Psychology (1)**

Prerequisite: Psychology major or consent of instructor. This course is an orientation to the field of psychology for majors and for students who are considering declaring the major. Students will be engaged in activities that will help them to develop and identify their professional goals, learn about the various specialties and careers available within the field of psychology, understand the education and skills necessary for various careers, learn the requirements for a psychology major, become familiar with minors that are available at UMMSL, encourage them to think about a possible choice of minor, and acquaint them with some of the UMMSL Psychology faculty and specialties

#### **PSYCH 1003 General Psychology (3) [SS]**

A broad introductory survey of the general principles of human behavior.

#### **PSYCH 1268 Human Growth and Behavior (3) [SS]**

Prerequisite: PSYCH 1003. A survey course, designed for non-majors, of development over the lifespan, with an emphasis on the developmental tasks and hazards of each age period. Majors in psychology and students planning to pursue a career in psychology research, teaching, or practice are strongly encouraged to take PSYCH 2270 and/or PSYCH 2272 instead of this course.

#### **PSYCH 2160 Social Psychology (3)**

Same as SOC 2160. Prerequisite: PSYCH 1003 or SOC 1010. Study of interaction between individuals and their social environment. Examination of basic principles, concepts, and methods.

#### **PSYCH 2170 Aging in America: Concepts and Controversies (3)**

Same as GERON 2170, ID 2170, SOC WK 2170, and SOC 2170. This course examines the major theoretical and service issues connected to the study of older adults and their families, using multidisciplinary perspectives. Students are provided with an introduction to the field of aging through an examination of current social issues and controversies. This course emphasizes student involvement through class discussion, and is appropriate for students in the arts and sciences, business, communication, education, and nursing.

#### **PSYCH 2200 Drugs and Behavior (3)**

Prerequisites: PSYCH 1003 and three other hours in psychology or biology. The course is designed to provide an introduction to the relationship between drugs and behavior. The emphasis will be on psychoactive drugs, alcohol, nicotine, as well as drug-like substances produced naturally in the body.

**PSYCH 2201 Psychological Statistics (4)**

(With Laboratory) Prerequisites: PSYCH 1003 and satisfaction of the university's mathematical skills requirement. Statistical methods in psychological measurement and analysis of psychological data. Frequency distribution analysis, sampling, test of significance, and correlation methods.

**PSYCH 2205 Human Sexuality: Psychological Perspectives (3)**

Prerequisites: PSYCH 1003: General Psychology. This course is a comprehensive overview of human sexuality from the standpoint of the behavioral science of psychology. This course includes a study of sexual anatomy and physiology, physiology and anatomy, sex differences, sexual orientation, interpersonal and intrapersonal aspects of human sexuality, classification and treatment of sexual dysfunction and sexual disorders, and the methods employed for the scientific examination of human sexual behavior.

**PSYCH 2211 Introduction to Biological Psychology (3)**

Prerequisites: PSYCH 1003, BIOL 1012 and 3 additional hours in Psychology or Biology. A fundamental course designed to introduce psychology students to the new findings for the biological bases of human behavior.

**PSYCH 2212 Principles of Learning (3)**

Prerequisite: PSYCH 1003. A consideration of critical findings in learning.

**PSYCH 2216 Personality Theory (3)**

Prerequisite: Six hours of psychology. Structural and dynamic aspects of the human personality considered in the context of selected theoretical systems.

**PSYCH 2219 Research Methods (3)**

(With laboratory.) Prerequisite: grade of C- or higher in PSYCH 2201. Research methods and analysis techniques used in psychological inquiry. Special emphasis placed on the logic of research design. Includes laboratory study and analysis of selected methods.

**PSYCH 2222 Group Processes in Organizations (3)**

Prerequisite: PSYCH 1003 or MGMT 3600. Topics include theory, research, and practice in coordination, conflict, and decision making in groups and organizations, as well as the role of influence, power, and leadership effectiveness in understanding interpersonal and group relations.

**PSYCH 2230 Psychology of Women (3)**

Same as WGST 2230 Prerequisite: PSYCH 1003. Evaluation of psychological theories and research regarding physiological, cognitive, and personality sex differences, female problems in adjustment, and clinical interventions for women

**PSYCH 2232 Psychology of Victims (3)**

Same as WGST 2232. Prerequisite: PSYCH 1003. A review of the effects of crime, violence, natural disasters, and other traumas on psychological functioning with attention to the relationship between gender and victimization. Prevention and therapy techniques will also be discussed.

**PSYCH 2245 Abnormal Psychology (3)**

Prerequisite: PSYCH 1003. Introduction to major symptom complexes, theories of etiology, and treatment of behavior disorders.

**PSYCH 2270 Developmental Psychology: Infancy, Childhood & Adolescence (3)**

Prerequisite: PSYCH 1003. The theory and research surrounding cognitive, social, emotional, and physical development from conception through adolescence. Intended for students with career interests in the study, education, and/or treatment of children.

**PSYCH 2272 Developmental Psychology: Adulthood and Aging (3)**

Same as GERON 4280. Prerequisite: PSYCH 1003. Personality, social, and physiological development from the onset of early adulthood through maturity and old age.

**PSYCH 2280 Psychology of Death and Dying (3)**

Same as GERON 2280. Prerequisites: PSYCH 1003. A beginning exploration of end-of-life issues.

**PSYCH 2285 American Culture & Minority Mental Health (3)**

Prerequisites: PSYCH 1003. Provides an examination of the relationship between American culture and mental health. The focus is on the lives of American minority groups, with specific attention given to how racism, prejudice, and minority status currently reveal themselves within a mental health framework. An eclectic, multidisciplinary approach that draws from clinical and social psychology will be utilized.

**PSYCH 3256 Environmental Psychology (3)**

Prerequisite: PSYCH 2160 or SOC 2160. Analysis of environmental influences on behavior and man's

influence, in turn, on the environment. Topics will include a consideration of both individual processes relating to the environment (such as the perception, evaluation, and adaptation to the environment) and social processes relating to the environment (such as privacy, territoriality, and crowding).

**PSYCH 3316 Fundamentals of Leadership (3)**

Prerequisites: 9 hours of Psychology or consent of instructor. This course addresses concepts and methods for developing leadership skills in work and everyday settings. Contemporary approaches to leadership development are reviewed in relation to psychological and organizational theory. This course is designed to be relevant to the wide range of leadership opportunities that arise in work and daily life. Experiential exercises are used to help students discover and develop new leadership skills.

**PSYCH 3318 Industrial and Organizational Psychology (3)**

Same as MGMT 3623. Prerequisites: PSYCH 2201 or MGMT 3600. This course introduces the student to psychological research and theories pertaining to human behavior in the work setting. Topics covered include: selection, performance appraisal, training, leadership, motivation, job satisfaction, and organizational design.

**PSYCH 3340 Clinical Problems of Childhood (3)**

Prerequisites: A total of twelve hours of psychology including PSYCH 1003 and PSYCH 2270. This course will address the clinical disorders and difficulties of children and the treatment of these disorders. Topics that will be addressed include autism, childhood schizophrenia, behavior disorders, drug abuse, enuresis, encopresis, and childhood co- compulsive and phobic reactions. Treatments designed for specific use with children, including behavioral, drug, and community mental health approaches will be addressed.

**PSYCH 3346 Introduction to Clinical Psychology (3)**

Prerequisites: Nine hours of Psychology, including PSYCH 2216 or PSYCH 2245. A conceptual framework for research, description, and understanding of clinical phenomena. Assessment, interviewing, the clinical use of tests, and psychological approaches to treatment.

**PSYCH 3390 Directed Studies (1-5)**

Prerequisite: Consent of instructor. Directed reading and research. May be repeated for a maximum total of six hours.

**PSYCH 3500 Health Psychology (3)**

Prerequisites: PSYCH 1003. Health psychology involves the disciplines and principles of psychology and behavior in understanding how the mind, body, and behavior interact in health and disease. Class topics include theoretical foundations of health and illness, health promotion and primary prevention of illness, health enhancing and health damaging behaviors, psychosomatic illness, stress and coping, pain management, and a variety of specific behavior-related medical illnesses (e.g., heart disease, eating disorders, cancer, AIDS).

**PSYCH 3820 Cross-Cultural Psychology (3)**

Prerequisites: PSYCH 1003 and 9 hours of Psychology. The purpose of this course is to present students with a broad theoretical and applied overview of cross-cultural psychology. To this end, the course presents an orientation to the definitions, concepts, theories, and methodologies of cross-cultural psychology. Included is an examination of cultural and ecological factors and their influences on perceptual and cognitive processes, personality, language, and other psychological variables.

**PSYCH 4235 Community Psychology (3)**

Prerequisite: PSYCH 1003. The analysis of psychological problems in terms of the social and situational forces that produce them. Community psychology analyzes the situational problems in living. Epidemiology of mental illness; group, family, and crisis intervention; mental health-care delivery; program evaluation and demonstration project research; role of psychologist as consultant and change agent; and utilization of nonprofessional manpower

**PSYCH 4300 Introduction to Psychopharmacology: Drugs and Mental Illness (3)**

Prerequisites: PSYCH 2211 or PSYCH 2200, and PSYCH 2245. The course is designed to provide an introduction to drugs used to treat anxiety disorders, major depression, schizophrenia, and other psychopathologies. The emphasis will be on understanding neural mechanisms related to psychological disorders and to the effectiveness of current drug treatments.

**PSYCH 4305 Cognitive Development (3)**

Prerequisites: Junior standing and PSYCH 2270, or consent of instructor. Data and theory concerned with how children's thinking changes over time. Discussion will include domain-general versus domain-specific theories, social and cultural influences on cognition, gains in memory, attention, problem solving, and metacognition, conceptual development, children's naïve theories, schooling, and various definitions and measures of intelligence.

**PSYCH 4306 Social Development (3)**

Prerequisites: Junior standing and PSYCH 2270, or consent of instructor. Data and theory concerned with social behavior in infants, preschoolers, and school-aged children. Discussion will include emotional regulation, measurement and nature of temperament, formation and maintenance of attachment

relationships, sex-role development, theories of aggression and the effects of socializing agents such as family, peers, media, and culture on development.

**PSYCH 4310 Motivation Theory (3)**

Prerequisites: Junior standing and twelve hours of Psychology, or consent of instructor. Survey of current theoretical material in the area of motivation.

**PSYCH 4311 Psychology of Nonverbal Behavior (3)**

Prerequisite: PSYCH 2160 or SOC 2160. Psychological perspective on the role of nonverbal behavior in social settings. Primary concerns of the course will include an analysis of a) functions of nonverbal behavior (e.g., communication, intimacy exchange, control), b) factors influencing nonverbal expression (e.g., culture, personality, relationships), and c) various theoretical views on nonverbal behavior and communication. Applications to various problems and settings in everyday life will also be pursued.

**PSYCH 4330 Hormones, the Brain and Behavior (3)**

Prerequisites: 9 hours of Psychology or Biology, including at least one of the following: either PSYCH 2200, PSYCH 2211, PSYCH 4300 or PSYCH 4314 or permission of instructor. Can be taken for graduate credit. It is now clear that the endocrine system influences a notable range of reproductive **and** non-reproductive behaviors including mood, stress responses, cognition, memory, violence, attachment, aging, weight control and athletic prowess. Emphasis of the class is on hormonal contribution to reproductive and non-reproductive behaviors and sex steroids influences on the brain from prenatal life to old age as well as their contribution to gender behavioral differences.

**PSYCH 4349 Human Learning and Memory (3)**

Prerequisites: Nine hours of psychology or consent of instructor. A survey of contemporary research, theory, and facts pertaining to the acquisition, retention, and forgetting of information.

**PSYCH 4356 Thinking and Cognition (3)**

Prerequisites: Nine hours of psychology or consent of instructor. An introduction to modern analytical approaches to the psychology of thinking: problem solving, reasoning, categorizing, judgment, attention, and consciousness. Particular attention is paid to the mental structures and operations involved in the encoding, abstraction, representation, transformation, and retrieval of knowledge.

**PSYCH 4361 History and Systems of Psychology (3)**

Prerequisites: At least fifteen hours of psychology. The course should be taken no sooner than the winter term of the junior year. Historical antecedents of contemporary psychology, including a survey of systems and schools of psychology.

**PSYCH 4365 Psychological Tests and Measurements (3)**

Prerequisites: PSYCH 2201 and PSYCH 2219, or consent of instructor. Survey of psychological tests and principles of reliability, validity, test construction, and test evaluation.

**PSYCH 4374 Introduction to Clinical NeuroPsychology (3)**

Prerequisite: Nine hours of psychology. A survey of neuropsychological findings concerning relationships between brain and behavior. Topics will include brain function, neuroanatomy, neurological syndromes, and methods of neuropsychological assessment.

**PSYCH 4376 Mental Health and Aging (3)**

Prerequisites: 9 hours of psychology, graduate standing, or consent of instructor. Same as GERON 4376 and SOC WK 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 on treatment approaches for elders.

**PSYCH 4392 Selected Topics in Psychology (1-3)**

Prerequisites: Twelve hours of psychology and consent of instructor. A seminar of selected issues and methods in psychology. May be repeated once for credit.

**PSYCH 4999 Integrated Psychology (2)**

**Prerequisites: This course is restricted to psychology majors who plan to graduate during the current semester or the next.** This capstone course serves as a review of the primary fields of psychology. It will be taken typically during the last semester prior to graduation. An advanced general psychology textbook will guide the class through important contemporary topics in behavioral neuroscience, learning & memory, cognition, psychopathologies & their treatments, developmental and social psychology. Students will take the required major field test in psychology that will serve as the final exam for the course.

**PSYCH 5001 Neuropsychological Assessment (3)**

Prerequisites: Admission to Psychology graduate program, or consent of instructor. This graduate level course will review neuroanatomical systems that mediate primary cognitive networks and methods of assessments and interpretation of data. The course will also review common neurological and psychiatric conditions that result in neuropsychological compromise.

**PSYCH 5400 Seminar: Special Topics in Behavioral Neuroscience (1)**

Prerequisites: Admission to the graduate program in behavioral neuroscience or consent of instructor. A seminar of selected contemporary topics in behavioral neuroscience. The class will meet weekly to discuss a journal article in the field with special focus on the methodologies used in neuroscience research. May be repeated for a total of 3 credit hours, provided the subject matter is different.

**PSYCH 5407 Psychopharmacology (3)**

Prerequisite: 12 units of graduate-level psychology courses and consent of instructor. An examination of the effects of drugs on the brain and on behavior. Primary emphasis is on those drugs used in the treatment of affective disorders, schizophrenia, and anxiety.

**PSYCH 5465 Seminar: Behavioral Neuroscience (3)**

Prerequisites: Graduate standing or permission of instructor. Behavioral neuroscience is the study of the relation of the brain to behavior. This field has emerged as the new face of psychology; there are few subfields in psychology that have not been influenced by findings from animal labs, and from human studies employing physiological recordings, neuroimaging and psychotherapeutic drugs. This course will serve as an introduction for graduate students in psychology of brain morphology and function with an emphasis on normal and pathological behaviors.

**PSYCH 5468 Seminar: Cognitive Processes (3)**

Prerequisite: Admittance to doctoral program in psychology or consent of instructor. A critical examination of contemporary problems in cognitive processes

**PSYCH 5610 Mechanisms of Aging I: The Aging Body (1)**

Prerequisite: Admission to Clinical Psychology program or permission of the instructor.. A critical examination of the clinical-experimental literature on psychopathology. Etiologies of cognitive/affective functions and  
Prerequisites: Graduate standing and BIOL 1102 or equivalent. Same as SOC WK 5610 and GERON 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.

**PSYCH 5611 Mechanisms of Aging II: The Aging Brain (1)**

Prerequisites: GERON 5610 or SOC WK 5610 or PSYCH 5610 or equivalent or consent of instructor. Same as SOC WK 5611 and GERON 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.

**PSYCH 5612 Mechanisms of Aging III: Diseases of Aging (1)**

Prerequisites: GERON 5610 and GERON 5611 or SOC WK 5610 and 5611 or PSYCH 5610 and PSYCH 5611 or equivalent or consent of instructor. Same as SOC WK 5612 and GERON 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.

**PSYCH 6441 Aging and Health Behavior (3)**

Same as GERON 6441. Prerequisites: Graduate standing. 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.

**PSYCH 6444 Clinical Geropsychology (3)**

Prerequisite: Graduate standing or consent of instructor. This course examines major predictors of Psychosocial functioning in older adults. The emphasis is on assessment and research methods appropriate to studying developmental issues in late life. Topics include interpersonal relationships, mental health, and a critique of interventions designed to increase life satisfaction.

**PSYCH 6448 Multicultural Issues in Clinical Psychology (3)**

Prerequisite: Admission to the doctoral program in Clinical Psychology or consent of instructor. A survey of theoretical perspectives utilized in the treatment of various cultural groups. Their relationship to and implications for the treatment of members of various cultural groups will be explored. Strategies and ethical concerns in diagnosis, test interpretation, and treatment are considered.

**PSYCH 6466 Seminar: Developmental Psychology (3)**

Prerequisites: Admission to the doctoral program in Clinical Psychology or consent of instructor. A critical examination of contemporary problems in developmental psychology.

**PSYCH 7403 Psychopathology (3)**

Prerequisite: Admission to Clinical Psychology program or permission of the instructor. A critical examination of the clinical-experimental literature on psychopathology. Etiologies of cognitive/affective functions and dysfunctions are explored, and implications for therapeutic intervention are considered.

**PSYCH 7404 Introduction to Clinical Assessment I (4)**

Prerequisite: Admission to Clinical Psychology program. Fundamentals of clinical assessment with emphasis on interviewing and the measurement of cognitive functioning. This course includes a laboratory.

**PSYCH 7405 History and Systems in Psychology (3)**

Prerequisite: Admission to Clinical Psychology program or consent of the instructor. A comprehensive overview of the history of psychology with an emphasis on the systems of thought that have shaped contemporary psychological theory and research.

**PSYCH 7406 Introduction to Clinical Assessment II (4)**

Prerequisite: PSYCH 7404. Theory and techniques of personality assessment with emphasis on projective personality tests. This course includes a laboratory.

**PSYCH 7410 Women and Mental Health (3)**

Prerequisite: Admission to the doctoral program in Clinical Psychology or consent of instructor. Same as WGST 6410. This course will focus on contemporary research on the psychology of women pertaining to mental health issues. Etiology and treatment of disorders disproportionately affecting women will be emphasized.

**PSYCH 7412 Social Psychology (3)**

Prerequisite: Admittance to psychology doctoral program or consent of instructor. A review of key areas in contemporary theory and research in social psychology.

**PSYCH 7419 Existential Issues in Clinical Psychology (3)**

Prerequisite: Admission to the doctoral program in Clinical Psychology or consent of instructor. This course will review existential thought in psychology and its application to understanding clinical problems and treatment. Particular attention will be given to how Psychotherapy can be understood within an existential framework that focuses on the issues of death, freedom, responsibility, and isolation.

**PSYCH 7421 Quantitative Methods I (4)**

(With laboratory) A comprehensive study of the use of analysis of variance procedures in analyzing data. Topics include completely randomized designs, randomized blocks, factorial designs, and the analysis of covariance.

**PSYCH 7422 Quantitative Methods II (4)**

Prerequisites: PSYCH 7421 and consent of instructor. (With laboratory) A comprehensive study of the use of multivariate statistics in data analysis. Topics include the general linear model, multiple regression, factor analysis, and multivariate analysis of variance.

**PSYCH 7423 Quantitative Methods III (3)**

Prerequisites: PSYCH 7422 and PSYCH 7429 and consent of instructor. A selective study of the use of multivariate statistics in data analysis. Topics include structural equation modeling, multilevel modeling, and analysis of longitudinal data.

**PSYCH 7429 Psychometric Theory (3)**

Prerequisite: PSYCH 7421, PSYCH 7422 and consent of instructor. A consideration of classical and modern theories of psychological testing. Topics include test reliability, validity and construction.

**PSYCH 7430 Introduction to Clinical Skills (1)**

Prerequisites: Admission to doctoral program in clinical psychology. An introduction to processes and procedures involved in psychotherapy.

**PSYCH 7431 Clinical Supervision (1-3)**

Prerequisite: Admission to Clinical Psychology program. Supervised experience in clinical practice. Maybe repeated six times for credit.

**PSYCH 7432 Ethics and Professional Issues (3)**

A study of issues in professional development, clinical supervision, risk management, and ethical standards as they relate to teaching, research, and professional practice.

**PSYCH 7433 Clerkship in Clinical Psychology (1)**

Prerequisites: Admission to the doctoral program in Clinical Psychology. Supervised training in an affiliated agency or organization following completion of two years of course work. (May be repeated 3 times.)

**PSYCH 7434 Seminar: Introduction to Clinical Interventions (3)**

Prerequisite: Admittance to Clinical Psychology program and PSYCH 7406. This course focuses on conceptual and methodological issues that are central to the development, evaluation and application of interventions in clinical psychology. Topics include efficacy and effectiveness research, introduction to theories of behavior change, and applications with specific populations.

**PSYCH 7439 Summer Supervision (1)**

Prerequisite: PSYCH 7431. Supervision experience in clinical practice at all graduate year levels during the summer months. Can be repeated for credit.

**PSYCH 7442 Seminar: Cognitive and Behavior Therapy (3)**

Prerequisites: PSYCH 7434. The practice of behavior therapy. Students will learn to implement behavioral assessment and therapy strategies in clinical settings.

**PSYCH 7447 Trauma and Recovery (3)**

Prerequisites: Graduate Trauma Studies Certificate. A comprehensive seminar on the psychological effects associated with exposure to potentially traumatic events. The course will include information on the history of trauma studies; definitions of stressful and traumatic events; common responses to these events; theoretical models for conceptualizing traumatic responses; information on specific types of traumatic events; and issues in treatment.

**PSYCH 7449 Research Methods in Applied Psychology (3)**

Prerequisite: One graduate course in statistics. This course focuses on the basics of conducting research in applied psychology. Topics include: philosophy of science; reliability and validity; experimental, quasi-experimental, and nonexperimental designs; power; and meta-analysis.

**PSYCH 7450 Clinical Internship I (1)**

Prerequisite: Consent of adviser. Formal, one year, full-time internship providing student with in-depth supervised training within a site approved by the American Psychological Association. (1 credit taken in both the fall and spring semesters of the internship year.)

**PSYCH 7451 Clinical Internship II (1)**

Prerequisites: PSYCH 7450 and consent of adviser. Formal, one year, full-time internship providing student with in-depth supervised training within a site approved by the American Psychological Association. (1 credit taken in the final summer of the internship.)

**PSYCH 7454 Seminar: Personnel Psychology (3)**

An analysis of theories and research in personnel and industrial psychology. Topics include testing, assessment centers, performance appraisal, and interviewing.

**PSYCH 7455 Seminar: Organizational Psychology (3)**

An analysis of theories and research in organizational psychology. Topics include theories of motivation, leadership, job design, group process decision making, organizational effectiveness, and the relation between organizations and their environment.

**PSYCH 7457 Seminar: Special Topics in Industrial Psychology (3)**

A seminar of selected issues and methods in personnel psychology.

**PSYCH 7458 Seminar: Special Topics in Organizational Psychology (3)**

A seminar of selected issues and methods in organizational psychology.

**PSYCH 7459 Practicum in Industrial/Organizational Psychology (1-4)**

Supervised experience in personnel or human resource management.

**PSYCH 7461 Summer Research in I/O Psychology (1)**

Prerequisites: Admission to I/O program. Supervised experience on research topics in I/O psychology at all graduate year levels during the summer months. Can be repeated for credit.

**PSYCH 7465 Applied Issues in Organizational Psychology (3)**

Prerequisites: PSYCH 7455 or consent of instructor. This course focuses on the application of psychological theory and principles to organizational development consulting. While such consulting is ultimately intended to enhance organizational level functioning, applications of this approach begin with learning at the individual and small group levels. In this course, students work through real-world cases that address real organizational problems. In addition to this casework, the readings and class discussions will address the theoretical and practical links between individual/team learning and organizational development.

**PSYCH 7466 Seminar Series in Industrial/Organizational Psychology (1)**

Prerequisites: Only open to students in the I/O Psychology Graduate Program. A seminar series involving speakers, presentations, and discussions focusing on applied and theoretical perspectives, techniques, and research in the field of Industrial/Organizational Psychology. May be taken up to 6 times for credit.

**PSYCH 7469 I/O Professional issues & Ethics (3)**

Prerequisites: Consent of instructor. In this course, students learn the ethical standards as they relate to teaching, research, and professional practice in industrial/organizational psychology. Other professional and career issues are also discussed.

**PSYCH 7472 Special Topics in Psychology (3)**

A seminar of selected issues and methods in psychology.

**PSYCH 7474 Clinical Research in Applied Settings (3)**

Prerequisite: PSYCH 7421 and 7422. This course provides information on the design and implementation of research in applied settings (e.g., human service agencies). Topics include program evaluation, consultation models, risk factor analysis, presentation and health promotion, and quality control.

**PSYCH 7476 Seminar in Developmental Psychopathology (2)**

Prerequisite: Admission to the doctoral program in Clinical Psychology or consent of instructor. Introduction to principles, theory, and methods of study in the field of clinical child psychology. Emotional and behavioral dysfunctions are considered from developmental and socialization perspectives.

**PSYCH 7477 Clinical interventions with Children and Families (3)**

Prerequisites: PSYCH 7434 and 7476. This course provides an overview of the theory and practice of clinical interventions with children, adolescents, and families.

**PSYCH 7478 Directed Research in Industrial/Organizational Psychology (1-4)**

Independent study of an issue in industrial/ organizational psychology through the application of research techniques.

**PSYCH 7479 Directed Readings in Industrial/Organizational Psychology (1-4)**

Independent literature review of a topic in industrial/ organizational psychology.

**PSYCH 7480 Research Methods in Clinical Psychology (3)**

Prerequisite: PSYCH 7421 or equivalent. An overview of research methods that are appropriate for clinical and other nonlaboratory settings.

**PSYCH 7483 Directed Research (1-10)**

**PSYCH 7484 Directed Readings (1-10)**

**PSYCH 7485 Research Team I (2)**

Prerequisite: Admittance to doctoral program in Clinical Psychology. Group supervision of beginning research leading to the Independent Research Project.

**PSYCH 7486 Research Team II (1)**

Prerequisite: Completion of Independent Research Project or Third Year standing in doctoral program in Clinical Psychology. Group supervision of advanced research leading to the dissertation proposal.

**PSYCH 7487 Independent Research Project (1-6)**

Prerequisites: Admission to the doctoral program in Clinical Psychology. Supervised original research project of a clinically-related topic.

**PSYCH 7488 Specialty Examination Research (1-6)**

Prerequisites: Admission to the doctoral program in Clinical Psychology. Supervised original review and analysis of a clinically-related topic.

**PSYCH 7491 M.A. Thesis Research (1-10)**

**PSYCH 7492 Ph.D. Thesis Research (1-10)**

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# BULLETIN 2009 University of Missouri - St. Louis 2010

## Department of Sociology

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### **Faculty**

**Chikako Usui**, Associate Professor, Chairperson  
Ph.D., Stanford University

**George J. McCall**, Professor Emeritus  
Ph.D., Harvard University

**Harry H. Bash**, Associate Professor Emeritus  
Ph.D., University of Pennsylvania

**Sarah L. Boggs**, Associate Professor Emerita  
Ph.D., Washington University

**Teresa J. Guess**, Associate Professor  
Ph.D., University of Missouri-Columbia

**Nancy Shields**, Associate Professor  
Ph.D., Southern Illinois University-Carbondale

**Robert Keel**, Teaching Professor  
M.A., Washington University

**Melissa Bleile**, Adjunct Assistant Professor  
Ph. D., University of Missouri-St. Louis

**John Perry**, Senior Lecturer,  
M.A., St. Mary of the Woods College, J.D., University of Arizona College of Law

**Linda Benson**, Lecturer  
M.A., University of Missouri-St. Louis

**Kathy Furgason**, Lecturer  
M.Ed., Maryville University

The faculty prides itself on its commitment to high standards of teaching and sound scholarly research. Systematic course evaluations by students each semester are taken seriously, and individual faculty have been singled out as nominees and recipients of university Excellence in Teaching awards. The ongoing scholarly research of the faculty is reflected in the department's upper-level and graduate courses, as well as in the numerous publications in journals and books or presentations at national and international meetings. Information on current academic activities of the faculty is posted on the [departmental web page](#)

### **General Information**

#### **Degrees and Areas of Concentration**

The sociology department offers courses leading to the B.A. in sociology and the B.S. in sociology; in cooperation with the College of Education, the B.A. in sociology with teacher certification; in cooperation with the College of Business Administration, the B.A. in sociology with a business option; and cooperative minor or certificate programs in American studies, black studies, legal studies, urban studies, religious studies, women's and gender studies, and international studies.

Students completing the B.A. or B.S. degree in sociology are well-prepared for graduate study in sociology or careers in industry, health and social services, and urban, intergroup, political, or community issues.

In addition to a balanced program of basic undergraduate to advanced graduate courses, the department provides a range of opportunities for students to develop specialized research methods. Seminars, and internship placements are offered in support of this goal and are typically designed around the ongoing research interests of department faculty. The department provides students with opportunities for intensive direction and guidance from faculty. Students and faculty working in particular subject areas consult freely with members working in other areas. Research interests of sociology faculty extend beyond the department into a wide variety of joint projects with faculty in other departments and programs, including criminology and criminal justice, engineering, political science, trauma studies, women's and gender studies, gerontology, public policy research centers, and the Center for International Studies.

## **Undergraduate Studies**

### **General Education Requirements**

Students must satisfy the university and college general education requirements. Courses in sociology may be used to meet the social science requirement. The foreign language requirement for the B.A. degree may be satisfied in any language. Not more than 12-15 hours of community college transfer credit may be applied toward the combined minimum of required credit hours for the B.A. (30 credit hours) or B.S. (36 credit hours) major. No course in which a grade below a C- is received will count toward satisfying the core requirement.

### **Satisfactory/Unsatisfactory Restrictions**

Sociology majors may not take courses counting toward their major requirements on a satisfactory/unsatisfactory basis.

### **Learning Goals and Outcomes**

The sociology major should study, review, and demonstrate understanding of:

1. The discipline of sociology and its role in contributing to our understanding of society, such that the student will be able to:

- describe how sociology differs from and is similar to other social sciences, and give examples of these differences;
- describe how sociology contributes to a social scientific understanding of social life; and
- apply the sociological imagination, sociological principles and concepts to her/his own life.

Courses: Introduction to Sociology; Social Psychology; Urban Sociology; Social Problems.

2. The role of theory in sociology, such that the student will be able to:

- define theory and describe its role in building sociological knowledge;
- compare and contrast basic theoretical orientations;
- show how theories reflect the historical context of times and cultures in which they were developed; and
- describe and apply some basic theories or theoretical orientations in at least one area of society.

Courses: Sociological Theory; all 4000 level courses.

3. The role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to:

- identify basic methodological approaches and describe the general role of methods in building sociological knowledge;
- compare and contrast the basic methodological approaches for gathering data;
- design a research study in an area of choice and explain why various decisions were made; and
- critically assess a published research report.

Courses: Statistics; Methods; Qualitative Methods; Survey Research Practicum.

4. The role of data analysis in sociology, such that the student will be able to:

- use the necessary technical and analytic skills to retrieve relevant information and data from the internet;
- use computers appropriately for data analysis;
- accurately convey data findings in writing; and
- describe and apply the principles of ethical practice as a sociologist.

Courses: Statistics; Methods; Qualitative Methods; Social Psychology; all 4000 level courses.

5. Basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to:

- define, give examples, and demonstrate the relevance of the following: culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age, and class.

Courses: Introduction to Sociology; all 4000 level courses.

6. How culture and social structure operate, such that the student will be able to:

- demonstrate the interdependencies of social institutions, and the reflexive nature of interaction between individuals and groups within these institutional structures;

- demonstrate how social change affects social structures and individuals;
- demonstrate how culture and social structure vary across time and place, and the effect of such variations; and
- identify examples of specific policy implications based upon social structural analysis.

Courses: Introduction to Sociology; Sociological Theory; Social Psychology; Sociology of the Family; Sociology of Health; Sociology of Deviant Behavior; Alcohol, Drugs, and Society; Social Problems; Gerontology.

7. Reciprocal relationships between individuals and society, such that the student will be able to:

- provide a sociological analysis of the development of the self;
- demonstrate how societal and structural factors influence individual behavior and the development of the self;
- demonstrate how social interaction influences society and social structure; and
- distinguish sociological approaches to analyzing the self from psychological, economic, and other approaches.

Courses: Introduction to Sociology; Social Psychology; Sociological Theory; Gerontology.

8. The macro/micro distinction, such that the student will be able to:

- compare and contrast theories at one level with those at another;
- summarize research documenting connections between the two; and
- identify a related research question that could be pursued to more fully understand the connections between the two.

Courses: Introduction to Sociology; Social Problems; Sociological Theory; Sociology of the Family; Urban Sociology; Gerontology.

9. At least one specialty area within sociology, such that the student will be able to:

- summarize basic questions and issues in the specialty area;
- compare and contrast basic theoretical orientations in the specialty area; and
- summarize current research in the specialty area.

Specialty area Inequality Courses: Sociology of Wealth and Poverty; Sociology of Minority Groups; Urban Sociology; Power, Ideology and Social Movements.

Specialty area Social Control Courses: Urban Sociology; Sociology of Conflict; Sociology of Deviant Behavior; Alcohol, Drugs and Society; Criminology and Criminal Justice cross-listed courses. A faculty advisor can approve other areas and courses.

10. The internal diversity of American society and its place in a global context, such that the student will be able to:

- describe the significance of global variations by race, class, gender, and age; and
- know how to appropriately generalize or resist generalizations across groups.

Courses: Introduction to Sociology; Gender Roles; Sociology of Wealth and Poverty; Urban Sociology; Social Problems; Gerontology.

11. To think critically, such that the student will be able to:

- demonstrate an ability to move from recall analysis and application to synthesis and evaluation;
- identify underlying assumptions in particular theoretical orientations or arguments;
- identify underlying assumptions in particular methodological approaches to an issue;
- describe how patterns of thought and knowledge are directly influenced by social structures; and
- present opposing viewpoints and alternative hypotheses on various issues.

Courses: Sociological Theory; Research Methods; all 4000 level courses.

## **Degree Requirements**

### **Bachelor of Arts in Sociology**

In addition to specific baccalaureate degree requirements of the College of Arts and Sciences, candidates must complete 30 hours of sociology course credit including the following required courses:

#### **Core Courses (12 hours)**

**SOC 1010**, Introduction to Sociology  
**SOC 3210**, Sociological Theory  
**SOC 3220**, Sociological Statistics, **or**

**MATH 1310**, Elementary Statistical Methods, or  
**MATH 1102**, Finite Mathematics I, or  
**MATH 1105**, Basic Probability and Statistics  
**SOC 3230**, Research Methods

**Synthesis – Choose one (3 hours)**

**SOC 4040**, Survey Research Practicum  
**SOC 4365**, Sociological Writing

**Note:** The core requirements should be completed as early as possible, preferably by the end of the junior year. Only 45 hours of sociology can be applied to the 120 hour total required for a degree from the University of Missouri-St. Louis.

For the B.A. in sociology candidates are required to take at least 15 additional hours of sociology courses, with at least six hours at the 4000 level (no more than three hours of either SOC 4350, Special Study or SOC 4385, Internship in Sociology may be applied to this 4000 level requirement). No more than three hours in sociology below the 2000 level can count towards this 15-hour requirement. Applied training through one or more research courses may be used as part of the requirement for the major.

**Bachelor of Science in Sociology**

For the B.S. in Sociology, candidates must complete 36 hours of sociology course credit, including the following required courses:

**Core Courses (12 hours)**

**SOC 1010**, Introduction to Sociology  
**SOC 3210**, Sociological Theory  
**SOC 3220**, Sociological Statistics, (or MATH 1310, Elementary Statistical Methods, or  
**MATH 1102**, Finite Mathematics I, or MATH 1105, Basic Probability and Statistics)  
**SOC 3230**, Research Methods

**Synthesis – Choose one (3 hours)**

**SOC 4040**, Survey Research Practicum  
**SOC 4365**, Sociological Writing

Candidates are also required to complete 21 hours of sociology courses, including a minimum of 9 hours at the 4000 or 5000 level (no more than three hours of either SOC 4350 Special Study or SOC 4385, Internship in Sociology may be applied to the 4000 or 5000 level requirement). No more than three hours in sociology below the 2000 level can count toward this 21-hour requirement.

**Related Area Requirements:**

Candidates for the B.S. in sociology also must complete five courses from at least four of the following nine areas: computer science, economics, mathematics, philosophy, political science, probability and statistics, psychology, public policy administration, and international studies. Specific course selections must be approved by a faculty advisor.

**Combined Degree: Bachelor of Science in Civil Engineering and Bachelor of Science in Sociology**

Students pursuing the combined degree are simultaneously enrolled in the College of Arts and Sciences and the Joint Undergraduate Engineering Program. They have an engineering faculty adviser as well as a faculty adviser in the Department of Sociology.

A program of 159 semester hours is required for the B.S. in civil engineering and the B.S. in sociology. Earned alone, the B.S. in engineering requires 137 semester hours. Because of the overlap in required courses for the two curricula, the combined degree program requires only 22 additional semester hours.

For additional information, see the section in this *Bulletin* labeled UMSL/Washington University Joint Undergraduate Engineering Program or contact:

Associate Dean of the Joint Undergraduate Engineering Program,  
228 Benton Hall,  
University of Missouri-St. Louis,  
One University Blvd.,  
St. Louis, MO 63121.

**B.A. or B.S. in Sociology with Teacher Certification**

Students must complete the B.A. or B.S. in sociology requirements, as well as the requirements for teacher certification. (See the College of Education section of this *Bulletin*.)

**B.A. or B.S. in Sociology with an Interest in Business**

The following courses are suggested for students seeking careers in sales, market research, and so forth. In addition to the B.A. or B.S. in sociology requirements, the following core courses are suggested:

**ECON 1001**, Principles of Microeconomics  
**BUS AD 2400**, Fundamentals of Financial Accounting **SOC 4646**, Demographic Techniques

Students may then choose to complete **one** of the following three sets of courses:

**1) Marketing Management**

**MKTG 3700**, Basic Marketing  
**MKTG 3740**, Marketing Intelligence  
**MKTG 3760**, Industrial Marketing

**2) Financial Management**

**FINANCE 3500**, Financial Management  
**FINANCE 3501**, Financial Policies  
**FINANCE 3520**, Investments

**3) Accounting**

**ACCTNG 2410**, Managerial Accounting  
**ACCTNG 3401**, Intermediate Accounting I  
**ACCTNG 3411**, Cost Accounting

**Requirements for the Minor**

Students must apply for the minor in sociology. Candidates must complete at least 15 hours of departmental course work in sociology, of which at least 9 must be completed at UMSL's department of sociology and must be beyond those applied to the candidate's major. At least 6 hours must be at the 4000 level (no more than 3 hours of either SOC 4350, Special Study, or SOC 4385, Internship may be applied to this 4000 level requirement).

Candidates who anticipate that their background in sociology may play a substantial role in their career plans are strongly encouraged to take some or all of the core requirements.

Candidates must have a cumulative grade point average of 2.0 or better in all courses pertaining to the minor. Department courses taken on a satisfactory/unsatisfactory basis may not be applied to the minor.

**Department Awards**

The department offers several annual awards to outstanding students on the basis of merit.

**The Ray Collins Alumni Award** is given annually by the Sociology Alumni Association to the top graduating senior. Faculty select the awardee on the basis of GPA, and the award consists of first-year membership dues in the Sociology Alumni Association and a cash award.

**The Alumni Agent Scholarship** and the **Sociology Alumni Scholarship** are given to deserving sociology majors annually. Faculty select the awardees on the basis of merit.

A series of undergraduate awards are given to outstanding students. The Freshman Sociology Award is given to the outstanding freshman student in lower-division sociology course work; the Outstanding Junior Sociology Major Award is given to the outstanding junior sociology major; the Outstanding Sociology Minor Award is presented to the graduating student with the most outstanding minor GPA record; and the Outstanding Sociological Statistics and Methods Award is given to the sociology major with the best overall record in SOC 3220 and 3230. This award carries a stipend for the student to serve as an undergraduate course assistant for SOC 3220, or 3230.

**Department Honors**

The sociology department will award department honors for those B.A. and B.S. degree candidates in sociology with an overall grade point average of 3.2 or better. They must also successfully complete an independent study through SOC 4350, Special Study.

**Undergraduate Certificate on Disaster and Risk Management**

The undergraduate certificate program on Disaster and Risk Management offers a multi-disciplinary course of study focusing on the key challenge of developing resilience against disaster—preventing, preparing for, and responding to disasters and catastrophes. It brings together a range of disciplines to provide students with theoretical and practical insights into managing risks posed by natural, accidental, and intentional threats confronting urban communities. The certificate program emphasizes social psychological, organizational, legal, and political relationships brought to bear on the socio-technical systems designed to prevent, prepare for, or respond to disasters and catastrophes. It provides educational and practical opportunities for students planning careers in public safety, counterterrorism, community and research planning, public policy making, emergency management, leadership in the public sector, and the mass media. The certificate program aims to guide students in learning to manage efforts of public and private institutions to build resilience in their own socio-technical systems and in the community. Each discipline participating in the certificate program brings a distinct perspective to bear on the key issues involved in developing resilience in homeland security. Sociology offers a framework on the relationship of socio-technical systems and community organization that will prove conducive to students gaining both theoretical and practical insights into threats posed by disaster

and catastrophe.

Undergraduate students earn a certificate on Disaster and Risk Management by completing 18 hours with a GPA of 2.0 or better from the following courses:

**SOC 4414**, Social Perspectives on Catastrophes and Homeland Security Policies (3 hrs)  
**SOC 4450**, Disaster and the Law (3 hrs)  
**POL SCI 3200**, Constitutional Law (3 hrs)  
**ECON 4160**, Geospatial analysis in the Social Sciences (GIS) (3 hrs)  
**PSYCH/WGST 2232**, Psychology of Victims (3 hrs) OR  
**SOC 3250** Sociology of Victimization (3 hrs)  
**BUS AD 3798**, Transportation Security, Safety, and Disaster Preparedness (3 hrs)  
**MEDIA ST 4040**, Disaster and media Management (3 hrs)  
**COMM 3150**, Crisis, Disaster, and Risk Communication (3 hrs)

**Special topic courses relevant to disaster and risk management may be included in the certificate program when approved in advance by the Coordinator of the Disaster and Risk Management Certificate.**

## Graduate Studies

### 2+3 B.A. and M.A. in Sociology

The 2+3 combined B.A./M.A. program in sociology provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of the undergraduate and master's degree programs from the beginning of their junior year. Because of its accelerated nature, the program requires the completion of some lower-division requirements of (12 hours) before entry into the three-year portion of the program. When all the requirements of the B.A. and M.A. programs have been completed, the students will be awarded both the baccalaureate and master's degrees. A carefully designed program can permit a student to earn both degrees within as few as ten semesters.

The combined program requires a minimum of 137 hours, of which 30 must be at the 4000 or 5000 levels. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously. During the junior and senior years, students normally take a 4000 level research practicum course, **SOC 5400**, **SOC 5402**, and **SOC 5404**. In qualifying for the M.A., students must meet all University and Graduate School requirements, including satisfactory completion of a minimum of 30 graduate credit hours. Up to 12 graduate credit hours may be applied simultaneously to both the B.A. and M.A. programs. Any 4000 level course applied to the M.A. requirements will require additional work to qualify for graduated credit.

Students should apply to the Graduate Director of the Department of Sociology for admission to the 2 + 3 combined degree program in sociology the semester they will complete 60 undergraduate degree credit hours, but no later than the accumulation of 90 credit hours. A cumulative grade point average of 3.0 or higher, and three letters of recommendation from faculty are required for consideration. Students will be admitted to the 2 + 3 programs under provisional graduate status until they have completed 30 credit hours with a grade point average of 3.0 or higher. After completion of the provisional period, and with recommendation of the Graduate Director, students can be granted full admission into the program. Students must maintain a grade point average of 3.0 or higher throughout the combined program. Students who officially withdraw from the 2 + 3 combined degree program will be awarded the B.A. degree when they have successfully completed all the requirements for the degree.

The following requirements must be completed prior to enrolling in the 2 + 3 program:

**SOC 1010**, Introduction to Sociology and three additional sociology courses.

The following undergraduate courses are required for majors in the 2 + 3 program:

**SOC 3210**, Sociological Theory  
**SOC 3220**, Sociological Statistics (or an approved statistics course)  
**SOC 3230**, Research Methods

Graduate Sociology Requirements for Students in the 2 + 3 Program

The following graduate courses are required at the 4000 to 5000-level:

1. **SOC 5400**, Proseminar in Sociology
2. **SOC 5402**, Advanced Quantitative Techniques
3. **SOC 5404**, Advanced Methodology
4. Five additional courses (15 hours) that have been approved by the Graduate Director

### Graduate Exit Requirements:

Students may choose between a thesis and nonthesis course of study.

Students choosing a non-thesis option must complete one of the following requirements: an additional 6-hour course work, a 6-hour research project, or a 6-hour internship.

Each candidate is given a final oral review of the course work completed and the student's chosen exit project or thesis by a faculty committee.

### **M.A. in Sociology**

The department offers a flexible program of studies leading to the Master of Arts degree in sociology. Course work combines intensive examination of the core areas of sociology with acquisition of the analytical skills of sociological investigation. A variety of career options are available to the master's-level graduate, including: program evaluation and research; field or casework related to community issues; administrative roles in social agencies and planning organizations; or doctoral studies in sociology or related fields.

The curriculum is designed to serve the needs of full-time students as well as working students who are able to engage only in part-time studies. This design allows pre-career and mid-career students to prepare for employment in education, service agencies, community organizations, government agencies, or businesses. The curriculum also invites students to take advantage of the university's urban setting through integration of selected work experiences with practicum courses and academic seminars under faculty guidance. The curriculum emphasizes theoretical, analytic, and substantive approaches to urban-related problem solving.

### **Admission Requirements**

**Individuals with at least the equivalent of the department's B.A. or B.S. degree in sociology may be admitted to the Graduate School as candidates for the M.A. degree. Students with bachelor's degrees in fields other than sociology may be admitted to pursue graduate sociology studies under the condition that they make up core deficiencies prior to graduate work.**

**In addition to meeting the general admission requirements of the Graduate School, a student should ordinarily have:**

- A baccalaureate degree with a minimum grade point average of 3.0.
- At least 15 hours in the social sciences, of which 12 should be in upper-level courses.
- Three letters of recommendation from persons qualified to judge the candidate's potential for success in the program.
- A statement describing the applicant's interest in graduate study in sociology.

Students who do not meet these requirements may be provisionally admitted upon approval of the department and the dean of the Graduate School. Admission and financial aid decisions are made on the basis of past academic record, program performance, and career commitment. Students wishing to continue regular employment outside the university may enroll on a part-time basis. Requests for further information about the program should be sent to:

Director of Graduate Studies  
Department of Sociology  
University of Missouri-St. Louis  
One University Blvd.  
St. Louis, MO 63121-4400

### **Degree Requirements**

#### **Master of Arts in Sociology**

Each student shall prepare an adviser-approved course of study during the first semester of enrollment. Candidates for the M.A. degree shall complete a minimum of 30 hours of approved study, at least 21 of which must be taken in courses offered by the department. Students may choose between a thesis and nonthesis course of study.

#### **Core Curriculum**

**SOC 5400**, Proseminar in Sociology  
**SOC 5402**, Advanced Quantitative Techniques  
**SOC 5404**, Advanced Methodology

The sociology department participates in a joint quantitative techniques and methodology series of courses with the other social sciences which can be substituted for the above.

**Concentration** The department offers opportunities for intensive work in one of the several research areas of department faculty members, which allows the flexibility for comprehensive and coherent exposure to the methods and insights of the discipline. Matriculating students are encouraged to plan, with their advisers, a coherent program of studies consistent with their career interests.

Exit Requirements A student's program must include one of the following exit projects: a 6-hour internship; SOC 5480, Individual Study or a 6-hour preparatory sequence and an approved paper SOC 5490, Supervised Research. Each candidate is given a final oral review conducted by a faculty committee and focused on the course work completed and the student's chosen exit project or thesis.

### **Career Outlook**

The following career information is adapted from the [American Sociological Association Web site](#).

A B.A. or B.S. in sociology is excellent preparation for graduate work in sociology for those interested in an academic or professional career as a professor, researcher, or applied sociologist.

The undergraduate degree provides a strong liberal arts preparation for entry level positions throughout the business, social service, and government worlds. Employers look for people with the skills that an undergraduate education in sociology provides. Since its subject matter is intrinsically fascinating, sociology offers valuable preparation for careers in journalism, politics, public relations, business, or public administration fields that involve investigative skills and working with diverse groups. Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich foundation of knowledge that directly pertains to each of these fields.

Today, sociologists embark upon literally hundreds of career paths. Although teaching and conducting research remains the dominant activity among the thousands of professional sociologists today, other forms of employment are growing both in number and significance. In some sectors, sociologists work closely with economists, political scientists, anthropologists, psychologists, social workers and others reflecting a growing appreciation of sociology's contributions to interdisciplinary analysis and action.

### **Course Descriptions**

#### **SOC 1010 Introduction to Sociology (3) [V, SS]**

An introduction to sociological approaches to human behavior, including types of social organizations, patterns of social interaction, and social influences on individual conduct.

#### **SOC 1040 Social Problems (3) [V, SS]**

Conditions defined by society as social problems, as well as potential solutions, are examined from various sociological perspectives. Emphasis is given to problem issues prevalent in metropolitan settings. Analyses focus on victims and beneficiaries of both problem conditions and alternative solutions.

#### **SOC 1999 The City (3) [MI, V, SS]**

Same as POL SCI 1990, and INTDSC 1990. Consideration of economic factors, urban institutions, historical developments in urbanization, problems of the inner city, suburbia and the metropolitan area, ethnic groups, stratification, and psychological implications of urban living. This course is for freshmen and sophomores. It is open to juniors and seniors with the consent of instructor.

#### **SOC 2100 Women in Contemporary Society (3)**

Same as WGST 2100. Prerequisite: SOC 1010 or WGST 2102 or consent of instructor. An introduction to the sociological analysis of the status of women in society, including their work, family, and political roles. Socialization, education, and the women's movement will also be considered, as these affect the position and participation of women in a variety of social arenas.

#### **SOC 2102 Introduction to Women's, Studies: Gender, and Diversity (3)**

Same as WGST 2102, SOC WK 2102, and HIST 2102. This core class is required for all Women's and Gender Studies Certificate earners. This class introduces students to cultural, political, and historical issues that shape gender. Through a variety of disciplinary perspectives in the humanities, social sciences, and natural sciences, the course familiarizes students with diverse female and male experiences and gendered power relationships.

#### **SOC 2103 Gender Roles in Society (3)**

Same as WGST 2103. Prerequisite: SOC 1010 or WGST 1012 or consent of instructor. The study of social processes through which gender roles are developed and acquired; the impact of gender roles on personal identity and social conduct; the relationship between gender roles and social inequality; and individual and social consequences of changing gender roles in contemporary society.

#### **SOC 2160 Social Psychology (3)**

Same as PSYCH 2160. Prerequisite: SOC 1010 or PSYCH 1003. Study of the interaction between individuals and their social environment. Examination of basic principles, concepts, and methods.

#### **SOC 2170 Aging in America : Concepts and Controversies (3)**

Same as SOC WK 2670, INTDSC 2170, and GERON 2170. This course examines the major theoretical and service issues connected to the study of older adults and their families, using multidisciplinary perspectives. Students are provided with an introduction to the field of aging through an examination of current social

issues and controversies. This course emphasizes student involvement through class discussion, and is appropriate for students in the arts and sciences, business, communication, education, and nursing.

**SOC 2180 Alcohol, Drugs, and Society (3)**

Same as CRIMIN 2180 Prerequisite: SOC 1010 or PSYCH 1003. This course examines the medical, legal, and social aspects of alcohol and drug use. Medical aspects considered include treatment approaches and the role of physicians in controlling such behavior. In the legal realm, past and present alcohol and drug laws are explored. Cultural and social influences on alcohol and drug use are discussed.

**SOC 3200 Sociology of Deviant Behavior (3)**

Prerequisite: SOC 1010 or consent of instructor. Theories of the nature, causes, and control of deviance as a social phenomenon. Application of theories to specific substantive areas, such as mental disorder, delinquency, drug abuse, suicide, unconventional sexuality, and physical disability.

**SOC 3202 Urban Sociology (3)**

Prerequisite: SOC 1010 or consent of instructor. Urbanization as a world phenomenon; urban social and ecological structures and changing life styles; the decision-making processes in urban problem-solving.

**SOC 3210 Sociological Theory (3)**

Prerequisite: SOC 1010 or consent of instructor. The nature of sociological theory. An investigation of theory from Comte through contemporary developments. Contributions made by theorists in related disciplines.

**SOC 3220 Sociological Statistics (3)**

Prerequisites: SOC 1010 and MATH 1020 or 1030. Issues and techniques of statistical analyses relevant to quantitative sociological research, e.g., elementary probability, measurements of central tendency and dispersion, measures of relationships including linear regression and correlation, inferential statistics.

**SOC 3224 Marriage and the Family (3)**

Same as WGST 3224. Prerequisite: SOC 1010 or consent of instructor. The study of patterns of close relationships, and how these relationships are influenced by larger social forces. Topics include: love, dating, mate selection, cohabitation, alternative lifestyles, working families, parenting, single mothers, families in crisis, domestic violence, and divorce. Universal and variable aspects of family organization, family role systems, and changes in family social structure.

**SOC 3230 Research Methods (3)**

Prerequisites: SOC 1010 and SOC 3220 and satisfaction of mathematics proficiency requirement or consent of instructor. Research planning and interpretation, principles of research design, measurement, and sampling. Techniques for the collection, analysis, and presentation of data. The course also includes an introduction to the Statistical Package for the Social Sciences (SPSS) and lab exercises.

**SOC 3241 Globalization and Its Impact on Society and Culture (3)**

Prerequisite: SOC 1010 or consent of instructor. This course examines a variety of economic, cultural, and social changes that are transforming our world. It clarifies what globalization is and how it is affecting societies around the world. Topics include an overview of theories of globalism and global culture, and roles of technology and the media in shaping society and people's everyday lives.

**SOC 3250 Sociology of Victimization (3)**

Same as WGST 3250. Prerequisite: SOC 1010. Examines the role of social factors in a wide range of kinds of victimization--crime, violence; natural disasters, accidents, disease, etc. The topic of social reactions to various kinds of victimization is also covered. Sociological theories of victimization are emphasized.

**SOC 3268 The Sociology of Conflict (3)**

Prerequisite: SOC 1010 or consent of instructor. The conditions under which social conflicts arise, develop, and are terminated (or in some cases resolved) are examined. The functions of different levels of conflict are studied to determine the potential effects and outcomes of planned intervention.

**SOC 3280 Society and Technology (3)**

Prerequisite: SOC 1010 or consent of instructor. Technology in industrial and post-industrial societies. The social shaping of technological systems. The role of technology in social change.

**Note: Any 4000 level course taken for major elective credit requires prior completion of two of the following: SOC 3210, SOC 3220, or SOC 3230.**

**SOC 4040 Survey Research Practicum (3)**

Same as POL SCI 4040. Prerequisites: Junior standing, SOC 3220, SOC 3230, and consent of instructor. The execution of a sample survey, including establishing study objectives, sampling, questionnaire construction, interviewing, coding, data analysis, and presentation of results. May be taken more than once for credit provided the course topic is different each time.

**SOC 4300 Communities and Crime (3)**

Same as CRIMIN 4300. Prerequisites: CRIMIN 1110, 1120, 1130, 2210, 2220, and ENGL 3100 or consent of

instructor. Analysis of the sources, consequences, and control of crime within communities. Emphasis on social and ecological theories of crime and on population instability, family structure, and the concentration of poverty as causes of crime. Community crime prevention efforts are also addressed.

**SOC 4310 Selected Topics in Sociological Theory (1-3)**

Prerequisite: SOC 3210. Focused examination of selected issues, the contributions of individual theorists, and methodological implications in the study of sociological theory. May be taken twice for credit.

**SOC 4312 Sociology of Wealth and Poverty (3)**

Prerequisites: SOC 1010 and junior standing or consent of instructor. Theory and research on social stratification and inequality in contemporary societies.

**SOC 4316 Power, Ideology, and Social Movements (3)**

Prerequisite: SOC 1010 and junior standing or consent of instructor. Effect of events and social processes on thought and action in the twentieth century. Social functions of ideologies as expressed in movements and formal and informal organizations seeking social change.

**SOC 4320 Forms of Criminal Behavior (3)**

Same as CRIMIN 4320. Prerequisites: CRIMIN 1110, 1120, 1130, 2210, 2220, and ENGL 3100 or consent of instructor. Examination of major types of criminal behavior including violent, property, public order, and organizational offenses. Emphasis on theories of, and responses to, these crimes.

**SOC 4325 Gender, Crime and Justice (3)**

Same as CRIMIN 4325. Prerequisites: CRIMIN 1110, 1120, 1130, 2210, 2220, and ENGL 3100 or consent of instructor. Analysis of the role of gender in crime and in the justice system. Emphasis on gender differences in crime commission, criminal processing, and the employment of women in criminal justice agencies. Fulfills Criminology diversity requirement.

**SOC 4331 Qualitative Methods in Social Research (3)**

Prerequisites: SOC 3220 and SOC 3230, or their equivalent, or consent of instructor. This course is devoted to such qualitative methods as participant observation, intensive interview, content analysis, and oral history, among others. The place of these kinds of techniques in social research, as well as the issues raised by them, will be considered. Students will participate in individual or group research projects using one or more of the methods discussed.

**SOC 4336 Organizations and Environments (3)**

Prerequisites: SOC 1010 and junior standing or consent of instructor. Internal and external forces that influence the structures, adaptive flexibility, and actions of public and private organizations and agencies are examined. Specific foci include: organizational responses to environmental opportunities, constraints, and contingencies; sources of conflict and impediments to organizational goal attainment; and strategies for increasing organizational effectiveness, efficiency, and chances for survival.

**SOC 4338 Sociology of Health (3)**

Prerequisites: SOC 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.

**SOC 4340 Race, Crime, and Justice (3)**

Same as CRIMIN 4340. Prerequisite: CRIMIN 1110, 1120, 1130, 2210, 2220, ENGL 3100 or consent of instructor. Analysis of the involvement of racial minorities in crime and the criminal justice system. Emphasis on group differences in offending, processing, victimization, and employment in criminal justice agencies.

**SOC 4344 Problems of Urban Community (3)**

Prerequisites: SOC 1010 and junior standing, or consent of instructor. The urban community as an area of social action and problem solving with emphasis on the sociological aspects of urban problems.

**SOC 4350 Special Study (1-10)**

Prerequisite: Consent of instructor. Independent study through readings, reports, and field work.

**SOC 4354 Sociology of Business and Work Settings (3)**

Prerequisites: SOC 1010 and junior standing, or consent of instructor. The sociology of work and occupations in America, Europe, and Asia; organization structures and worker participation; worker attitude, behaviors, and commitment; the socialization of the worker; determinants of worker behavior; social problems of work and business; and the impact of community on work place and business behavior.

**SOC 4356 Sociology of Education (3)**

Prerequisites: SOC 1010 and junior standing, or consent of instructor. Education as a social institution, its role as an agent of socialization, and its effect upon the processes of social change and social mobility. The relationship between the school and its community.

**SOC 4360 Sociology of Minority Groups (3)**

Same as WGST 4360. Prerequisites: SOC 1010 and junior standing or consent of instructor. The study of dominant-subordinate group relations. Religion, ethnicity, race, and gender as factors in the unequal distribution of power.

**SOC 4361 Social Gerontology (3)**

Same as GERON 4361. Prerequisites: SOC 1010 and junior standing, or consent of instructor. 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.

**SOC 4365 Sociological Writing (3)**

Prerequisites: SOC 1010, ENGL 3100 and junior standing, or consent of instructor. This course offers directed practice in the interpretation and reporting of sociological research in a wide range of styles, including those appropriate for research reports, journal articles, policy papers, non-technical magazines, books and monographs, as well as oral reports to diverse consumers.

**SOC 4378 Selected Topics in Social Psychology (1-3)**

Prerequisite: PSYCH 2160 or SOC 2160, or consent of instructor. Focused examination of selected issues, concepts, and methods in the study of social interaction. May be taken twice for credit.

**SOC 4380 Selected Topics in Social Policy (1-3)**

Prerequisite: SOC 1010, Junior standing or consent of instructor. Examination of a specific sociological topic of current relevance in the community. May be taken more than once for credit provided the course topic is different each time.

**SOC 4385 Internship in Sociology (1-6)**

Prerequisite: Junior standing and consent of instructor. Students participate in supervised placements in a position related to the profession of sociology.

**SOC 4414 Social Perspectives on Catastrophes and Homeland Security Policies (3)**

Prerequisites: SOC 1010 and junior standing or consent of instructor. This course examines the way social and cultural processes shape our experience and understandings of catastrophe and disasters. It provides an analysis of the ways technological, organizational, cultural, and political forces affect policies dealing with catastrophe preparation and prevention in the United States.

**SOC 4940 Leadership and Management in Nonprofit Organizations (3)**

Same as SOC WK 4940, POL SCI 4940, and P P ADM 4940. Prerequisite: Junior standing. 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 mobilizations; and program development management and evaluation.

**SOC 5361 Advanced Social Gerontology (3)**

Same as GERON 5361. Prerequisite: Graduate standing. An examination of sociological theories of aging, technological and social change and its effects on the environment of older people, and prejudice and discrimination against the elderly.

**SOC 5400 Proseminar in Sociology (3)**

Required of all entering graduate students in the fall semester of the first year of residency. An overview of the field of contemporary sociology, with emphasis on the major theories, issues, research approaches, and ethical problems in the field today, and an introduction to theory construction, measurement, and design strategies.

**SOC 5402 Advanced Quantitative Techniques (3)**

Prerequisite: SOC 3220 or consent of instructor. A study of advanced quantitative analysis of sociological data, focusing on problems of multivariate analysis, sampling theory and techniques, and the use of electronic data processing in approaching these problems.

**SOC 5404 Advanced Methodology (3)**

Prerequisite: SOC 3230 or consent of instructor. A study of methodological problems on an advanced level, focusing on contemporary issues in the processes of inquiry with particular emphasis on the applicability of different modes of research to various types of theoretical problems. Consideration of ethical problems in social research.

**SOC 5432 Survey Research Methods (3)**

Same as ED REM 6712, POL SCI 6406. Prerequisites: An introductory statistics course such as SOC 3220 or consent of instructor. 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.

**SOC 5449 Issues in Retirement (3)**

Same as GERON 6449. Prerequisite: Graduate standing. This course examines macro and micro issues of retirement in the United States--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.

**SOC 5475 Introduction to Evaluation Research Methods (3)**

Same as P P ADM 6750. Prerequisite: At least one course in research design and statistics at the graduate level. 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 methodologies.

**SOC 5480 Individual Study (3)**

Prerequisite: Consent of adviser and instructor. Designed to give the student the opportunity to pursue particular interests within the discipline and/or to study areas not currently covered by formal courses. Guided by faculty with appropriate interests. May be taken only twice.

**SOC 5490 Supervised Research (1-10)**

Prerequisites: Graduate standing and consent of instructor. Individual supervision of research leading to the preparation of a thesis, research paper, or publishable article, in which the student demonstrates skills in the discipline of sociology.

**SOC 5495 Sociological Reporting (3)**

Prerequisites: SOC 5400, 5402, and 5404. As part of the M.A. degree exit requirement, the seminar offers directed practice in the interpretation and reporting of sociological data in a wide range of styles, including those appropriate for research reports, journal articles, policy papers, nontechnical magazines, books, and monographs, as well as oral reports to diverse consumers. Ethical dimensions of interpretation and dissemination are explored.

**SOC 6443 Health Care Policy (3)**

Same as GERON 6443, P P ADM 6340, and POL SCI 6443. Prerequisite: Graduate standing or consent of instructor. 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.

**SOC 6444 Seminar in Public Policy and Aging (3)**

Same as GERON 6444, PP ADM 6440 and POL SCI 6444. Prerequisite: Consent of instructor. 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.

**SOC 6446 Selected Topics in Health Care Policy (3)**

Same as P P ADM 6460 and POL SCI 6446. Prerequisite: Consent of instructor. The study of specialized issues and methods relating to health care policy. May be repeated for credit, provided the subject matter is different.

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## Institute for Women's and Gender Studies

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### Faculty

**Kathy Gentile**, Associate Professor, English\* and Director  
Ph.D., University of Oregon

**Nanora Sweet**, Associate Professor, English,\*  
Ph.D., University of Michigan

**Kristin Carbone-Lopez**, Assistant Professor, Criminology and Criminal Justice  
Ph.D., University of Minnesota

**Deborah Cohen**, Assistant Professor, History\*  
Ph.D., University of Chicago

**Farida Jalalzai**, Assistant Professor, Political Science\*  
Ph.D. University of Buffalo - SUNY

**Zoe Peterson**, Assistant Professor, Psychology\*  
Ph.D., University of Kansas

**Kathleen Nigro**, Assistant Teaching Professor, Women's and Gender Studies  
Ph.D., St. Louis University

### \*Joint appointees

### Associate Faculty

**Sally Barr Ebest**, Professor, English  
Ph.D., Indiana University

**Jody Miller**, Professor, Criminology and Criminal Justice  
Ph.D., University of Southern California

**Lori Curtis**, Assistant Teaching Professor, Social Work  
M.S.W., Washington University

### Affiliate Faculty

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

**Janet Murray**, E. Desmond Lee Professor for Developing Women Leaders and Entrepreneurs, Business Administration

Ph.D., University of Missouri, Columbia

**Ruth Bohan**, Professor, Art and Art History  
Ph.D., University of Maryland

**Barbara Harbach**, Professor, Music  
Ph.D., Eastman School of Music

**Carol Peck**, Professor, Optometry  
Ph.D., University of California-Los Angeles

**Margaret Sherraden**, Professor, Social Work  
Ph.D., Washington University

**Jayne Stake**, Professor Emerita  
Ph.D., Arizona State University

**Anne Winkler**, Professor, Economics  
Ph.D., University of Illinois-Urbana

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**Lynn Staley**, Assistant Teaching Professor, English

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**Drucilla Mims Wall**, Assistant Teaching Professor in English

Ph.D., University of Nebraska

**Vivian Eveloff**, Director, Sue Shear Institute

For Women in Public Life

**Malaika Horne**, Director, Executive Leadership Consortium

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**Steven G. Bailey**, Lecturer, Finance

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**Charlotte Petty**, Senior Lecturer in Communication

M.A., Webster University

**Colleen McKee**, Adjunct Lecturer, English

M.F.A., University of Missouri, St. Louis

**Jill Petzall**, Adjunct Lecturer, Film Studies

M.A., Washington University

**Dayna Stock**, Manager of the Sue Shear Institute for Women in Public Life

M.P.P.A., University of Missouri-St. Louis

## General Information

The Institute for Women's and Gender Studies has three central missions: to provide a comprehensive undergraduate and graduate gender studies curriculum, to support research on gender and women's issues, and to sponsor events and provide community outreach. Institute faculty engage in disciplinary and interdisciplinary scholarship to enhance our understanding of the ways in which gender, sex, and sexuality have structured human society and experience across time and cultures. Faculty and students draw upon the rich body of interdisciplinary feminist scholarship to investigate emerging theories and research on women, men, and gender. Our courses encourage a reassessment of female and male roles in society and facilitate career goals that focus on gender issues. WGS classes promote the exchange of knowledge among people of different genders, classes, ethnicities, sexualities and cultural conditions. WGS courses enable students to broaden their educational experiences and develop new insights into their own lives and aspirations.

The Women's and Gender Studies program offers undergraduate and graduate certificates in cooperation with most of the departments in the College of Arts and Sciences, as well as with departments in the College of Fine Arts and Communication. The opportunity to earn an 18-hour certificate is available to all students pursuing a degree at UMSL and to individuals with a bachelor's or master's degree from any university. Women's and Gender Studies courses are open to all students, whether or not they are working toward a certificate.

## Undergraduate Certificate

### Requirements

#### For Admission:

Undergraduate certificate candidates must meet the University's general education requirements. Applicants must have a cumulative G.P.A. of at least 2.5 and must maintain a minimum 2.5 G.P.A. in WGS courses. Candidates for undergraduate certificates are asked to register with IWGS after taking one or two courses. Students will then be enrolled in the program and will be placed on our mailing list for class information and

announcements of upcoming events.

### **Certificate Requirements**

Students must take at least 18 hours in Women's and Gender Studies courses. 9 hours must include 3 core courses:

- 1) **WGST 2102** Introduction to Women's and Gender Studies
- 2) **WGST 3033** Sexuality and Gender Theory or other 3000-5000 level course in feminist or gender theory
- 3) **Capstone Experience:** Students must complete a final research project or practicum. The Capstone requirement may be satisfied by WGS 4352 Independent Study in Women's and Gender Studies, WGS 4353 Internship in Women's and Gender Studies, or by a 4000-level WGS course or other 4000-level seminar where student completes a final research and writing project that focuses on women's and gender studies.

9 hours may be cross-listed courses with student's major department or WGS electives from various disciplines.

### **Graduate Certificate**

The graduate certificate in Women's and Gender Studies is designed for students who wish to receive post-baccalaureate training in gender studies.

### **Requirements**

#### **For Admission:**

Baccalaureate degree  
2.75 G.P.A.

Official transcripts of all previous undergraduate/graduate work

Two letters of recommendation

If you are not currently enrolled at UMSL, you must apply through the Graduate School. This certificate is available to students with Bachelor's or Master's degrees and students enrolled in graduate degree programs. A student need not be enrolled in a degree program to earn the WGS graduate certificate. Post B.A./B.S. students may enroll in the undergraduate or graduate certificate program.

### **Certificate Requirements**

At least 18 hours of Women's and Gender Studies courses at the 4000, 5000, and/or 6000 level

- 1) 3 hours must include a graduate feminist or gender theory course, which may be WGS 5033, Advanced Sexuality and Gender Theory, WGS 5040 Feminist Critical Theory, or other theory course.
- 2) 3 hours must include either a graduate internship or practicum, or final writing project, which may be an independent study WGS 6452 Special Readings in Women's and Gender Studies, or a substantial research and writing project for a WGS graduate seminar, which may be WGS 6450 Seminar in Women's and Gender Studies, or other cross-listed, 5000 or 6000-level seminar
- 3) 12 hours must be at the 5000 level or above, while up to 6 hours of 4000-level courses may be taken for graduate credit, as long as student completes graduate level work for the course.
- 4) No more than 6 hours may be taken as Directed or Independent Study credit.

Most WGS courses are cross-listed with other departments and count toward a department's degree requirements as well as toward the certificate.

### **Course Descriptions**

#### **WGST 1004 The History of Women in the United States (3)**

Same as HIST 1004 A survey of women's history from the colonial era to the present.

#### **WGST 2100 Women in Contemporary Society (3)**

Same as SOC 2100. Prerequisite: SOC 1010 or WGST 2102 or consent of instructor. An introduction to the sociological analysis of the status of women in society, including their work, family, and political roles. Socialization, education, and the women's movement will also be considered, as these affect the position and participation of women in a variety of social arenas.

#### **WGST 2102 Introduction to Women's and Gender Studies (3)**

Same as SOC WK 2102, HIST 2102, and SOC 2102 This core class is required for all Women's and Gender Studies Certificate earners. This class introduces students to cultural, political and historical issues that shape gender. Through a variety of disciplinary perspectives in the humanities, social sciences, and natural sciences, the course familiarizes students with diverse female and male experiences and gendered power relationships.

**WGST 2103 Gender Roles in Society (3)**

Same as SOC 2103. Prerequisite: SOC 1010 or WGST 2102 or consent of instructor. The study of social processes through which gender roles are developed and acquired; the impact of gender roles on personal identity and social conduct; the relationship between gender roles and social inequality; and individual and social consequences of changing gender roles in contemporary society.

**WGST 2150 Special Topics in Women's and Gender Studies\* (3)**

An introduction to a particular topic area in women's and gender studies (topics will be announced prior to registration), drawing on the theories and methods of such disciplines as sociology, psychology, political science, history, philosophy, art history, and others to examine particular aspects of gender in social and cultural life. Course may satisfy the distribution requirement for humanities or social sciences depending on the topic.

**WGST 2230 Psychology of Women (3)**

Same as PSYCH 2230 Prerequisite: PSYCH 1003. Evaluation of psychological theories and research regarding physiological, cognitive, and personality sex differences, female problems in adjustment, and clinical intervention for women.

**WGST 2232 Psychology of Victims (3)**

Same as PSYCH 2232. Prerequisite: PSYCH 1003. A review of the effects of crime, violence, natural disasters, and other traumas on psychological functioning with attention to the relationship between gender and victimization. Prevention and therapy techniques will also be discussed.

**WGST 2253 Philosophy and Feminism (3)**

Same as PHIL 2253 A critical examination of what various philosophers have said about issues of concern to women. Sample topics include oppression, racism, women's nature, femininity, marriage, motherhood, sexuality, pornography, and the ethics of care.

**WGST 2290 Gender and the Law (3)**

Same as POL SCI 2290. This course examines the ways in which laws and interpretations of laws affect gender equality in the United States. Emphasizing how traditional roles impact both women and men historically and currently, the course highlights major pieces of legislation and court rulings related to employment, economics, education, sexual harassment, pornography, rape, reproductive rights, and domestic relations. The course stresses the impact of federal and state institutions and non-governmental influences on equality. It also addresses gender representation in the legal profession and its effect on judicial decisions. (This course satisfies State requirements in American History and Government.)

**WGST 2380 The Politics of Gender in the United States (3)**

Same as POL SCI 2380. Prerequisite: POL SCI 1100 or consent of instructor. This course examines the role of gender in political institutions, practices and policy in the United States, past and present. It focuses on various movements for political equality, the relationship between gender and political participation, vote choice, and public opinion, and how legislative executive, and judicial offices are gendered at the national, state and local levels. (This course satisfies State requirements in American History and Government.)

**WGST 2410 Work, Families, and Public Policy (3)**

Same as ECON 2410. This course compares the economic behavior of women and men in both the labor market and the household. Topics include: the family as an economic (production) unit, gender differences in labor force participation, occupations and earnings; the effectiveness of human capital theory and labor market discrimination in explaining the male-female wage gap; remedies for reducing the wage gap, family structure and economic well-being, and alternative policies to alleviate poverty. Students who have completed ECON 3400 may not take 2410 for credit.

**WGST 3031 History of Women in the United States (3)**

Same as HIST 3031 Prerequisites: Junior standing or consent of the instructor. Development of women's economic, political, and social role in the United States with special emphasis on the nineteenth and twentieth centuries; women and work; women and the family; women and reform movements; women and education; feminist theorists and activists; images of women.

**WGST 3032 History of Women in Comparative Cultures (3)**

Same as HIST 3032. Prerequisite: Junior standing or consent of the instructor. An introduction to the historical development of women's status in a variety of cultures and periods within the areas of Africa, Europe, the Far East, Latin America, and the Middle East. The course analyzes women's political, economic, familial, and sexual roles and the economic, demographic, ideological, and political forces which promoted change and continuity in these roles.

**WGST 3033 Sexuality and Gender Theory (3)**

Same as HIST 3033. Prerequisite: Junior Standing or consent of instructor. This course examines the ways in which contemporary sexuality and gender theory has challenged and changed the study of culture and history. The course introduces students to sexuality and gender theory in late twentieth and early twenty-first century contexts. It then explores dynamic links between theory and the formal structures of political economy as well as the informal structures of everyday life.

**WGST 3034 History of Sexuality (3)**

Same as HIST 3034. Prerequisite: Junior Standing or consent of instructor. This course locates sexuality at the center of history and examines its impact over time on politics, society, culture and economics. In particular, the course focuses on changing definitions of sexual deviance, the historical evolution of formal and informal regulations of sexual practices and the manner in which sex has been deployed in broader historical struggles involving gender, race, class, migration and state building.

**WGST 3224 Marriage and the Family (3)**

Same as SOC 3224 Prerequisite: SOC 1010 or consent of instructor. The study of patterns of close relationships and how these relationships are influenced by larger social forces. Topics include: love, dating, mate selection, cohabitation, alternative lifestyles, working families, parenting, single mothers, families in crisis, domestic violence, and divorce. Universal and variable aspects of family organization, family role systems, and changes in family social structure.

**WGST 3250 Sociology of Victimization (3)**

Same as SOC 3250. Prerequisite: SOC 1010. Examines the role of social factors in a wide range of kinds of victimization—crime, violence, natural disasters, accidents, disease, etc. The topic of social reactions to various kinds of victimization is also covered. Sociological theories of victimization are emphasized.

**WGST 3325 Violence Against Women (3)**

Same as CRIMIN 3325. Prerequisites: Junior standing, CRIMIN 1110, 1120, 1130, 2210, 2220, and ENGL 3100, or consent of instructor. This course examines the nature, extent, causes and consequences of various types of violence against women, including rape, sexual assault, stalking, and intimate partner violence. Criminal justice policy and practice regarding violence against women are also examined. Fulfills CCJ diversity requirement.

**WGST 3350 Special Topics in Women's and Gender Studies (3)\***

Prerequisites WGST 2102 or consent of instructor. Special Topics in Women's and Gender Studies. Topics vary by semester.

**WGST 3352 Independent Studies in Women's and Gender Studies (1-3)**

Prerequisites: Junior standing; two courses in Women's and Gender Studies, including 2102; and consent of the instructor and the Institute. Directed independent work in selected women's and gender studies topics through readings, research, reports and/or conferences. Course may satisfy the distribution requirement for the humanities, social sciences or math/science depending on topic.

**WGST 3376 Women & Visual Arts (3)**

Same as ST ART 3376. Prerequisite: ST ART 1100 or consent of instructor. 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.

**WGST 3700 Diversity and Social Justice (3)**

Same as SOC WK 3700 Prerequisite: SOC 1010 or equivalent. Analyzes the structure, dynamics, and consequences of social and economic injustice, and the impact on diverse groups in American society. Examines theoretical models and practice principles for work with diverse groups.

**WGST 4300 The Female Gaze: Women and the Media (3)**

Prerequisite: Junior standing or consent of instructor. This course challenges how women's issues and performances of femininity are represented in global media, particularly popular Western media which perpetuate cultural stereotypes of gender norms. Specific topics will vary.

**WGST 4325 Gender, Crime and Justice (3)**

Same as CRIMIN 4325 and SOC 4325. Prerequisites: CRIMIN 1110, 1120, 1130, 2210, 2220, or consent of instructor. Analysis of the role of gender in crime and in the justice system. Emphasis on gender differences in crime commission, criminal processing, and the employment of women in criminal justice agencies. Fulfills criminology diversity requirement.

**WGST 4350 Special Topics in Women's and Gender Studies\* (3)**

Prerequisite: WGST 2102 or consent of instructor. Special topics examined from a gender perspective in the fields of anthropology, art history, criminology, economics, English, foreign language, history, philosophy, political science, psychology, social work, sociology, business, or others. Topics and departments vary by semester. Course may be repeated by permission of IWGS Director.

**WGST 4352 Independent Study in Women's and Gender Studies (1-3)**

Prerequisite: WGST 2102 or consent of instructor. Independent, directed readings and research in a women's

and gender related topic, to be determined in consultation with instructor.

**WGST 4353 Internship in Women's and Gender Studies (3)**

Prerequisites: 90 hours. 2.5 GPA, 12 WGS hrs. Internship would place the student in a profit or nonprofit setting for approximately ten hours a week in an internship structured and supervised by the Institute; consent of Director required; may include biweekly seminar. Student must present appropriate course background for either option, plus the above pre/co-requisites.

**WGST 4360 Sociology of Minority Groups (3)**

Same as SOC 4360. Prerequisites: SOC 1010 and junior standing or consent of instructor. The study of dominant-subordinate group relations. Religion, ethnicity, race, and gender as factors in the unequal distribution of power.

**WGST 4610 Domestic Violence: Theory, Problems, and Practice (3)**

Same as SOC WK 4610. Prerequisite: SOC WK 3150. Focuses on theoretical and empirical understanding of domestic violence in U.S. society and social work practice with battered women and their families. This course addresses direct services, community organizing, and public policy changes to help end violence against women. Relationships between violence against women and other forms of oppression (e.g., racism, economic exploitation, heterosexism and social class) are explored.

**WGST 4630 Women's Social Issues (3)**

Same as SOC WK 4630. Prerequisite: SOC WK 3150 or equivalent. This course will help students become more sensitive to the social and welfare concerns of women. The topics include work, education, family responsibilities, violence against women, and special health and mental health service needs. Emphasis will be placed on understanding how social action can be used to bring about positive change.

**WGST 4930 Studies in Gender and Literature (3)**

Same as ENGL 4930 Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. The course examines the role of gender in literature, including the transformation of literary genres by women writers, writings by women during a particular historical period, and gender relations in literature. Specific topics vary from semester to semester. The course may be repeated for credit with departmental approval.

**WGST 4931 English Women Writers, 1300-1750 (3)**

Same as ENGL 4931. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. Texts covered will range in scope from closet drama and romance to lyrics to personal, political, and religious writing by women such as Margery Kempe, Mary Sidney, and Amelia Lanyer who wrote during a period when reading and writing were not the female norm.

**WGST 4932 Female Gothic (3)**

Same as ENGL 4932. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. The course examines the historical development of the female gothic, a genre which employs narrative strategies for expressing fears and desires associated with female experience. From the late 18th century to the present, we will trace the persistence of the Gothic vision in fiction and film.

**WGST 4933 Female Novel of Development (3)**

Same as ENGL 4933. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. The course covers the development of the female *Bildungsroman* from the late 18th century to the present. We will consider how contemporary and current theories of female development help us read these novels within their particular cultural contexts.

**WGST 4934 Austen and the Brontes (3)**

Same as ENGL 4934. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. This course covers the novels of the major 19th century British writers Jane Austen and the three Bronte sisters, Anne, Emily, and Charlotte. The course will be devoted to Austen's romantic comedies and the historical/cultural contexts that inform the novels, as well as the darker romanticism of the Brontes, along with the biographical, cultural, philosophical, and religious contexts of their work.

**WGST 4935 Women Heroes and Romantic Tales (3)**

Same as ENGL 4935. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. Women as epic and romantic heroes in British and transatlantic writing 1790s-1850s: reformers and rulers in novels by Mary Wollstonecraft and Mary Shelley; a runaway slave and an epic poet in works by Mary Prince and Elizabeth Barrett Browning; erotic and political adventures in Robinson, Dacre, Hemans; American icons "Pocahontas" and "Evangeline" in Sigourney and Longfellow.

**WGST 4936 Tales of the Islamic East (3)**

Same as ENGL 4936. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. Adventure, gender, and power in British and post-colonial writing: Lady Montague on Turkey, Gibbon on Islam, Byron and Hemans on harems and heroes, Disraeli on the Jewish Caliph of Baghdad, T.E. Lawrence on Arabia, and el Saadawi and Rushdie on (post) modern gender and the

Islamic East.

**WGST 4937 Irish and Irish-American Women Writers (3)**

Same as ENGL 4937. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. This course traces the parallel arcs of feminism reflected in similarly-themed Irish and Irish-American women's novels from 1950 to present. Authors range from Edna O'Brien and Mary McCarthy, the first contemporary feminist novelists in Ireland and America, through Emma Donoghue and Eileen Myles, whose lesbian protagonists bring feminist perspectives into the 21st century.

**WGST 4938 American Women Poets of the 20th/21st Centuries (3)**

Same as ENGL 4938. Prerequisites: Students must satisfy English prerequisites for 4000-level courses or obtain permission of instructor. Introduction to American women poets since 1900: anarchists, Imagists, Harlem formalists, white lyricists, modernists (Ridge, H.D., Dunbar-Nelson, Millay, Stein); mid-century giants (Rukeyser, Brooks) and Confessionals (Sexton, Plath); feminists and multiculturalists (Rich, Lorde, Giovanni, Hogan), poets of witness and the play of language and the mind (Klepfisz, Olds, Mullen, Perillo).

**WGST 5031 Advanced History of Women in the United States (3)**

Same as HIST 5031. Prerequisite: Graduate standing. Development of women's economic, political, and social roles in the United States with special emphasis on the nineteenth and twentieth centuries: women and work; women and the family; women and reform movements; women and education; feminist theorists and activists; images of women.

**WGST 5032 Advanced History of Women in Comparative Cultures (3)**

Same as HIST 5032. Prerequisite: Graduate standing. An introduction to the historical development of women's status in a variety of cultures and periods within the areas of Africa, Europe, the Far East, Latin America, and the Middle East. The course analyzes women's political, economic, familial, and sexual roles and the economic, demographic, ideological, and political forces which promoted change and continuity in these roles.

**WGST 5033 Sexuality and Gender Theory (3)**

Same as HIST 5033. Prerequisite: Graduate standing. This course examines the ways in which contemporary sexuality and gender theory have challenged and changed the study of culture and history. The course introduces students to sexuality and gender theory in late twentieth and early twenty-first century contexts. It then explores dynamic links between theory and the formal structures of political economy as well as the informal structures of everyday life.

**WGST 5034 History of Sexuality (3)**

Same as HIST 5034. Prerequisite: Graduate standing. This course locates sexuality at the center of history and examines its impact over time on politics, society, culture and economics. In particular, the course focuses on changing definitions of sexual deviance, the historical evolution of formal and informal regulations of sexual practices and on the manner in which sex has been deployed in broader historical struggles involving gender, race, class, migration and state building.

**WGST 5040 Feminist Critical Theory (3)**

Same as ENGL 5040. Prerequisites: Graduate standing and consent of instructor. A consideration of feminist critical theory as a means of reassessing literary texts and our cultural heritage. After exploring the roots of feminist criticism, the seminar will examine Anglo-American and continental debates on theories of language, writing and representation. In providing an interdisciplinary context the course will consider studies in psychology, anthropology, history, and philosophy/theology which have influenced and enriched feminist approaches to literature.

**WGST 5053 Advanced Studies in African-American History (3)**

Same as HIST 5053. Prerequisite: Graduate standing. This course introduces some of the themes of African-American women's history. By examining the impact of region, gender, and class on African-American women's experiences across time, the course highlights black women's applied and theoretical contributions to feminist politics and activism as well as the black struggle for freedom and equality. Topics covered include: slavery and emancipation, institution and community building, the family and work, electoral politics and direct action protest, civil rights, and contemporary issues.

**WGST 5350 Topics in Women's and Gender Studies (3)**

Prerequisites: Graduate standing and at least one Women's and Gender Studies course. This course will focus on a particular aspect of gender (to be announced prior to registration) and will draw upon recent theoretical and methodological work from a variety of disciplines.

**WGST 5450 Special Topics in Women's and Gender Studies (3)\***

Prerequisite: Graduate standing or consent of instructor. Special topics at the Graduate level examined from a gender perspective in the field of anthropology, art history, criminology, economics, English, foreign language, history, philosophy, political science, psychology, social work, sociology, business, or others. Topics and departments vary by semester.

**WGST 5500 Foundations of Human Behavior in the Social Environment (3)**

Same as SOC WK 5500 Prerequisite: SOC WK 3150 or equivalent or admission to the MSW program. Focuses on theoretical and empirical understanding of human behavior in the social environment using a life-span perspective. Introduces biological, behavioral, cognitive, and sociocultural theories of individuals, families, and small groups, and their implications for the professional social worker's understanding of socioeconomic status, gender, disability, ethnicity, race, and sexual orientation.

**WGST 5700 Diversity, Social Justice and Social Practice (3)**

Same as SOC WK 5700 Prerequisite: Graduate standing. Analyzes the structure, dynamics, and consequences of social and economic injustice, and the impact on diverse groups in American society. Examines theoretical models and practice principles for work with diverse groups.

**WGST 5940 Seminar in Gender and Literature (3)**

Same as ENGL 5940. Gender studies in literature of different periods, types, and genres; satisfies area requirement (1-6) appropriate to its period, national literature, and genre.

**WGST 6350 Gender, Language & Identity (3)**

Same as TCH ED 6350. Prerequisite: Graduate standing. An interdisciplinary look at the ways gendered and racial identities get developed and shaped through language and culture. Readings will address the complex, yet sometimes invisible, ways that identity, language and gender intersect, creating and assigning roles, responsibilities, and possible selves to individuals and groups in a global world.

**WGST 6353 Graduate Internship in Women's and Gender Studies (1-6)**

Prerequisites: Graduate standing and consent of Director. Provides an opportunity for the Graduate Women's and Gender Studies student to acquire "real world" experience working in a non-profit, political, economic, or social service organization with a gender focus.

**WGST 6410 Women and Mental Health (3)**

Same as PSYCH 7410. Prerequisite: Admission to the doctoral program in Clinical Psychology or consent of instructor. This course will focus on contemporary research on the psychology of women pertaining to mental health issues. Etiology and treatment of disorders disproportionately affecting women will be emphasized.

**WGST 6418 Seminar in Human Sexuality (3)**

Prerequisite: Admission to the doctoral program in Clinical Psychology or consent of instructor. Review of theory and research in human sexuality from physiological, psychological, and social perspectives. Implications for the assessment and treatment of sexual dysfunction are considered.

**WGST 6435 Gender, Crime and Criminal Justice (3)**

Same as CRIMIN 6435. Prerequisite: Graduate standing. This course provides an analysis of theories of crime, crime processing and gender. Topics examined include the role of gender in criminal offending and victimization. The impact of gender on criminal/juvenile justice system processing and treatment will be addressed.

**WGST 6446 Sex Crime (3)**

Same as CRIMIN 6446. Prerequisites: Graduate standing and consent of instructor. Examination of consensual and non-consensual sexual offending. Topics include historical development of laws regulating sexual conduct, controversies surrounding the application of these laws, and the nature and distribution of sexual offenses.

**WGST 6450 Seminar in Women's and Gender Studies (3)\***

Prerequisites: Graduate standing and consent of instructor. Critical examination of advanced topics in the humanities, social sciences, or natural sciences from women's and gender studies perspectives. May be taken more than once provided that the subject matter is different each time the seminar is taken.

**WGST 6452 Special Readings in Women's Studies/Gender Studies (3)**

Prerequisites: Admission to Graduate Certificate program and consent of instructor. Directed independent work on a selected Women's and Gender Studies topic through readings, research, reports, and/or conferences.

**\* Each semester the Director of the Institute for Women's and Gender Studies identifies courses being offered by other departments and they are cross listed with Women's and Gender Studies courses under the special topic course title. Consult the course schedule each semester for a list of these courses.**

# BULLETIN 2009 University of Missouri - St. Louis 2010

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### Faculty

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**Hung-Gay Fung**, Professor, Y. S. Tsiang Professor in Chinese Studies, Coordinator of Finance

Ph.D., Georgia State University

**Ray Mundy**, Professor; John W. Barriger II Professor in Transportation Studies; Director, Center for Transportation Studies

Ph.D., Pennsylvania State University

**Janet Y. Murray**, Professor; E. Desmond Lee Endowed Professor for Developing Women Leaders and Entrepreneurs

Ph.D. University of Missouri-Columbia

**David Ricks**, Curators' Professor Emeritus

Ph.D., Indiana University

**Rajiv Sabherwal**, Curators' Professor

Ph.D., University of Pittsburgh

**John J. Anderson**, C.P.A., C.M.A., Professor Emeritus, Associate Dean Emeritus

Ph.D., University of Wisconsin-Madison

**Nasser Arshadi**, Professor, Vice Provost for Research

Ph.D., University of Nebraska

**Howard B. Baltz**, Professor Emeritus

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**Joseph S. Martinich**, Professor

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**Vicki Sauter**, Professor

Ph.D., Northwestern University

**L. Douglas Smith**, Professor; Director, Center for Business and Industrial Studies

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Ph.D., New York University

**Fred J. Thumin**, Professor Emeritus; Diplomat, Industrial and Organizational Psychology

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**Deborah B. Baiser**, Associate Professor  
Ph.D., Cornell University  
**Donald H. Driemeier**, Associate Professor Emeritus; Dean Emeritus  
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**Michael T. Elliott**, Associate Professor, Associate Dean and Director of Undergraduate Studies in Business  
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**Timothy A. Farmer**, C.P.A., Associate Professor  
Ph.D., Ohio State University  
**Greg Geisler**, Associate Professor  
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**D'Anne G. Hancock**, Associate Professor  
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**Julius H. Johnson, Jr.**, Associate Professor  
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**Charles R. Kuehl**, Associate Professor Emeritus  
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**Donald R. Kummer**, Associate Professor Emeritus  
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**Haim Mano**, Associate Professor; Coordinator of Marketing  
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**Dinesh Mirchandani**, Associate Professor  
Ph.D., University of Kentucky  
**Stephen R. Moehrle**, C.P.A., Associate Professor  
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**Mary Beth Mohrman**, Associate Professor, Coordinator of Accounting  
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**R. Frank Page**, C.P.A., Associate Professor Emeritus  
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**Jennifer Reynolds-Moehrle**, C.P.A., Associate Professor  
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**Joseph Rottman**, Associate Professor  
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**Paul S. Speck**, Associate Professor  
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**Pamela S. Stuerke**, Associate Professor  
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**Ashok Subramanian**, Associate Professor; Coordinator of Information Systems  
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**David R. Ganz**, Assistant Professor Emeritus; Associate Dean Emeritus,  
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**Young-Won Her**, Assistant Professor  
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**Haitao Li**, Assistant Professor  
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**Ekin K. Pellegrini**, Assistant Professor  
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**Gaiyan Zhang**, Assistant Professor  
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**Robert J. Banis**, Teaching Professor Emeritus  
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**Kenneth W. Locke**, Teaching Professor Emeritus  
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**Donald C. Sweeney II**, Teaching Professor; Associate Director, Center for Transportation Studies  
Ph.D., Washington University  
**Wayne W. Winter**, Teaching Professor Emeritus

L.L.M., Washington University  
**Alan Wheeler**, Associate Teaching Professor  
Ph.D., Stanford University  
**Daniel Lee Rust**, Assistant Teaching Professor  
Ph.D., University of Idaho  
**James Tiburzi**, Assistant Teaching Professor  
J.D., University of Illinois-Urbana  
**David A. Bird**, Instructor Emeritus  
M.S., Washington University  
**Lindell P. Chew**, Instructor  
M.B.A., University of Missouri-Columbia  
**John Cox**, Instructor Emeritus  
M.A., University of Missouri-Columbia  
**Ottilia Voegtli**, Instructor Emeritus  
M.B.A., University of Missouri-St. Louis  
**Gwen Moore**, Assistant Teaching Professor  
M.B.A., Washington University  
**Michael Brown**, Lecturer  
M.B.A., Walsh College  
**Joy Dakich**, Lecturer  
M.A., University of Missouri-St. Louis  
**Mary Duncan**, Lecturer  
MSIS, University of Missouri-St. Louis  
**Peggy A. Lambing**, Lecturer  
M.B.A., University of Missouri-St. Louis  
**Emily K. Lane**  
M.S., University of Missouri-St. Louis  
**Johnna Murray**, Lecturer  
MAcc, University of Missouri-St. Louis  
**Rhonda Tenkku**, Assistant Teaching Professor  
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**Leslie Vaughan**, Lecturer  
MAcc, Auburn University  
**Elizabeth W. Vining**, Assistant Teaching Professor  
M.B.A., University of Missouri-St. Louis

### **History**

The University of Missouri - St. Louis College of Business Administration was established in 1967, and was accredited by AACSB-International six years later, the shortest time on record for any school to receive accreditation of its business program. AACSB-International is the only internationally recognized accrediting agency for business and accounting programs. In 2006, the College of Business Administration received reaccreditation of its business and accounting programs, both undergraduate and graduate.

### **Vision**

The UMSL College of Business Administration will become one of the top metropolitan public business schools in the country and be recognized as a leading student-centered provider of quality business education.

### **Mission**

The College of Business Administration is committed to:

- Providing students with a first-rate business education at the undergraduate and graduate levels.
- Conducting and disseminating basic and applied research that advances our understanding of issues relevant to the effective administration of organizations.
- Creating educational value by delivering innovative, cutting-edge curriculum, using both traditional and nontraditional delivery methods.
- Serving the University, the St. Louis business and not-for-profit communities, the citizens of Missouri, and society at large.

### **Values**

**Opportunity:** We are committed to providing students an opportunity to excel in a rigorous academic business program.

**Knowledge:** We value the creation, application, and communication of knowledge to advance business disciplines and improve management practices.

**Access:** We strive to ensure that our programs are accessible, consistent with the land-grant mission of the University of Missouri.

**Integrity:** We value high standards of professional and ethical conduct.

**Excellence:** We strive for excellence in our own endeavors and expect it of those with whom we work.

**Community:** We value our ties with the business and not-for-profit communities, and work to create opportunities of mutual benefits.

**Respect:** We endeavor to treat all people with dignity and respect, and to maintain fairness in our interactions with all students, employees and the community.

**Diversity:** We seek to maintain a diverse and involved community of students, faculty, and staff.

**Collegiality:** We seek to provide a collegial climate that fosters positive relationships among students, faculty and staff.

### **College of Business Administration Programs**

#### **Undergraduate Degrees**

Bachelor of Science in Accounting  
Bachelor of Science in Business Administration  
(with emphasis areas available in)  
Finance  
International Business  
Logistics and Operations Management  
Management  
Marketing  
Bachelor of Science in Information Systems

#### **Undergraduate Minors**

Accounting  
Finance  
General Business  
Information Systems  
International Business  
Logistics and Operations Management  
Management  
Marketing  
Transportation Studies

#### **Undergraduate Certificate**

International Business Certificate (see International Studies)

#### **Graduate Degrees**

Master of Accounting  
Master of Business Administration  
Accounting  
Finance  
Information Systems  
International Business  
Logistics and Supply Chain Management  
Management  
Marketing  
Operations Management

Master of Science in Management Information Systems

Ph.D. in Business Administration  
Information Systems  
Logistics and Supply Chain Management

#### **Graduate Certificates**

Graduate Certificate Program in Business Administration  
Graduate Certificate in Human Resources Management  
Graduate Certificate in Logistics and Supply Chain Management  
Graduate Certificate in Marketing Management

### **Undergraduate Programs**

Detailed information concerning all degree requirements can be found by visiting [The College of Business Undergraduate Advising web site](#).

#### **Admission Requirements**

Students entering UMSL may declare themselves as business majors in the College of Business Administration

(COBA). They are advised by business and may take business courses as long as they maintain "good standing" status (see General Degree Requirements listed below) and have satisfied the prerequisites for the courses they propose to take.

### **General Degree Requirements-all degrees-all students**

Students must complete a minimum of 120 credit hours for any baccalaureate degree from the College of Business Administration.

Students must complete a minimum of 60 non-business hours.

Students must complete a minimum of 48 hours in business courses.

Students must complete a minimum of 36 hours of upper division business courses.

Students are limited to a maximum of 24 credit hours in any single business discipline beyond core courses.

Students are limited to a maximum of 78 credit hours in business and economics combined.

Students must attain a minimum campus grade point average of 2.3. Grade modification may be used in calculating this grade point average.

Students must attain a minimum business grade point average of 2.3. Grade modification cannot be used in calculating this grade point average.

Students seeking an emphasis area or major within the Bachelor of Science in Business Administration degree, Bachelor of Science in Accounting degree, and/or Bachelor of Science in Information Systems degree must attain a minimum grade point average of 2.3 in the emphasis/major. Grade modification cannot be used in calculating this grade point average.

A minimum grade of C- is required for each course in the business core (except MGMT 4219); for each course which serves as a prerequisite for another course; and for each course in an emphasis area and/or major.

Of the maximum of 18 hours which may be taken on a satisfactory/unsatisfactory graded basis, only 9 hours can be in business, and those are restricted to electives—courses beyond the required business core courses.

Business course prerequisites are enforced by the College of Business Administration and include a minimum campus grade point average of 2.0 as a condition for taking any upper division business course.

Emphasis areas may be added for up to two years following degree completion. Each additional degree from the College of Business Administration requires 15 unique hours taken at UMSL subsequent to completion of the prior business degree. Students are allowed to take a maximum of 15 hours of upper-division Business classes before a "good standing" test is applied to their academic records.

In order to remain in good standing and continue to enroll in upper division business courses, students must maintain a 2.3 campus grade point average and must have completed the following cluster of courses (with a grade of C- or higher):

**ACCTNG 2400**, Financial Accounting  
**ACCTNG 2410**, Managerial Accounting  
**BUS AD 2900**, Legal Environment  
**ECON 1001**, Microeconomics  
**ECON 1002**, Macroeconomics  
**INFSYS 2800**, Information Systems Concepts and Applications  
**MATH 1030**, College Algebra  
**MATH 1100**, Basic Calculus  
**MATH 1105**, Basic Probability and Statistics

### **Lower Division Requirements--all degrees--all students**

Each student must complete a 42-hour block of general education coursework fulfilling six goals--three skill goals and three knowledge goals. The skill goals include two courses in communicating, one course in managing information and one course in valuing. The knowledge goals include three courses in the social sciences, three courses in the humanities, and four courses in the combined areas of mathematics and science. All courses must be selected from a list approved by the Faculty Senate of the campus. In many instances courses required by the College of Business Administration for each of its degree programs will satisfy a segment of the general education requirements. A list of courses which fulfill the humanities, social science, and math/science knowledge goals can be obtained in the Office of Undergraduate Academic Advising in the College of Business Administration, 487 Social Sciences and Business (SSB) building; or by visiting our web site.

### **Lower Division Non-Business Course Requirements**

Students pursuing any undergraduate business degree must complete the following non-business courses:

**ECON 1001**, Principles of Microeconomics (valuing skill goal and social science knowledge goal)  
**ECON 1002**, Principles of Macroeconomics (social science knowledge goal)  
**ENGL 1100**, Freshmen Composition (communicating skill goal)  
One additional "communicating skills goal" course  
**MATH 1030**, College Algebra (math/science knowledge goal)  
**MATH 1100**, Basic Calculus (math/science knowledge goal)

**MATH 1105**, Basic Probability and Statistics (math/science knowledge goal)  
A science lecture course (math/science knowledge goal)  
A cultural diversity course  
A course required by the State of Missouri  
Three humanities courses (humanities knowledge goal)  
Two social science courses (in addition to those above)

### **Lower Division Business Course Requirements**

**ACCTNG 2400**, Fundamentals of Financial Accounting  
**ACCTNG 2410**, Managerial Accounting  
**BUS AD 2900**, Legal Environment of Business  
**INFSYS 2800**, Information Systems Concepts and Applications

### **Upper Division Requirements--all degrees--all students**

#### **Upper Division Non-Business Requirement**

**ENGL 3120**, Business Writing, with a minimum grade of C-

#### **Upper Division Non-Business or Business Requirement**

Two global awareness courses selected from an approved list maintained in the Office of Undergraduate Academic Advising in the College of Business Administration; also available on our [web site](#).

### **Upper Division Business Requirements**

**FINANCE 3500**, Financial Management  
**LOG OM 3300**, Business Statistics  
**LOG OM 3320**, Introduction to Operations Management  
**MGMT 3600**, Management and Organizational Behavior  
**MGMT 4219**, Strategic Management  
**MKTG 3700**, Basic Marketing  
A minimum of 18 additional hours of upper division approved business electives

### **Assessment--All degrees--all students**

**MGMT 4220**, Business Assessment Testing, is administered to all graduating seniors. A "Satisfactory" grade is required for graduation.

### **Transfer Issues**

Students must complete a minimum of 60 hours from four year, baccalaureate degree granting colleges/universities.

A minimum of 50% of all business course work must be completed at UMSL.

Students must complete a minimum of 21 graded hours in business courses.

Individuals must complete their last 30 hours in residence at UMSL.

A minimum of 56 graded hours at UMSL are required to qualify for consideration for Latin Honors.

Students seeking to use a lower division course to satisfy an upper division business requirement must validate the course being transferred. If successfully validated, the transfer course will waive the need to take the upper division equivalent course at UMSL, but the course transferred will be counted as lower division; it will not count toward the 36 upper division hours required in business.

Completion of a 42-hour general education block, which is certified by the sending institution as fulfilling its general education requirement, will be viewed as fulfilling UMSL's general education. However, all lower division courses required as part of a degree program at UMSL must be completed.

## **Requirements Unique to Specific Degrees in the College of Business Administration**

### **Bachelor of Science in Accounting Degree**

#### **Mission**

To foster excellence in accountancy by:

1. Providing a rigorous educational experience as a framework for lifelong learning to individuals of diverse academic backgrounds
2. Creating, expanding and disseminating knowledge through scholarly activities
3. Serving the academic, professional and business communities

### **Lower or Upper Division Non Accounting Courses Required**

One of:

**COMM 1030**, Interpersonal Communication I

or

**COMM 1040**, Introduction to Public Speaking

or

**BUS AD 3100**, Contemporary Business Communications

and one of:

**PHIL 1130**, Approaches to Ethics or

**PHIL 2254**, Business Ethics

#### **Upper Division Accounting Courses Required**

**ACCTNG 3401**, Financial Accounting and Reporting I

**ACCTNG 3402**, Financial Accounting and Reporting II

**ACCTNG 3411**, Cost Accounting

**ACCTNG 3441**, Income Taxes

and one of either

**ACCTNG 3421**, Accounting Information Systems and Spreadsheet Applications or

**INFSYS 3810**, Information Systems Analysis

The prerequisite for enrollment in ACCTNG 3402, 3411, 3441, 3451 and all 4000-level accounting courses is an upper-level accounting grade point average of 2.2. or higher.

See the Office of Undergraduate Academic Advising for alternatives to satisfy the State of Missouri's requirement of 150 hours for eligibility to take the Uniform Certified Public Accounting Examination.

#### **Post-Baccalaureate Certificate in Accounting**

**Prerequisite:** Bachelor's degree (in any subject)

**Prerequisite courses:** MATH 1030, ACCTNG 2400, ACCTNG 2410. MATH 1030 (College Algebra) is a prerequisite for the required accounting courses. It may be taken concurrently with ACCTNG 2400, but must be completed prior to enrollment in ACCTNG 2410. ACCTNG 2400 (Fundamentals of Financial Accounting) and ACCTNG 2410 (Managerial Accounting) are also prerequisites for the 3000-level accounting courses.

**Required:** Complete 27 hours of accounting courses at the 3000-level or above, at least 15 hours of which are completed at UMSL. The accounting courses must include the six required courses listed below and three accounting electives. Courses previously completed can be waived upon presentation of appropriate documentation. Waived courses will not count toward the 15-hour residency requirement.

Courses must be completed with a grade of C- or higher. The grade point average for all courses counting toward the Post-Baccalaureate Certificate in Accounting must be 2.0 or higher. The prerequisite for enrollment in ACCTNG 3402, 3411, 3441, 3451 and all 4000-level accounting course is an upper-level accounting grade point average of 2.2 or higher.

Required courses:

**ACCTNG 3401**, Financial Accounting & Reporting I

**ACCTNG 3402**, Financial Accounting & Reporting II

**ACCTNG 3411**, Cost Accounting

**ACCTNG 3421**, Accounting Information Systems

**ACCTNG 3441**, Income Taxes

**ACCTNG 4435**, Auditing

Electives (most of these are offered only once a year)

**ACCTNG 3451**, Accounting for Governmental and Not-for-profit Entities

**ACCTNG 4401**, Financial Accounting & Reporting III

**ACCTNG 4402**, Financial Accounting & Reporting IV

**ACCTNG 4405**, Professional Accounting Research

**ACCTNG 4441**, Advanced Federal Income Tax: Tax Research and Business Taxation

Notes on qualifying for the CPA exam in Missouri:

Successful completion of the Post-Baccalaureate Certificate in Accounting includes all the accounting courses needed to qualify for the CPA exam in Missouri. However, Missouri law also requires a total of 60 credit hours in business (including the accounting courses). Many students with undergraduate degrees in business have satisfied this requirement. A student who has not satisfied this requirement must take additional business classes in order to qualify for the CPA exam.

In addition, Missouri requires 150 credit hours of college level coursework in order to qualify for the CPA exam. A student who has completed a 120-hour undergraduate business degree and the Post-Baccalaureate Certificate in Accounting will need additional coursework in order to satisfy the 150-hour requirement.

## **Bachelor of Science in Business Administration Degree**

### **General Business**

For those undecided regarding a specific emphasis area, a general business degree option is available. Students must complete a minimum of 18 hours of upper division approved business electives (see comprehensive list of business courses in the course descriptions section of this publication)

### **Emphasis in Finance**

Finance is a multidisciplinary field that combines various concepts from management, economics and accounting with financial techniques to make sound business decisions and solve problems. A minimum of 15 hours of upper division finance electives must be selected from the following

**FINANCE 3501**, Financial Policies  
**FINANCE 3502**, Treasury Management  
**FINANCE 3503**, Computer Applications in Finance  
**FINANCE 3520**, Investments  
**FINANCE 3521**, Financial Risk Management  
**FINANCE 3525**, Practicum in Investments  
**FINANCE 3540**, Financial Services Industry and Instruments  
**FINANCE 3541**, Commercial Bank Management  
**FINANCE 3542**, Principles of Real Estate  
**FINANCE 3560**, Practice of Personal Financial Planning  
**FINANCE 3561**, Principles of Insurance  
**FINANCE 3562**, Life Insurance  
**FINANCE 3563**, Retirement Planning and Employee Benefits  
**FINANCE 3564**, Estate Planning and Trusts  
**FINANCE 3580**, International Corporate Finance  
**FINANCE 3582**, International Investment  
**FINANCE 3599**, Independent Study (approved)

### **Track Certification**

Students may combine selected courses from the list above, and other specified upper division business electives, to fulfill a designated track with dual objectives of acquiring in depth knowledge, and to prepare and be eligible for various professional certification examinations. Detailed information is available in the Office of Undergraduate Academic Advising. The specific tracks available include

Corporate Finance  
Financial Institutions and Services  
Investment and Portfolio Management  
Financial Planning  
Insurance

### **Emphasis in International Business**

National markets are becoming increasingly integrated. The study of international business focuses on understanding the forces behind this globalization of markets and production. Twelve (12) hours are required of all individuals seeking an emphasis in International Business: Two of the following courses:

**FINANCE 3580**, International Corporate Finance  
**MGMT 3682**, Managing the Global Workforce  
**MKTG 3780**, International Marketing

Plus two additional approved international business courses other than BUS AD 3289, the international business practicum. (Lists of approved courses are available in the CoBA student advising office.) Proficiency in a foreign language of international commerce (determined by the College of Business Administration) must be demonstrated - 13 credit hours in one approved language or satisfactory performance on the UMSL foreign language placement test.

Students must complete **one** of the following International Experience Requirements:

1. Study abroad for three or more credits hours.\*
2. Complete an international internship approved by the International Business Institute (maximum of 3 credit hours).
3. Complete a minimum of one year international experience within 5 years of entering the program in any of the following areas: Peace Corps, volunteer work with an organization, an international posting by a company or government agency and/or approved, significant international experience. Documentation is required for approval.

\*International students in the IB Emphasis will meet their International Experience requirement through their study in the United States.

### **Emphasis in Logistics and Operations Management**

This discipline has as its objective to get the appropriate goods or services to the right place, at the right time, in the right quality and quantity—thereby making the greatest contribution to the organization.

Students must complete a minimum of 12 credit hours selected from the following:

**INFSYS 3843**, Decision Support Systems  
**LOG OM 3399**, Independent Study (approved)  
**LOG OM 4312**, Business Forecasting  
**LOG OM 4322**, Lean Production in Manufacturing and Service Operations  
**LOG OM 4324**, Service Operations Management  
**LOG OM 4326**, Quality Assurance in Business  
**LOG OM 4330**, Business Logistics Systems  
**LOG OM 4350**, Management Science Methods  
**LOG OM 4354**, Operations Research II  
**LOG OM 4381**, International Logistics & Operations Mgmt

At most, one of the following courses may be counted toward the LOM emphasis area.

**INFSYS 3806**, Managerial Applications of Object-Oriented Programming I  
**INFSYS 3844**, Developing Business Applications in .Net

### **Emphasis in Management**

The study of management focuses on the behavior of individuals and groups in an organizational setting.

Students must complete MGMT 3611, Advanced Management and Organizational Behavior, plus 5 courses selected from

**MGMT 3612**, Professional Skills Development  
**MGMT 3621**, Human Resource Management  
**MGMT 3622**, Industrial and Labor Relations  
**MGMT 3623**, Industrial and Organizational Psychology  
**MGMT 3624**, Employee Training and Development  
**MGMT 3680**, International Management  
**MGMT 3690, Internship in Management** (only 1 of 3690 and 3699 can be taken for MGMT emphasis area credit)  
**MGMT 3699**, Independent Study (only 1 of 3690 and 3699 can be taken for MGMT emphasis area credit)  
**MGMT 4614**, Entrepreneurship/Small Business Management

### **Emphasis in Marketing**

Marketing involves the activities needed to facilitate an exchange. This includes selling products, services, or ideas to both individual consumers and business buyers.

Students must complete 5 upper division marketing courses to include the capstone course, MKTG 4700, Marketing Management.

The four courses may be selected from:

**MKTG 3710**, Consumer Behavior  
**MKTG 3720**, Management of Promotion  
**MKTG 3740**, Marketing Research  
**MKTG 3750**, Sales Management  
**MKTG 3760**, Business to Business Marketing  
**MKTG 3770**, Introduction to Transportation  
**MKTG 3780**, International Marketing  
**MKTG 3790**, Internship in Marketing  
**MKTG 3798**, Business Administration Seminar - Marketing

### **Bachelor of Science in Information Systems Degree**

#### **Mission**

The Information Systems (IS) area endeavors to prepare high-potential students of diverse backgrounds for successful careers in the IS profession. Careers in IS may include programming, systems analysis and design, database administration, end-user support, network administration, and management consulting. The goal is to provide students with the skills to deal with the challenges confronting IS through teaching, research, and service to the profession.

Students are required to complete a minimum of 7 courses beyond required business core courses

Programming – 2 courses (6 hours)

**INFSYS 3806**, Managerial Applications of Object- Oriented Programming I

**INFSYS 3816, Managerial Applications of Object Oriented Programming II**

Analysis and Design—2 courses—(6 hours)

**INFSYS 3810, Information Systems Analysis**

**INFSYS 4850, Information Systems Design**

Database—1 course (3 hours)

**INFSYS 3845, Database Management Systems**

Students must complete 2 courses (at least 1 3800-level Information Systems course) from the following list:

**ACCTNG 3421, Accounting Information Systems**

**FINANCE 3503, Computer Applications in Finance**

**INFSYS 3807, Legacy Systems**

**INFSYS 3815, Object Oriented Applications in Business**

**INFSYS 3841, Enterprise Information Systems**

**INFSYS 3842, Management of Telecommunications**

**INFSYS 3843, Decision Support Systems**

**INFSYS 3844, Developing Business Applications in .NET**

**INFSYS 3846, e-Commerce**

**INFSYS 3847, Web Design**

A pre-approved Computer Science Class

Seminars and Independent Studies are restricted to those offered by and approved by the Area faculty and approved by the Area Coordinator

**INFSYS 3899, Independent Study in Information Systems**

**Minors in Business Administration**

**General Requirements**

All minors are 15 credit hours or 5 courses, including business core courses.

Students must attain a 2.0 grade point average for all courses in the minor.

Students must attain a minimum grade of C- in each course included in the minor.

All courses in the minor must be on a graded basis.

A minimum of 9 credit hours of coursework included in the minor must be taken in residence at UMSL.

One must complete a baccalaureate degree at UMSL in order for a minor to be conferred.

A minor may be added for up to two years following completion of the baccalaureate degree

**Minor in General Business**

This minor is available only to students seeking a baccalaureate degree outside the College of Business Administration

Five courses selected from

**INFSYS 1800, Computers and Information Systems**

**ACCTNG 2400, Fundamentals of Financial Accounting**

**BUS AD 2900, Legal Environment of Business**

**LOG OM 3320, Introduction to Operations Management**

**FINANCE 3500, Financial Management**

**MGMT 3600, Management and Organizational Behavior**

**MKTG 3700, Basic Marketing**

**Minor in Accounting**

Available to all students except those pursuing the Bachelor of Science in Accounting degree. Students must complete:

**ACCTNG 2400, Fundamentals of Financial Accounting**

**ACCTNG 2410, Managerial Accounting**

plus any three upper division accounting electives

**Minor in Finance**

Available to all students except those pursuing the Bachelor of Science in Business Administration degree.

Students must complete:

**FINANCE 3500, Financial Management**

plus any four upper division finance electives

**Minor in Information Systems**

Available to all students except those pursuing the Bachelor of Science in Information Systems degree. Students must complete:

**INFSYS 2800**, Information Systems Concepts and Applications

Four of the following courses:

**At least three of the courses must be 3800-level IS courses.**

**INFSYS 3806**, Mgrl. Appl. Of Object Oriented Programming I

**INFSYS 3807**, Legacy Systems

**INFSYS 3810**, Systems Analysis

**INFSYS 3815**, Object Oriented Applications in Business

**INFSYS 3816**, Managerial Applications of Object Oriented Program II

**INFSYS 3841**, Enterprise Information Systems

**INFSYS 3842**, Management of Telecommunications

**INFSYS 3843**, Decision Support Systems

**INFSYS 3844**, Developing Business Applications in .NET

**INFSYS 3845**, Database Management Systems

**INFSYS 3846**, e-Commerce

**INFSYS 3847**, Web Design

**INFSYS 4850**, Information Systems Design

**INFSYS 3899**, Independent Study in IS

(Seminars and Independent Studies are restricted to those offered by and approved by the Area faculty and approved by the Area Coordinator.)

**Minor in International Business**

Available to all students except those pursuing the Bachelor of Science in Business Administration degree with an emphasis in International Business. Students must complete any 5 courses in International Business.

**Minor in Logistics and Operations Management**

Available to all students except those pursuing the Bachelor of Science in Business Administration degree. Students must complete:

**LOG OM 3320**, Introduction to Operations Management

plus any four upper division logistics/operations management electives, including no more than one programming course selected from:

**INFSYS 3806**, Managerial Applications of Object-Oriented Programming I

**INFSYS 3844**, Developing Business Applications in .Net

**Minor in Management**

Available to all students except those pursuing the Bachelor of Science in Business Administration degree. Students must complete:

**MGMT 3600**, Management and Organizational Behavior

**MGMT 3611**, Advanced Management and Organizational Behavior

plus any 3 upper division management and organizational behavior electives

**Minor in Marketing**

Available to all students except those pursuing the Bachelor of Science in Business Administration degree. Students must complete:

**MKTG 3700**, Basic Marketing

plus any 4 additional upper division marketing electives

**Minor in Transportation Studies**

Available to all students. (For those pursuing the BSBA degree, this will result in an emphasis in marketing if the marketing capstone course, MKTG 4700, Marketing Management, is taken in addition to the requirements listed below. Such individuals will have completed both LOG OM 3320, Introduction to Operations Management, and MKTG 3700, Basic Marketing.)

Students must complete five courses to include:

**MKTG 3770**, Introduction to Transportation

**MKTG 3771**, Traffic and Transportation Management

Plus three additional courses selected from:

**LOG OM 3320**, Introduction to Operations Management  
**MKTG 3090**, Internship in Marketing  
**MKTG 3099**, Independent Study in Marketing\*  
**MKTG 3700**, Basic Marketing  
**MKTG 3798**, Business Administration Seminar: Marketing

\*No more than one approved independent study course may count towards the minor.

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# BULLETIN 2009 University of Missouri - St. Louis 2010

## College of Business Administration Graduate Programs

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### **UMSL Home**

### **College of Business Administration Home Page**

The College of Business Administration offers four graduate degrees: the Doctor of Philosophy in Business Administration (Ph.D.) the Master of Business Administration (MBA), the Master of Science in Information Systems (MS in IS), and the Master of Accounting (MAcc). All programs carry the prestigious accreditation of AACSB-International.

### **Admission Requirements**

The admissions decision is based on a combination of factors. Consideration is given to a candidate's academic record, scores on the Graduate Management Admissions Test (GMAT), work and leadership experience, a personal narrative on the application form, and recommendations.

As in most AACSB-accredited graduate business programs, the UMSL College of Business generally requires Graduate Management Admissions Test (GMAT) scores. Information on the GMAT exam can be obtained from the Office of Graduate Business Studies, or on the Internet at [www.mba.com](http://www.mba.com). The examination tests one's ability to read, understand, and to reason logically with both verbal and quantitative material. The test is not a measure of achievement or business knowledge. Under certain conditions, the applicant may petition for waiver of the GMAT requirement, based on possession of an advanced degree and/or the ability to supply acceptable scores from an equivalent test.

### **Doctor of Philosophy in Business Administration (Ph.D.)**

The Ph.D. program includes emphases in Information Systems (IS) and Logistics & Supply Chain Management (LSCM). This is the only LSCM emphasis in a doctoral business program offered in Missouri and the only IS emphasis in a doctoral business program offered at a public university in Missouri. Courses are taught by full-time, nationally known scholars who have been recognized as one of the most academically prolific faculties in America. The PhD program is designed to prepare scholars who will excel in the national and international marketplace, especially in academic and research organizations, but graduates may also find opportunities in the growing private sector demand for advanced IS and LSCM expertise.

### **Master of Business Administration Program (MBA)**

The MBA is available in three formats: the evening MBA program, the Internet-based Professional MBA program and the International MBA program. All are fully accredited by AACSBInternational – The Association to Advance Collegiate Schools of Business, the premier accrediting body in collegiate business education. The MBA programs are designed to prepare students for administrative and professional positions. They also provide an appropriate foundation for students contemplating doctoral work and eventual careers in college teaching and research. The programs are designed for students who have bachelor's degrees from accredited institutions, including those with undergraduate backgrounds in the sciences, engineering, humanities, or arts as well as business. Graduate Business program information is available at the [College of Business Administration website](#).

### **The Evening MBA Program**

The MBA curriculum provides training in the fundamental areas of business administration. The core program is designed to generate a working knowledge of the concepts and interrelationships of four broad categories fundamental to management training:

- The external environment confronting business organizations and management's response to legal, economic, social, and political issues.
- The internal operation of various business organizations and management's role in channeling human behavior to satisfy both personal and organizational goals.
- Basic concepts, terminology, and interaction of the accounting, marketing, finance, information technology and operations management disciplines.
- Quantitative management decision making models put to use in the context of current management information systems.

The total degree program is integrated by a course in strategy formulation and implementation in the student's last semester. There is no thesis requirement; however, students interested in undertaking an individual research project may earn elective credit by enrolling in a supervised independent study course.

### **Degree Requirements**

Depending on the student's previous background, programs will range from 39 to 54 hours. Coursework must be completed within a six year period. At least 30 hours of coursework must be taken while enrolled as an MBA candidate at UMSL.

### **Learning Outcomes**

1. Develop the ability to write and deliver a professional presentation.
2. Develop the ability to form teams and work in teams.
3. Understand ethical considerations in all dimensions of business.
4. Be aware of international issues in business.
5. Have the ability to critically evaluate information.
6. Be able to independently research a topic in business.
7. Develop skill in using technology to solve business problems.
8. Understand basic management principles and practices and how they affect the success of an organization.
9. Understand basic finance principles and practices and how they affect the success of an organization.
10. Understand basic accounting principles and practices and how they affect the success of an organization.
11. Understand basic operations and logistic management principles and practices and how they affect the success of an organization.
12. Understand basic marketing principles and practices and how they affect the success of an organization.
13. Understand basic information systems principles and practices and how they affect the success of an organization.

Develop skill to think strategically about the business.

Candidates must take at least **one** course at either the core level or from the business breadth requirements list in each of the following six areas: accounting, finance, management, marketing, information systems, and logistics and operations management. Also, no more than 15 credit hours may be taken in any one of the six areas. Students are also required to have completed the equivalent of ECON 4105, Quantitative Methods and Modeling in Economics, Business, and the Social Sciences, by the end of their first 15 hours in the program.

### **Required Courses**

The following courses or their equivalents are required of all degree candidates.

#### **General Requirements – 18 hours**

**ECON 4105**, Quantitative Methods and Modeling in Economics, Business, and the Social Sciences  
**BUS AD 5000**, Economics for Managers  
**BUS AD 5100**, Managerial Communication  
**BUS AD 6990**, Strategy Formulation and Implementation  
**LOG OM 5300**, Statistical Analysis for Management Decisions  
**BUS AD 5900**, Law, Ethics, and Business

#### **Core Requirements – 18 hours**

**ACCTNG 5400**, Financial and Managerial Accounting  
**FINANCE 6500**, Financial Management  
**MGMT 5600**, Organizational Behavior and Administrative Processes  
**MKTG 5700**, Contemporary Marketing Concepts  
**INFSYS 5800**, Management Information Systems  
**LOG OM 5320**, Production and Operations Management

#### **Business Breadth Requirements – 9 hours**

A student must take a second-level course in three of the following areas:

**Accounting:** **ACCTNG 5401**, Financial Reporting and Analysis  
**Finance:** Any approved graduate-level course beyond **FINANCE 6500**  
**Management:** **MGMT 5600**: Any approved graduate-level course beyond **MGMT 5600**  
**Marketing:** Any approved graduate-level course beyond **MKTG 5700**  
**Information Systems:** Any approved graduate-level course beyond **INFSYS 5800**  
**Logistics and Operations Management:** Any approved graduate-level course beyond **LOG OM 5320**

#### **Electives**

The student must take a minimum of nine hours of elective courses. A maximum of six hours of electives may be taken at the undergraduate level. Graduate students may be required to complete additional work in these

courses. Nine elective hours may be taken outside the College of Business Administration if the student has approval in advance from a graduate adviser for the specific courses desired.

### **Emphasis Areas**

MBA students may obtain emphasis areas in Accounting, Finance, Information Systems, Logistics and Supply Chain Management, Management, Marketing or Operations Management. In addition to the requirements articulated above, the requirements for each emphasis area are shown below.

#### **Emphasis in Accounting**

MBA students seeking an Emphasis in Accounting must complete a minimum of 12 hours of accounting electives. Of these electives, six hours must be numbered ACCTNG 5401 or above, and six hours must be numbered ACCTNG 4400 or above. ACCTNG 5400 does not count toward the Emphasis in Accounting. A maximum of 15 hours in any functional area will count toward degree requirements. Only courses that are substantially different from courses taken for credit in a student's undergraduate program will be acceptable. The total number of elective courses required will depend on the number of hours waived. Students must complete at least 39 credit hours to earn the MBA.

#### **Emphasis in Finance**

MBA students seeking an Emphasis in Finance must complete a minimum of 12 hours of Finance electives beyond FINANCE 6500. A maximum of 15 hours in any functional area will count toward the degree requirements. One Finance course may apply toward the Business Breadth requirement, and the remainder toward the Elective requirement. The total number of elective courses required will depend on the number of hours waived. Students must complete at least 39 credit hours to earn the MBA degree.

#### **Emphasis in Information Systems**

##### **Required Course**

**INFSYS 5800**, Management Information Systems

##### **Four Courses from the following:**

**INFSYS 6805**, Applications of Programming for Business Solutions

**INFSYS 6835**, IT-Enabled Business

**INFSYS 6836**, Telecommunications; Design & MGMT

**INFSYS 6837**, IS/IT Architecture

**INFSYS 6838**, Business Processes: Design, Management, and Integration

**INFSYS 6840**, Information Systems Analysis

**INFSYS 6845**, Database Management Systems

**INFSYS 6846**, Management of Global Sourcing

**INFSYS 6847**, IS Financial and Project Management

**INFSYS 6848**, Knowledge Management & Business Intelligence

**INFSYS 6850**, Information Systems Design

**INFSYS 6881**, Management of Transnational IS

**INFSYS 6891**, Seminar in Management Information Systems

##### **Guided Internship**

A maximum of 1 course outside IS (Courses outside the College of Business must be approved by the IS Area Coordinator)

#### **Emphasis in Logistics and Supply Chain Management**

MBA students seeking an Emphasis in Logistics & Supply Chain Management must complete 9 hours from approved courses in addition to LOG OM 5300 and LOG OM 5320. Up to 3 hours may be transferred from another AACSB-accredited graduate program at the discretion of the Area Coordinator of the LOM Area. A maximum of 15 hours in any functional area will count toward the degree requirements. The total number of elective hours required will depend on the number of hours waived. Students must complete at least 39 credit hours to earn the MBA degree.

#### **Emphasis in Management**

MBA students seeking an Emphasis in Management may choose one of the tracks specified below. Regardless of the track chosen, one must complete a minimum of 12 hours of Management electives beyond MGMT 5600. A maximum of 15 hours in any functional area will count toward the degree requirements. The total number of elective courses required will depend on the number of hours waived. Students must take at least 39 credit hours to earn the MBA degree.

##### **General Management Track**

Any 4 MGMT courses.

##### **Human Resource Management Track**

MGMT 5621, Managing Human Resources + 3 courses selected from MGMT 5622, 5624, 5625.

##### **Emphasis in Marketing**

MBA students seeking an Emphasis in Marketing must complete a minimum of 12 hours of Marketing electives beyond MKTG 5700, including MKTG 5701. A maximum of 15 hours in any functional area will count toward

the degree requirements. The total number of elective courses required will depend on the number of hours waived. Students must complete at least 39 hours credit hours to earn the MBA degree.

#### **Emphasis in Operations Management**

MBA students seeking an Emphasis in Operations Management must complete 9 hours from approved courses in addition to LOG OM 5300 and LOG OM 5320. Up to 3 hours may be transferred from another AACSB – accredited graduate program at the discretion of the Area Coordinator. A maximum of 15 hours in any functional area will count toward the degree requirements. The total number of elective hours required will depend on the number of hours waived. Students must complete at least 39 credit hours to earn the MBA degree.

A student cannot receive an emphasis in both Operations Management and Logistics & Supply Chain Management for the same set of courses. An overlap of up to 3 credit hours out of the 9 hours required is allowed.

#### **Previous Education**

Based on a formal review and evaluation by the Office of Graduate Studies in Business, students may be granted waivers of certain courses from the general and core requirements. Waivers depend on the applicability of prior coursework and the student's performance in these courses. Regardless of the number of courses waived, all students must take at least 39 hours to earn the degree.

#### **Professional MBA Program**

A weekend-based Internet-enhanced version of the MBA program exists as an alternative to the traditional part-time evening program. This program is a 48-credit-hour program for professionals with busy work or travel schedules. Students meet on campus monthly, with the remainder of the interaction between instructor and students taking place online. Students proceed through the program as part of a cohort group and complete the requirements for the degree in two years.

The first 30 hours of the Internet-based program consist of the same core courses required in the evening program (except for the mathematics and economics requirements, which are treated as prerequisites and must be satisfied prior to starting the program). The remaining 18 hours consist of the following courses:

**ACCTNG 5401**, Financial Reporting and Analysis  
**FINANCE 6590**, Seminar in Finance  
**MGMT 5695**, Seminar in Management  
**MKTG 5795**, Seminar in Marketing  
**INFSYS 6891**, Seminar in Management Information Systems  
**LOG OM 6395**, Seminar in Logistics and Operations Management

#### **International MBA Program**

An International version of the MBA program also exists as an alternative to the evening MBA program. This program is a two-year, full-time program. Students take courses the first year outside the U.S. at a partner university and then take courses the second year on the University of Missouri – St. Louis campus.

#### **International MBA Program Degree Requirements**

In addition to the requirements of the evening MBA program, the International MBA program requires an internship (outside the U.S. for Americans and in the U.S. for all others). The program also requires a proficiency in at least one major commercial language in addition to English as a prerequisite. (Coursework is generally in English). All participants in the International MBA program must meet the same General and Core Requirements as those in the evening MBA program.

#### **Master of Science in Information Systems (MS in IS)**

The Master of Science in IS program is designed to provide the technical and managerial knowledge to operate successfully in careers associated with the design, development and management of computer-based information, telecommunications, and Internet applications. The program accommodates students with undergraduate degrees specializing in IS, business, and computer science, as well as students with undergraduate degrees outside business.

#### **MS in IS Program Degree Requirements**

The program may require as few as 30 hours for students with undergraduate business degrees from AACSB-accredited institutions. Because of the need to attain general business core competencies as a foundation of the MS in IS requirements, students with no academic business background will be required to take additional hours as outlined below.

#### **General Requirements**

All students must meet course requirements in quantitative reasoning, general business and IS. Students must complete a minimum of 30 credit hours beyond the general business core. Of the 30 hours beyond the general business core, at least 24 hours must cover topics beyond INFSYS 5800 and INFSYS 6805. Students with a B.S.B.A. with an emphasis in IS or a B.S. in IS from an AACSB-accredited institution may, at the student's discretion, substitute two electives for INFSYS 5800 and INFSYS 6805. Waivers may be granted for other courses with appropriate undergraduate course work.

### **Quantitative Reasoning Requirement**

Students are required to have completed by the end of their first semester in the program the equivalent of ECON 4150, Quantitative Methods in Modeling in Economics, Business and the Social Sciences with a grade of C or better. Students are also required to complete the equivalent of LOG OM 5300 Statistical Analysis for Management Decisions with a grade of C or better. These courses do not count towards the graduate degree, but waivers may be granted with appropriate undergraduate course work.

### **General Business Core**

Students must have a B.S. in IS, or a B.S.B.A. with an emphasis in MIS that requires a managerial communication course, and coursework equivalent to at least five of the following courses:

- BUS AD 5900**, Law, Ethics, and Business
- ACCTNG 5400**, Financial and Managerial Accounting
- FINANCE 6500**, Financial Management
- MGMT 5600**, Organizational Behavior and Administrative Processes
- MKTG 5700**, Contemporary Marketing Concepts
- LOG OM 5320**, Production and Operations Management
- BUS AD 6990**, Strategy Formulation and Implementation

Students who have not met this prerequisite must complete BUS AD 5100 Managerial Communication and course work from at least five of the courses listed above.

### **Program Requirements**

#### **A. Basic IS courses 15 credit hours**

- INFSYS 5800**, Management Information Systems
- INFSYS 6805**, Applications of Programming for Business Solutions
- INFSYS 6840**, Information Systems Analysis
- INFSYS 6845**, Database Management Systems
- INFSYS 6850**, Information Systems Design

#### **B. IS Electives 15 credit hours**

Students choose 5 *elective courses* from the following:

- INFSYS 6808**, Internet Programming for Business
- INFSYS 6835**, IT-Enabled Business
- INFSYS 6836**, Telecommunications: Design & MGMT
- INFSYS 6837**, Information Systems Architecture
- INFSYS 6838**, Business Processes: Design, Management, and Integration
- INFSYS 6846**, Management of Global Sourcing
- INFSYS 6847**, Financial & Project Management
- INFSYS 6848**, Knowledge Management & Business Intelligence
- INFSYS 6881**, Management of Transnational Information Systems
- INFSYS 6891**, Seminar in Management Information Systems

A maximum of 2 courses outside IS. Courses outside the College of Business must be approved by the IS Area Coordinator.

#### **Master of Accounting Program (MAcc)**

The MAcc program prepares students to enter the accounting profession or to further existing accounting careers. It is designed to accommodate both students with undergraduate accounting majors and students with other undergraduate background. It may require as few as 30 credit hours for students with undergraduate accounting degrees.

Because of the need to attain general business and professional accounting core competencies as a foundation for the MAcc requirements, students with no academic business or accounting background will be required to take additional credit hours as outlined below.

#### **General Requirements**

All students must meet course requirements in mathematics, general business, and accounting. Students must complete a minimum of 30 credit hours beyond the general business core and the professional accounting core. At least 15 credit hours in accounting must be completed, including at least 12 credit hours at the graduate level. At least 9 credit hours of the student's 30 credit hour program must be in graduate level non accounting courses. Of the 30 credit hours beyond the general business and professional accounting core, 21 credit hours must be earned in courses at the graduate level.

#### **General Business**

These requirements may be waived with appropriate undergraduate courses.

Students must complete:

- ACCTNG 5400**, Financial & Managerial Accounting
- ECON 4105**, Quantitative Methods in Economics

In addition, students must complete six courses from the list below.

**BUS AD 5100**, Managerial Communication  
**BUS AD 5900**, Law, Ethics, and Business  
**BUS AD 6990**, Strategy Formulation and Implementation  
**FINANCE 6500**, Financial Management  
**INFSYS 5800**, Management Information Systems  
**LOG OM 5300**, Statistical Analysis for Management Decisions  
**LOG OM 5320**, Production and Operations Management  
**MGMT 5600**, Organizational Behavior and Administrative Processes  
**MKTG 5700**, Contemporary Marketing Concepts

#### **Professional Accounting Core**

These requirements may be waived with appropriate undergraduate courses.

**ACCTNG 5404**, Professional Accountancy I  
**ACCTNG 5405**, Professional Accountancy II  
**ACCTNG 5421**, Information Systems in Accounting  
**ACCTNG 5411**, Concepts in Management Accounting  
**ACCTNG 5447**, Taxation of Individuals and Businesses

#### **MAcc Degree Requirements**

These requirements may be waived with appropriate undergraduate courses. If courses are waived, students may need to take additional accounting electives to meet the minimum requirement of 30 credit hours.

**ACCTNG 4401**, Financial Accounting & Reporting III  
**ACCTNG 4402**, Financial Accounting & Reporting IV  
**ACCTNG 4435**, Auditing  
**ACCTNG 5402**, Professional Accounting Research

#### **Seminar**

Students must complete one course from the following list of seminars.

**ACCTNG 5403**, Seminar in Financial Accounting Theory  
**ACCTNG 5435**, Seminar in Auditing  
**ACCTNG 6441**, Seminar in Taxation

Accounting Electives Students must complete at least two additional courses from the following list. (Not all courses are offered each year.)

**ACCTNG 5403**, Seminar in Financial Accounting Theory  
**ACCTNG 5412**, Accounting Systems for Management Planning and Control  
**ACCTNG 5435**, Seminar in Auditing  
**ACCTNG 5436**, Systems Auditing  
**ACCTNG 5446**, Advanced Topics in Taxation  
**ACCTNG 5455**, Taxes and Managers' Decisions  
**ACCTNG 5480**, International Accounting  
**ACCTNG 5490**, Graduate Internship in Accounting  
**ACCTNG 5491**, Seminar in Advanced Theory and contemporary Issues in Accountancy  
**ACCTNG 5498**, Graduate Seminar in Accounting  
**ACCTNG 6441**, Seminar in Taxation

NonAccounting Courses. Students must complete at least three courses from other business disciplines. (minimum: 9 credit hours at the graduate level)

Any BUS AD 5000 and above  
Any FINANCE 5500 and above  
ANY INFSYS 5800 and above  
ANY LOG OM 5300 and above  
ANY MGMT 5600 and above  
ANY MKTG 5700 and above

#### **Ph.D. in Business Administration**

##### **Admissions Requirements**

Admission decisions are made on the basis of past academic record, intellectual ability, GMAT or GRE scores, and career commitment. Applications are accepted from students who have baccalaureate or graduate degrees. Past graduate work may be credited toward degree requirements where appropriate. Applicants must submit:

Official academic transcripts.  
Official GMAT or GRE results in fields approved by the College of Business Administration.  
Three letters of recommendation (at least two from individuals with earned doctorates).  
A statement of objectives for the course of study.

### **Graduate Assistantships**

Stipends for research and teaching assistantships (20 hours per week) are awarded on a competitive basis. Educational fees are waived for graduate assistants.

### **Degree Requirements**

The Ph.D. in the College of Business Administration requires a minimum of 69 course credit hours and a minimum of 6 dissertation credit hours beyond the baccalaureate degree. To ensure sufficient background for doctoral-level courses, students must demonstrate appropriate competence in quantitative reasoning, which is evidenced through completion of ECON 4105 and BUS AD 5000 or their equivalent. Students must also demonstrate appropriate competence in managerial communication, which is evident through completion of BUS AD 5100 or equivalent to be determined by the Ph.D. Coordinator.

### **Course Requirements**

The Ph.D. in Business Administration has a common set of requirements in three areas: Business & Research Foundation (Section I), Supporting Field (Section II), and Other Requirements (Section IV). Requirements specific to the area of emphasis are in Section III.

#### **I. Business & Research Foundation Requirement: 27 credit hours (9 courses)**

Students are required to take:

**INFSYS 5800**, Management Information Systems  
**LOG OM 5300**, Statistical Analysis for Management Decisions  
**BUS AD 5900**, Law, Ethics, and Business  
**ACCTNG 5400**, Financial and Managerial Accounting  
**FINANCE 6500**, Financial Management  
**MGMT 5600**, Organizational Behavior  
**MKTG 5700**, Contemporary Marketing Concepts  
**LOG OM 5320**, Production and Operations Management

The first eight courses 6800, 5300, 5900, 5400, 6500, 5600, 5700, 5320 will normally be waived if students had the courses as part of an UMSL MBA, MS in IS, or MAcc degree, or had equivalent graduate course work at an institution approved by the Graduate Business Programs Office and the Ph.D. Coordinator.

#### **II. Supporting Field Requirement: (9 credit hours)**

Students must take 9 credit hours of graduate-level courses beyond foundation course work in a supporting field approved by the Ph.D. Coordinator. Supporting fields may include courses within or outside the College of Business Administration and are designed in consultation with the Ph.D. Coordinator.

#### **III. Emphasis Area Requirements:**

Students must complete the requirements for one of the emphasis areas.

##### **Information Systems Emphasis**

The Information Systems emphasis requirement includes 36 credit hours.

Students are required to take the following ten courses:

**INFSYS 6805**, Applications of Programming for Business Solutions  
**INFSYS 6836**, Telecommunications: Design and Management  
**INFSYS 6840**, Information Systems Analysis  
**INFSYS 6845**, Database Management Systems  
**BUS AD 7021**, Qualitative Methods and Philosophical Foundations of Business Administration Research  
**INFSYS 7890**, INFSYS Research Seminar  
**INFSYS 7891**, Quantitative Research Methods in IS  
**INFSYS 7892**, Doctoral Seminar in current Information Systems Topics  
**INFSYS 7893**, Special Topics in IS  
**INFSYS 7894**, Theoretical Foundations of Information Systems Research

Students are required to take 6 credit hours (2 courses) (not included elsewhere) from the list of approved elective courses for the IS emphasis.

##### **Logistics & Supply Chain Management (LSCM) Emphasis**

The Logistics & Supply Chain Management emphasis requirement includes 33 credit hours.

Students are required to take the following eight courses:

**MKTG 5770**, Supply Chain Management  
**LOG OM 6330**, Business Logistics Systems  
**LOG OM 6331**, Logistics and Supply Chain Operations Modeling  
**LOG OM 6332**, Logistics and Supply Chain Strategic Modeling  
**LOG OM 6350**, Management Science Methods  
**LOG OM 7381**, International Supply Chain Management  
**LOG OM 7390**, Research Seminar in LSCM  
**LOG OM 7393**, Special Topics in LSCM"

Students are required to take nine credit hours (three courses) (not included elsewhere) from the list of approved elective courses for the LSCM emphasis.

**IV. Other Requirements:**

Upon completion of coursework, students are advanced to candidacy by successfully completing a comprehensive examination in their area of emphasis and a supporting field examination in their chosen area. Students admitted to the program with a relevant Masters degree should pass the comprehensive examination and the supporting field examination within three years of admission to the Ph.D. program. Students admitted to the program with an undergraduate business degree should pass the comprehensive examination and the supporting field examination within four years of admission to the Ph.D. program. Students admitted to the program with an undergraduate degree outside of business should pass the comprehensive examination and the supporting field examination within five years of admission to the Ph.D. program. In these cases, prior coursework will be evaluated for equivalency to Section I course requirements. Exceptions may be made, contingent on approval by the Ph.D. Coordinator.

Students will be evaluated annually for satisfactory progress. Students deemed not to be making adequate progress are subject to the policies of the College of Business Administration regarding continuation of their assistantship. Students deemed not to be making adequate progress are subject to the policies of the Graduate School and the College of Business Administration regarding probation and dismissal from the program.

Students are required to take a minimum of 6 dissertation credit hours and to defend a dissertation proposal within one year of advancement to candidacy.

Students are required to present one paper at a regional, national, or international conference.

Students are required to submit one paper, approved by his/her dissertation advisor, to a refereed journal.

At least two semesters of supervised teaching in the College of Business Administration are required of all doctoral students.

Students are required to demonstrate competency in teaching during the first year in which they teach in the College of Business Administration. This requirement may be met by successfully completing one or more courses.

Students must satisfy all Graduate School requirements.

The degree is awarded upon successful completion and defense of the Ph.D. dissertation. The dissertation must be defended within three years of approval of a Ph.D. dissertation proposal.

**Graduate Certificate Programs in Business Studies**

The College of Business Administration offers four 18 hour Graduate Certificates. To be admitted to a graduate certificate program, students must meet the same requirements as those needed for a graduate degree program in business (see Admission Requirements in the Graduate Studies in Business Administration section of this Bulletin).

Certificate programs allow qualified graduate students to pursue an intensive course of study in a specialized business topic without requiring completion of a full graduate business degree program. Certificate programs provide students with the opportunity to obtain the advanced knowledge available through a graduate course of study in relatively brief period.

In order to successfully complete a certificate program, students must earn a 3.0 cumulative GPA in certificate classes. Unless otherwise specified, the coursework must be completed within six years. Students must also comply with all requirements related to matters such as prerequisites, academic probation, and other graduate business program policies.

**Graduate Certificate Program in Business Administration**

This is an 18-hour program designed to accommodate individuals with an undergraduate/graduate degree in a non-business field seeking core business knowledge. The program emphasizes coursework designed to cover the major disciplines within the field of business. Upon completion, the student will have knowledge of common business theories, practices, and procedures.

To earn the certificate, students must complete six courses as prescribed below. All course prerequisites and all course waivers are applicable. Substitute courses may be approved by the appropriate Area Coordinator and the Director of Graduate Studies in Business. In all cases, 18 hours are needed to complete the graduate certificate.

**Program Requirements: (5 courses)**

**ACCTNG 5400**, Financial and Managerial Accounting

**MGMT 5600**, Organizational Behavior and Administrative Processes

**MKTG 5700**, Contemporary Marketing Concepts

**INFSYS 5800, Management Information Systems**

One of the following:

**FINANCE 6500, Financial Management**

**LOG OM 5320, Production and Operations Management**

**Elective Course (1 course):**

**BUS AD 5100, Managerial Communication**

**BUS AD 5900, Law, Ethics and Business**

**\*FINANCE 6500, Financial Management**

**\*LOG OM 5230, Production and Operations Management**

\*Cannot be used as an elective if used as a program requirement.

**Graduate Certificate in Human Resources Management**

The Graduate Certificate in Human Resources Management is an 18 hour course of study designed to focus on the multidimensional aspects of personnel operations within business organizations. The course of study emphasizes both formal and informal aspects of human resources management.

**Requirements**

Students must complete the following six courses or appropriate substitutes if course waivers are appropriate:

**MGMT 5600, Organizational Behavior and Administrative Processes**

**MGMT 5621, Managing Human Resources**

**MGMT 5222, Union Management Relations and Collective Bargaining**

**MGMT 5625, Selected Topics in Human Resource Management**

**LOG OM 5300, Statistical Analysis for Management Decisions**

**MGMT 5600, MGMT 5621 and LOG OM 5300** may be waived with equivalent undergraduate courses. If a student is able to waive any or all of these three courses, substitute courses (approved by both the Coordinator of the Management area and the Director of Graduate Studies in Business) will be provided. Substitute courses may include MGMT 5611, Advanced Organizational Behavior and Administrative Processes, or a course from outside the College of Business Administration. In all cases, 18 hours are needed to complete the Graduate Certificate in Human Resources Management.

**Graduate Certificate in Logistics and Supply Chain Management**

The Graduate Certificate in Logistics and Supply Chain Management is an 18-hour program designed to provide a focused, intensive study of important issues within logistics and, more broadly, in supply chain management. Three required courses provide thorough background in operations, logistics and supply chain management. Three elective courses allow specialization in areas such as logistics and supply chain software, international logistics, operations research, e-commerce, and quality. Students must complete the following six courses or approved substitutes if course waivers are appropriate:

**Required Courses:**

**LOG OM 5320, Production and Operations Management**

**LOG OM 6330, Business Logistics Systems**

**MKTG 5770, Supply Chain Management**

**Nine additional hours (generally 3 courses) from:**

**LOG OM 5326, Quality Management**

**LOG OM 5312, Advanced Statistical Methods for Management Decisions**

**LOG OM 5354, Simulation for Managerial Decision Making**

**LOG OM 5322, Lean Production**

**LOG OM 5381, International Logistics and Operations Management**

**LOG OM 6331, Logistics and Supply Chain Operational Modeling**

**LOG OM 6332, Logistics and Supply Chain Strategic Modeling**

**LOG OM 6350, Management Science Methods**

**INFSYS 6835, IT- Enabled Business**

**INFSYS 6833, Decision Support System**

**BUS AD 5198, Seminar in Business Administration\***

**BUS AD 5299, Individual Research\***

\*Subject to approval of the Area Coordinator of the LOM Area.

Substitute courses must be approved by the Coordinator of the LOM Area and the Director of Graduate Studies in Business. In all cases, 18 hours are needed to complete the Graduate Certificate in Logistics and Supply Chain Management.

**Graduate Certificate in Marketing Management**

The Graduate Certificate in Marketing Management is an 18 hour program designed to provide a focused intensive study of the marketing management activity within organizations. This program is designed to serve a broad group of marketing managers, including those with an interest in sales, brand management,

promotion, and consumer behavior.

**Requirements**

Students must complete the following six courses or appropriate substitutes if course waivers are appropriate:

**MKTG 5700**, Contemporary Marketing Concepts  
**MKTG 5710**, Consumer Motivation and Behavior  
**MKTG 5740**, Marketing and Business Research

**Marketing Management:**

**MKTG 5701**, Marketing Planning and Strategy  
**MKTG 5720**, Marketing Communications

All course prerequisites and all course waivers are applicable. The Marketing Area Coordinator and the Director of Graduate Studies in Business must approve substitute courses. In all cases, 18 hours (including at least 12 hours in Marketing) are needed to complete the certificate.

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## College of Business Administration Course Descriptions - Undergraduate

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### UMSL Home

#### College of Business Administration Home Page

All undergraduate courses are listed under the following categories: Accounting (ACCTNG), Business Administration (BUS AD), Finance (FINANCE), Information Systems (INFSYS), Logistics and Operations Management (LOG OM), Management (MGMT) and Marketing (MKTG).

The College of Business Administration uses the University course numbering system. A minimum grade of C- shall be required to meet the prerequisite requirement for any course. Prerequisites may be waived only by consent of both the instructor and the area coordinator. A minimum campus GPA of 2.0 is required for admittance to each upper division 3000 and 4000 level Business Administration course.

### **Accounting Undergraduate**

#### **ACCTNG 2400 Fundamentals of Financial Accounting (3)**

Prerequisites: MATH 1030 and completion of 27 credit hours MATH 1030 may be taken concurrently. This is a one-semester course in financial accounting theory and practice. The primary emphasis is on the corporate financial statements of income, financial position and cash flow—their content and interpretation; and the impact of financial transactions upon them.

#### **ACCTNG 2410 Managerial Accounting (3)**

Prerequisites: MATH 1030 and BUS AD 2400. This is an advanced course that goes beyond the scope of a second-semester course in fundamentals of accounting. The development, interpretation, and use of relevant cost behavior, control, and traceability concepts for management planning, controlling, and decision making are emphasized. Topics include: an introduction to product costing, the contribution concept, direct costing, performance standards and variance analysis, responsibility accounting, segment profitability, alternative choice decisions, and capital budgeting.

#### **ACCTNG 3401 Financial Accounting and Reporting I (3)**

Prerequisites: A minimum 2.0 campus GPA, MATH 1030, ACCTNG 2410, and 57 credit hours. Review of the foundations of financial accounting theory and of the financial statement preparation process. Accounting theory and practice related to current assets (except for investments in securities). The course includes an emphasis on unstructured case problem solving skills, communication skills, and interpersonal skills.

#### **ACCTNG 3402 Financial Accounting and Reporting II (3)**

Prerequisites: MATH 1030 and ACCTNG 3401; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Accounting theory and practice related to topics such as, investments in securities, operational assets, current and long-term liabilities, and leases. The course includes an emphasis on unstructured case problem solving skills, communication skills, and interpersonal skills.

#### **ACCTNG 3411 Cost Accounting (3)**

Prerequisites: MATH 1030 and ACCTNG 3401; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. The study of the basic principles of cost determination for, and control of, manufacturing and distribution activities. Topics include job-order costing, process costing, cost allocations, and the development and use of standard costs within a system of absorption costing.

#### **ACCTNG 3421 Accounting Information Systems (3)**

Prerequisites: A minimum 2.0 campus GPA. In addition, MATH 1030, INFSYS 1800, ACCTNG 2410, and ACCTNG 3401. Examines the fundamentals of accounting information systems, including hardware and software considerations, internal controls, and transaction processing cycles. Also focuses upon the

development of efficient spreadsheets as applied to financial and managerial accounting concepts.

**ACCTNG 3441 Income Taxes (3)**

Prerequisites: MATH 1030 and either ACCTNG 3401 or FINANCE 3560; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Fundamentals of federal income taxation. Topics include taxable entities, income, deductions, tax accounting methods, tax basis, and property transactions at both the conceptual and operational levels.

**ACCTNG 3445 I.R.S. Procedures and Federal Taxation of Estates, Gifts and Trusts (3)**

Prerequisites: MATH 1030 and either ACCTNG 3401 or FINANCE 3560; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. The first topic includes the federal taxation of estates, gifts and trusts as they relate to wealth management. The second topic concerns interaction with the federal tax authorities. Topics may include preparing an audit protest, a request for and I.R.S. ruling, and a petition to the U.S. Tax Court.

**ACCTNG 3451 Accounting for Governmental and Not-for-Profit Entities (3)**

Prerequisites: MATH 1030 and ACCTNG 3401; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Principles of fund accounting and financial reporting for governmental and not for profit entities. This course includes an emphasis on unstructured case problem solving skills, communication skills, and interpersonal skills.

**ACCTNG 3490 Internship in Accounting (1-3)**

Prerequisites: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of Accounting electives at the 3000-level or above and have consent of supervising instructor and Area Coordinator. A Business college GPA of at least 2.5 is also required. Students are employed in the field of Accounting where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are primary goals. An accounting faculty member will monitor the student's program with the student providing a formal written report at the end of the project.

**ACCTNG 3499 Independent Study in Accounting (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in accounting under the supervision of a full-time accounting faculty member.

**ACCTNG 4401 Financial Accounting and Reporting III (3)**

Prerequisites: MATH 1030 and ACCTNG 3402; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Accounting theory and practice related to topics such as income taxes, pensions, owner's equity, earnings per share, and the statement of cash flows. The course includes an emphasis on unstructured case problem solving skills, communication skills, and interpersonal skills.

**ACCTNG 4402 Financial Accounting and Reporting IV (3)**

Prerequisites: MATH 1030 and ACCTNG 3402; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Accounting theory and practice related to topics such as business combinations, consolidated financial statements, multinational operations, foreign exchange transactions, and governmental and nonprofit organizations. The course includes an emphasis on unstructured case problem solving skills, communication skills, and interpersonal skills.

**ACCTNG 4405 Professional Accounting Research (3)**

Prerequisites: ACCTNG 4401; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Discussion of the research tools and methods available to resolve questions concerning accounting standards and practices. Critical analysis of topics of current interest and importance in accounting practice is the focal point of the course.

**ACCTNG 4435 Auditing (3)**

Prerequisites: MATH 1105, ACCTNG 3402 and ACCTNG 3421 or INFSYS 3810; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. An introduction to auditing practice. Includes the social role of auditing and the services offered by auditors in internal, governmental, and public accounting practice. Emphasis is on the financial auditing process, including professional ethics, audit risk assessment, study and evaluation of internal control, gathering and evaluating audit evidence, and audit reporting decisions.

**ACCTNG 4441 Advanced Federal Income Tax: Tax Research and Business Taxation (3)**

Prerequisite: ACCTNG 3441; also a minimum campus GPA of 2.0 and minimum GPA of 2.2 in all accounting courses at the 3000-level and above taken at UMSL. Uses internet-based tax research service to conduct research that resolves tax law questions. Also focuses on federal income taxation of corporations, S corporations, partnerships, LLCs and their owners.

**Business Administration Undergraduate**

**BUS AD 1000 Introduction to Business (3)**

Overview of the functional business disciplines, including but not limited to principles of Accounting, Finance, Information Systems, Law, Logistics and Operations Management, Management, and Marketing.

**BUS AD 1900 Introduction to Personal Law (3)**

This course introduces students to the American legal system and the basic issues every individual must deal with in our society. This course will be of interest to anyone seeking a job, leasing an apartment, buying a car or house, borrowing money, buying insurance, getting married or divorced, entering contracts, filing a law suit, writing a will, or accumulating wealth. May not be used for credit in any undergraduate business program.

**BUS AD 2000 Topics in Business Administration (1-3)**

Prerequisites: Vary with topic; contact the College of Business Administration. Study of selected special problems in business and administration. May be repeated for credit with different topics.

**BUS AD 2900 Legal Environment of Business (3)**

Prerequisite: Sophomore standing. An introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce, and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers, and acquisitions; and labor management relations.

**BUS AD 3090 Internship in Business Administration (1-3)**

Prerequisites: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of Business Administration electives and have consent of supervising instructor and Associate Dean. A Business College GPA of at least 2.5 is also required. Students are employed in the field of Business Administration where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are the primary goals. A Business Administration faculty member will monitor the student's program with the student providing a formal writing report at the end of the project. BUS AD 3090 may not be counted toward the minimum credit hours for any emphasis area.

**BUS AD 3099 Independent Study in Business Administration (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the associate dean. Special individual study in business under the supervision of a full-time faculty member.

**BUS AD 3100 Contemporary Business Communication (3)**

Prerequisites: ENGL 1100 or equivalent and a minimum campus GPA of 2.0. (COMM 1040 recommended, but not required.) A forum wherein business writing and speaking skills are addressed. Communication unique to business organizations is critiqued. Emphasis is placed on writing and verbal communication skills necessary to succeed in the business environment.

**BUS AD 3198 Business Administration Seminar (1-10)**

Prerequisite: To be determined each time the course is offered and to include a minimum 2.0 campus GPA. May be repeated for credit.

**BUS AD 3288 Independent Study in International Business(1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator of the specific discipline. Special individual study in international business under the supervision of an approved faculty member.

**BUS AD 3289 Practicum in International Business (3)**

Prerequisites: At least one international business course, 2.0 campus GPA and completion of an approval form. Students will apply both their language skills and knowledge of international business by working for a three-month period in an organization located outside the student's country of origin. This course requires students to prepare a research report summarizing the global experience and how it relates to the international business program.

**BUS AD 3900 Business Law: Contracts, Sales, Secured Transactions, Bankruptcy (3)**

Prerequisites: BUS AD 2900 or consent of instructor. Introduction to the laws of contracts, sales, secured transactions, bankruptcy, and other selected topics.

**BUS AD 3901 Business Law: Negotiable Instruments, Business Organizations, Property (3)**

Prerequisites: BUS AD 2900 or consent of instructor. Introduction to the laws of negotiable instruments, the principal-agent relationship, partnerships, corporations, property, and other selected topics.

**BUS AD 3980 The Law of International Business Transactions (3)**

Prerequisite: BUS AD 2900 or consent of instructor. A study of the role and function of International Law and national laws in the regulation of international business transactions. The impact of various legal regimes on import-export transactions, foreign investments, and operations of multinational enterprises will be included. The role of national government supranational governmental organizations, and non-governmental

organizations in forming and administering the international legal environment will be studied.

**BUS AD 3990 Internship in Business Law (1-3)**

Prerequisite: BUS AD 2900, 3 credit hours of Business Law electives, and a Business College 2.5 GPA. Must have completed and/or be currently enrolled in at least 3 credit hours of Business Law electives and have consent of supervising instructor and Area coordinator. Students are employed in the field of Business Law where the knowledge and skills learned in the classroom are applied. Professional development and obtaining specialized work experience are primary goals. A Business Law faculty member will monitor the student's program with the student providing a formal written report at the end of the project.

**BUS AD 3999 Independent Study in Legal Studies (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in legal studies under the supervision of a full-time legal studies faculty member.

**BUS AD 4288 Internship in International Business (3-6)**

Prerequisites: ECON 1001 and 1002, ACCTNG 2400 and ACCTNG 2410, an additional 12 hours in BA, concurrent enrollment in a UM overseas program; also a 2.0 minimum campus GPA. The internship will be a supervised field experience in a business/international organization at a foreign site. Students will work for 10 weeks on projects directed by host organization supervisors in consultation with an UMSL faculty member. Prior to the field experience students will receive training that includes familiarization with the language and practices of the country's business, the background of the host firm, and international information sources. The student will complete a written report of his/her project. Course may not be repeated for more than 6 hours credit.

**Finance Undergraduate**

**FINANCE 1590 Personal Finance for Nonbusiness Majors (3)**

For future professionals who want to learn more about personal finance and how to better manage their resources. The topics include purchasing/leasing cars, home acquisitions, investing in stocks and bonds, mutual funds, retirement planning and health and life insurance. Special emphasis will be on the nontechnical aspects of these issues. Cannot be used for credit in BSBA program.

**FINANCE 3500 Financial Management (3)**

Prerequisites: ECON 1002, MATH 1105, and ACCTNG 2400, and a 2.0 campus GPA. The study of a firm's need for funds; the institutions, instruments, and markets concerned with raising funds; and the techniques of analysis used to determine how effectively these funds, once raised, are invested within the firm.

**FINANCE 3501 Financial Policies (3)**

Prerequisites: FINANCE 3500 and a 2.0 campus GPA. The intensification and application of the concepts developed in FINANCE 3500. Special emphasis is given to the development of top management policies and their application toward complex problems of finance. Techniques for identifying and dealing with these problems before they become acute will be investigated. Cases will be integrated with appropriate outside reading.

**FINANCE 3502 Treasury Management (3)**

Prerequisites: FINANCE 3500 and a 2.0 campus GPA. The focus of this course is on the role cash management plays in corporate finance. Topics include cash collection and payment systems, forecasting cash flows, electronic fund transfers, check processing, international cash management and managing bank relationships. Students passing the course with a grade of A or B are permitted to take the qualifying exam to become a Certified Cash Manager (CCM) under a special arrangement with the Treasury Management Association. Along with other finance courses, this class prepares students for careers in the treasury departments of major companies or with service providers like banks.

**FINANCE 3503 Computer Applications in Finance (3)**

Prerequisites: INFSYS 1800, FINANCE 3500, one 300-level finance course, and a 2.0 campus GPA. Financial problem solving and applications on the microcomputer. A project-oriented course with an emphasis on micro-based finance projects: present value/IRR analysis, duration, immunization, portfolio optimization, leasing, capital budgeting, financial forecasting, options, and futures.

**FINANCE 3520 Investments (3)**

Prerequisite: FINANCE 3500 and a 2.0 campus GPA. Financial analysis of debt and equity instruments available on organized exchanges and in less tangible over-the-counter markets. Techniques of such analysis are presented in context with economic and management circumstances within the company, industry, and economy.

**FINANCE 3521 Financial Risk Management (3)**

Prerequisites: BUS AD 3500 and BUS AD 3520. A study of derivative securities (forward contracts, futures, swaps and options) used in financial risk hedging. Emphasis will be placed on financial innovations and methods for tailoring a preferred risk/return trade-off. In addition, a project or a simulation will be utilized to

emphasize the effects of risk management on portfolio development.

**FINANCE 3525 Practicum In Investments (1)**

Prerequisite: FINANCE 3500 and a 2.0 campus GPA. Students will apply their knowledge of stocks and bonds by managing a real dollar portfolio of securities. This course requires that students perform technical and fundamental analysis, prepare research reports, present proposals and participate in group investment decisions. The University's Student Investment Trust provides the money for students to invest. Course may be repeated for credit up to a maximum of 3 credit hours.

**FINANCE 3540 Financial Services Industry and Instruments (3)**

Prerequisites: FINANCE 3500 and a 2.0 campus GPA. The theory of financial services, instruments, and markets is discussed. In this framework, the valuation consequences of money and capital markets, corporate control, complex contracting, and regulatory environment are developed. Topics also include hedging, interest rate risk, deposit insurance, and financial instruments.

**FINANCE 3541 Commercial Bank Management (3)**

Prerequisites: ECON 1002, FINANCE 3500, and a 2.0 campus GPA. Corporate finance and microEconomics are applied to matters of importance to commercial bankers. Among the subjects treated are bank-asset portfolio construction, lending policies, liabilities management, bank capital structure, short-run cash management, financial market rates and flows, and quantitative models for bank management. Commercial bank management is analyzed from an internal viewpoint in terms of what bank managers should look for in asset management and why; what market conditions they should be aware of; and what techniques they can use to meet changing economic and financial conditions.

**FINANCE 3542 Principles of Real Estate (3)**

Prerequisites: FINANCE 3500 and a 2.0 campus GPA. As an introduction to the real estate industry, the course broadly explores all phases of acquisition, development and disposal of real property. Topics include legal requirements of contracts, property rights, valuation and appraisal techniques, marketing, brokerage operations and practices, mortgage financing, leasing and property management.

**FINANCE 3560 Practice of Personal Financial Planning (3)**

Prerequisite: A minimum campus GPA of 2.0; FINANCE 3500 or consent of instructor and Area Coordinator. Professional financial planning requires broad knowledge of investments, insurance, income taxation, retirement planning, and estate planning, as well as certification requirements and legal/ethical issues. This course introduces students to the field of financial planning, and provides an integrated overview of the topics listed above. Students interested in the Financial Planning track are encouraged to complete this course prior to taking other courses in the track.

**FINANCE 3561 Principles of Insurance (3)**

Prerequisites: FINANCE 3500 and 2.0 campus GPA. This is a survey course intended to introduce students to the basic concepts of insurance. Topics include the nature of risks, types of insurance carriers and markets, insurance contracts and policies, property and casualty coverages, life and health insurance, and government regulations. The functions of underwriting, setting premiums, risk analysis, loss prevention, and financial administration of carriers are emphasized.

**FINANCE 3562 Life Insurance (3)**

Prerequisite: FINANCE 3500 or equivalent and a minimum campus GPA of 2.0. This course explores the life insurance business from the perspective of both the consumer and provider. Coverage will include an analysis of the various types of life insurance products, aspects of life insurance evaluation, reinsurance, underwriting, and uses of life insurance in financial planning. Also included is an examination of the tax, legal, and ethical requirements.

**FINANCE 3563 Retirement Planning and Employee Benefits (3)**

Prerequisites: A minimum campus GPA of 2.0; FINANCE 3500 or consent of instructor and Area Coordinator. The course is designed to give students an understanding of the retirement planning process. Students will gain an appreciation of the usefulness (and shortcomings) of employee benefits and develop an ability to counsel others on important retirement and employee benefit decisions. Corporate pension and profit sharing plans, self-employed Keough plans, IRA's annuities, health insurance and social security will be discussed.

**FINANCE 3564 Estate Planning and Trusts (3)**

Prerequisites: A minimum campus GPA of 2.0; FINANCE 3500 or consent of instructor and Area Coordinator. This course will focus on the responsibility of a financial planner in the formulation and implementation of an estate plan. Topics include wills, lifetime transfers, trusts, gifts, estate reduction techniques, tax implications in estate planning, business and inter-family transfers, dealing with incompetency, postmortem techniques, and the role of fiduciaries. Lectures, cases, and guest speakers will be used to stimulate analysis and discussion.

**FINANCE 3580 International Finance (3)**

Prerequisites: FINANCE 3500 and a 2.0 campus GPA. A study of international financial markets, instruments, portfolio strategies and international financial management. Topics will include international risks, foreign

diversification, foreign investment, foreign exchange determination and international working capital management issues. Derivatives are explored as instruments to hedge foreign exchange risk exposure, and special markets are evaluated in the international corporate/investments setting. Cases and/or outside readings may be used to emphasize inter-related issues.

**FINANCE 3581 Business in China (3)**

Prerequisites: A minimum campus GPA of 2.0 and junior standing. Introduces students to the practices of doing business in China. Students will be introduced to the Chinese Economic and business environment. Issues related to trade and foreign direct investment in China will be discussed. The course adopts an innovative approach; utilizing lectures, case analysis, projects, and student presentations.

**FINANCE 3582 International Investment (3)**

Prerequisite: FINANCE 3500. This course explores the concepts of investing and hedging in international markets. Topics include equity and bond markets, global risk management, portfolio diversification, currency risk, asset pricing, and alternative portfolio strategies. Techniques for using derivatives are discussed in the context of hedging exchange rate risk. Reading foreign exchange quotes and understanding the functioning of global markets is central to the course. A prior course in investments is recommended but not required.

**FINANCE 3590 Practicum in Finance (1-3)**

Prerequisites: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of finance electives and have consent of supervising instructor and Area Coordinator. A Business College GPA of at least 2.5 is also required. Students are employed in the field of finance where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience in a Track area are the primary goals. The student's program will be monitored by a finance faculty member with the student providing a formal written report at the end of the project. FINANCE 3590 may not be counted toward the minimum 15 credit hours of finance electives for a finance emphasis.

**FINANCE 3599 Independent Study in Finance (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in finance under the supervision of a full-time finance faculty member.

**Information Systems Undergraduate**

**INFSYS 1800 Computers and Information Systems (3) [MI]**

This course covers the basic concepts of networked computers including the basics of file management on local and remote computers, electronic mail, Internet browsers, and web page development. Students are also exposed to applications used in business for solving problems, communicating, and making informed decisions, including word processors, presentations software, and electronic spreadsheets. Students will also develop business applications using a popular programming language or database management tool. Credit cannot be granted for both CMP SCI 1010 and BUS AD 1800.

**INFSYS 2800 Information Systems Concepts and Applications (3)**

Prerequisite: BUS AD 1800 or satisfactory performance on proficiency exam. This course covers concepts of information systems as they relate to business functions, including web page design and e-commerce, telecommunications, system analysis and design, ethics of information system design and use, information security, foundations of database systems and integrated business information systems. Students will also gain valuable strategies for career development, contact management, and networking.

**INFSYS 3806 Managerial Applications Of Object-Oriented Programming I (3)**

Prerequisites: (INFSYS 1800 or CMP SCI 1220 or 1250 and a 2.0 campus GPA. The course provides a study of the UNIX operating system and the C++ programming language as they pertain to managerial applications. In addition, the course will introduce the use of object-oriented programming methodologies.

**INFSYS 3807 Legacy Systems (3)**

Prerequisites: A minimum campus GPA of 2.0 and INFSYS 3806. Structured COBOL programming techniques for business applications are presented. Included are report generation, control breaks, output editing, debugging tables, sort concepts, job control language, utilities, partitioned data sets, and updating files.

**INFSYS 3810 Information Systems Analysis (3)**

Prerequisites: A minimum campus GPA of 2.0 and (INFSYS 3806 or permission of instructor). Aspects and methods for managing the computer and information resources of organizations. Topics include: project management aligning IS plans with corporate plans, MIS organizational structures, demonstrating the values of systems, facility management, purchase decisions, software acquisition, software metrics, security issues, and Economic evaluation, as they relate to information resources. Special cases of systems, such as Enterprise Resource Planning (ERP) systems, Supply Chain systems, and BPO will be discussed.

**INFSYS 3815 Object Oriented Applications in Business (3)**

Prerequisites: A minimum campus GPA of 2.0 and INFSYS 3806. Object Oriented programming techniques for business applications are presented. The topics are implemented in a C++ environment.

**INFSYS 3816 Managerial Applications of Object-Oriented Programming II (3)**

Prerequisites: INFSYS 3806 and a minimum campus GPA of 2.0. This course expands object-oriented skills taught in INFSYS 3806. The emphasis in this course is on object-oriented development tools and development in a client-server environment. The data management tools will include the use of SQL to access server-based databases.

**INFSYS 3841 Enterprise Information Systems (3)**

Prerequisites: A minimum campus GPA of 2.0 and INFSYS 2800. Aspects and methods for managing the computer and information resources of organizations. Topics include aligning IS plans with corporate plans, MIS organizational structures, demonstrating the value of MIS to senior management, facility management, purchase decisions, software acquisition, software metrics, project management, security issues, and economic evaluation, as they relate to information resources.

**INFSYS 3842 Management of Telecommunications (3)**

Prerequisite: INFSYS 1800 and a 2.0 campus GPA. The technical and managerial aspects of telecommunications as they apply to the business environment are discussed. Issues include: communications components and services, local area network architecture, managerial implementations, organizational issues, and cost/benefit analyses.

**INFSYS 3843 Decision Support Systems (3)**

Prerequisites: LOG OM 3300 and a minimum campus GPA of 2.0. Applications of decision support systems and expert systems in a business environment are studied. Relationships between decision support systems, expert systems, and database management systems are explored.

**INFSYS 3844 Developing Business Applications in NET (3)**

Prerequisite: INFSYS 3805 or INFSYS 3806 and a minimum campus GPA of 2.0. Methods for end user development of applications in a business environment are presented. An end-user programming language (for example, Visual Basic) is used for development of prototypical applications. Case studies and/or programming problems are used to illustrate technology available to end-users for creating software in a windows-based system.

**INFSYS 3845 Database Management Systems (3)**

Prerequisites: INFSYS 3815 or INFSYS 3816 and a minimum campus GPA of 2.0. This course provides an introduction to the design and use of databases in meeting business information needs. Topics include database planning, conceptual design, and data administration. The concepts are studied with projects involving the use of a current database management system.

**INFSYS 3846 e-Commerce (3)**

Prerequisites: A minimum campus GPA of 2.0 and INFSYS 2800. This course provides an understanding of strategies, managerial issues, and technologies pertaining to electronic commerce in organizations. Topics covered include: history, business models, the virtual value chain, electronic markets, impact on organizational strategy and industry structure, analysis of successful strategies, and other emerging issues (legal, ethical, regulatory) related to managing electronic commerce, and the technical infrastructure enabling electronic commerce.

**INFSYS 3847 Web Design (3)**

Prerequisites: A minimum campus GPA of 2.0 and INFSYS 2800. This course focuses on web page planning, design, layout and construction. Topics covered include: setting up and maintaining a web site; understanding site structure, presentation, navigation and content management. HTML/XML, CSS, Dreamweaver, Fireworks, Flash, Photoshop, data access, scripting languages, and various other technologies and tools will be discussed.

**INFSYS 3848 Security and Information Systems (3)**

Prerequisites: A minimum campus GPA of 2.0 and BUS AD 2800. This course addresses the challenge of assuring security in information systems – networked, embedded, and stand alone. Topics include: security policies, models, tools, and techniques for enforcement. The course also examines flawed security policies and the consequences of penetration and disruption of information systems.

**INFSYS 3890 Internship in Management Information System (1-3)**

Prerequisites: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of management information systems electives at the 3000-level or above and have consent of supervising marketing instructor and Area Coordinator. A Business college of GPA of at least 2.5 is also required. Students are employed in the field of management information systems where they apply for the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are primary goals. A management information systems faculty member will monitor the student's program with the student providing a formal written report at the end of the project. INFSYS 3890 may not be counted toward the minimum credit hours of marketing electives required for a management information systems emphasis.

**INFSYS 3899 Independent Study in Information Systems (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in information systems under the supervision of a full-time information

systems faculty member.

**INFSYS 4850 Information Systems Design (3)**

Prerequisites: A minimum campus GPA of 2.0; INFSYS 3810, INFSYS 3816, and INFSYS 3845. System design, implementation, and methods of systems installation and operation are presented. A system development project is required.

**Logistics and Operations Management Undergraduate**

**LOG OM 3300 Business Statistics (3)**

Prerequisites: MATH 1100 and 1105, INFSYS 1800 and a 2.0 campus GPA. Construction and use of statistical models for business management. Students will learn techniques used for relational analysis and business forecasting and how to apply them in a business context. Tools include CHI-Square tests of statistical independence; analysis of variance; simple linear regression and correlation; multiple linear regression; and extrapolative techniques such as moving averages and exponential smoothing. Emphasis is placed on problem definition, construction of statistical models, analysis of data, and interpretation of results. Computers are used for extensive analyses of case data.

**LOG OM 3320 Introduction to Operations Management (3)**

Prerequisites: A 2.0 campus GPA and either (ECON 1001, ACCTNG 2410, and LOG OM 3300) or (Math 2000 and MATH 1320). An examination of the concepts, processes, and institutions, which are fundamental to an understanding of manufacturing and service operations within organizations. Emphasis is on the management and organization of operations and upon the application of quantitative methods to the solution of strategic, tactical and operational problems.

**LOG OM 3390 Internship in Logistics and Operations Management (1-3)**

Prerequisites: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of LOM electives and have consent of supervising instructor and Area Coordinator. A Business College GPA of at least 2.5 is also required. Students are employed in the field of Logistics and Operations Management (LOM) where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are the primary goals. An LOM faculty member will monitor the student's program with the student providing a formal written report at the end of the project. LOG OM 3390 may not be counted towards the minimum credit hours for the LOM emphasis.

**LOG OM 3399 Independent Study in Logistics & Operations Management (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in logistics and operations management under the supervision of a full-time logistics and operations management faculty member.

**LOG OM 4312 Business Forecasting (3)**

Prerequisites: A minimum campus GPA of 2.0 and either LOG OM 3220 or (MATH 3000 and MATH 1320). Further study of statistical tools for forecasting in a decision-making context. Topics include explanatory models (multiple regression), classical time series decomposition, and extrapolative techniques (exponential smoothing and Box-Jenkins procedures). In addition, methods for considering problems of intervention effects, seasonality, and collinearity will be discussed. Students will perform extensive analyses of time series data using computer packages.

**LOG OM 4321 Production and Operations Management (3)**

Prerequisites: A minimum campus GPA of 2.0 and BUS AD 3320. Application of the tools and techniques of statistical decision theory and operations research to production and operating problems. Emphasis is on the use of mathematical modeling and simulation techniques to analyze complex and ill-structured problems in large-scale systems.

**LOG OM 4322 Lean Production in Manufacturing and Service Operations (3)**

Prerequisites: A minimum campus GPA of 2.0 and LOG OM 3320. Study of Lean Production philosophy and techniques in manufacturing and service operations. Topics include process analysis and continuous improvement techniques, quick set-ups, total productive maintenance, kanban scheduling, cellular production, team organization of workers, supplier relations, quality management, and the environmental aspects of production.

**LOG OM 4324 Service Operations Management (3)**

Prerequisites: A minimum campus GPA of 2.0 and LOG OM 3320. An examination of methods for designing and operating service delivery systems, such as in the health care, financial, transportation, hospitality, and governmental service industries. Topics include process and facility design, facility layout and location, queuing, demand forecasting and management, service quality, staffing, and personnel scheduling.

**LOG OM 4326 Quality Assurance in Business (3)**

Prerequisites: A minimum campus GPA of 2.0 and LOG OM 3320. A study of statistical quality control concepts and procedures applicable to management systems, administrative activities, service industries, and nonprofit organizations. Some successful quality assurance programs will be examined.

**LOG OM 4330 Business Logistics Systems (3)**

Prerequisites: A minimum campus GPA of 2.0 and LOG OM 3320. Analysis of business logistics systems, their design and operation. Topics include network design, facility location, transportation, vehicle routing, storage and handling, capacity planning, inventory management, and customer service.

**LOG OM 4350 Management Science Methods (3)**

Prerequisites: A minimum campus GPA of 2.0 and either LOG OM 3320 or (MATH 3000 and MATH 1320). Applications of the theories and techniques of operations research to problems of business, government, and industry, with emphasis on the construction and utilization of quantitative decision models.

**LOG OM 4354 Management Science Methods II (3)**

Prerequisites: A minimum campus GPA of 2.0 and LOG OM 4350. Topics of special interest including mathematical programming, stochastic decision-making, digital simulation, game theory, and other selected techniques (Formerly Mathematical Programming).

**LOG OM 4381 International Logistics and Operations Management (3)**

Prerequisites: A minimum campus GPA of 2.0 and LOG OM 3320. A study of business logistics and supply chain strategies involving shipments across national boundaries. Topics include the effects of international agreements and regional trading blocks on supply chain strategies; the design of global logistics networks; managerial processes and systems for international production and distribution; and risk management for international logistics.

**Management Undergraduate**

**MGMT 3600 Management and Organizational Behavior (3)**

Prerequisites: Junior standing and a 2.0 campus GPA. This course involves the study of the behavior of individuals and groups in an organizational setting. Specific topics examined include: motivation, leadership, organizational design, and conflict resolution, as well as basic coverage of management principles. In covering these topics, both at classic and current perspectives are provided.

**MGMT 3611 Advanced Management and Organizational Behavior (3)**

Prerequisite: MGMT 3600 and a 2.0 campus GPA. Building upon 3600, this course provides a more detailed examination of motivation, leadership, group process, decision-making, job design, and organizational development. In addition to providing more detail in terms of content, this course provides the student with considerable practical experience through the use of class exercises, case studies, and small group discussions.

**MGMT 3612 Professional Skills Development (3)**

Prerequisites: A minimum campus GPA of 2.0 and Junior Standing. This course focuses on career management. Topics include job search, interviews, resumes and cover letters, presentation skills, business etiquette, entry strategies, and career alternative.

**MGMT 3621 Human Resource Management (3)**

Prerequisites: MATH 1105 MGMT 3600 and a 2.0 campus GPA. In-depth examination of selected human resources management issues from a contemporary manager's viewpoint. Topics examined include: employee selection, performance appraisal, training and development, compensation, legal issues and labor relations.

**MGMT 3622 Industrial and Labor Relations (3)**

Prerequisite: MGMT 3600 and a 2.0 campus GPA. Emphasis is on the dynamic relationship between management, employees, unions, and government as determinants in the efficient and effective use of human resources. Current issues and case materials are used to supplement text and lecture.

**MGMT 3623 Industrial and Organizational Psychology (3)**

Same as PSYCH 3318. Prerequisites: PSYCH 2201 or MATH 1105, MGMT 3600. This course introduces the student to psychological research and theories pertaining to human behavior in the work setting. Topics covered include: selection, performance, appraisal, training, leadership, motivation, job satisfaction and organizational design.

**MGMT 3624 Employee Training and Development (3)**

Prerequisite: A minimum 2.0 campus GPA. In addition, MGMT 3600 or permission of instructor. An intensive study of training in organizations, including needs analysis, learning theory, management development, and development of training objectives and programs. Projects and exercises are used to supplement the readings.

**MGMT 3680 International Management (3)**

Prerequisites: A minimum 2.0 campus GPA and ECON 1002 and MGMT 3600; or consent of the instructor. A study of international business and management practices. Topics covered include an introduction to international management and the multinational enterprise, the cultural environment of international management, planning in an international setting, organizing for international operations, directing international operations, international staffing, preparing employees for international assignments, and the control process in an international context.

**MGMT 3682 Managing the Global Workforce (3)**

Prerequisites: A minimum 2.0 campus GPA and MGMT 3600 and at least one of the following: MGMT 3611 or MGMT 3621 or enrollment in Honors College or consent of instructor. A study of the international dimensions of organizational behavior and human resource management. The course provides an overview of the tools and skills that are necessary to understand and manage people in global organizations. Topics include motivation, leadership, communication, hiring, training, and compensation.

**MGMT 3684 The Japanese Management System (3)**

Prerequisites: MGMT 3600 and a 2.0 minimum campus GPA. This course provides an introduction to various aspects of the contemporary Japanese business system. The emphasis is on interpretation of issues from a managerial perspective. Topics include an overview of Japan's economic growth, government policies, industrial and financial structure of Japanese business, labor-management relations, internal management practices, international competitive strategies, managing U.S. subsidiaries in Japan, penetrating the Japanese market, Japanese investment in the U.S.A., and current issues in U.S. -Japan economic relations.

**MGMT 3685 Role of the Global Corporation (3)**

Prerequisites: A minimum campus GPA of 2.0 and MGMT 3600 or permission of the instructor. The purpose of this course is to create awareness of controversial issues about international business. Students will gain a better understanding of resistance to and criticism of international business and will become better prepared for dealing with these issues and problems.

**MGMT 3689 International Business and Society (3)**

Encompasses the readings, lectures, company and government agency visits, and cultural visits that comprise annual Country Study Tours, (e.g., Austria, Japan, Thailand, etc.). The program includes 45 contact hours or more of classroom lectures covering aspects of the chosen country's business and society, in-depth pre-departure cross-cultural orientation and training supplemented by briefings on the country's economy and on U.S. market penetration by the Commercial Service, U.S. Embassy; a briefing by the in-country State of Missouri representative; briefings by host country agencies; company visits and factory tours; and tours of cultural sites. Student evaluation will be based on active participation and on a research paper based on readings, lectures, interviews and field observations.

**MGMT 3690 Internship in Management (1-3)**

Prerequisites: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of Management electives and have consent of supervising instructor and Area Coordinator. A Business College GPA of at least 2.5 is also required. Students are employed in the field of Management where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are primary goals. A Management faculty member will monitor the student's program with the student providing a formal written report at the end of the project. BA

**MGMT 3699 Independent Study in Management (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in management under the supervision of a full-time management faculty member.

**MGMT 4219 Strategic Management (3)**

Prerequisites: Senior standing and FINANCE 3500, MKTG 3700, MGMT 3600, a minimum campus GPA of 2.0; and concurrent enrollment in BUS AD 4220. This is a capstone course drawing on the subject matter covered in prerequisite courses. Emphasis is on the formulation and implementation of corporate, business and functional strategies designed to achieve organizational objectives. Topics include the role of top management, globalization of business and ethical perspectives. Case studies and research reports may be used extensively. (It is preferred that this course be taken during the student's final semester.)

**MGMT 4220 Business Assessment Testing (0)**

Prerequisite: Concurrent enrollment in MGMT 4219. A one-time lab during which a major field exam in business is administered. Course graded on a Satisfactory/Unsatisfactory basis. Satisfactory grade required for graduation.

**MGMT 4614 Entrepreneurship/Small Business Management (3)**

Prerequisites: BUS AD 2900, FINANCE 3500, MKTG 3700, MGMT 3600, and a 2.0 campus GPA. This integrative general management course is designed to communicate the academic principles of business management applicable to solving of problems of small- and medium-size businesses and assist in their development. This course will provide a background in the forms of business, the development of business plans and systems integration, venture capital, accounting, procurement, promotion, financing, distribution and negotiations for initial organization, and operation and expansion of the firm.

**MGMT 4689 International Strategic Management (3)**

Prerequisites: A minimum 2.0 campus GPA and MGMT 3682, MKTG 3780 and FINANCE 3580 or consent of the instructor. A study of the international dimensions of strategic management. Provides an introduction to the key concepts and tools necessary for international competitive analysis. Topics include the international dimensions of strategy formulation and implementation, diversification, strategic alliances, and divestment.

## **Marketing Undergraduate**

### **MKTG 3700 Basic Marketing (3)**

Prerequisites: ECON 1001, junior standing, and a 2.0 campus GPA. An examination of the character and importance of the marketing process, its essential functions, and the institutions performing them. Attention is focused on the major policies (such as distribution, product, price, and promotion), which underlie the multifarious activities of marketing institutions and the managerial, economic, and societal implications of such policies.

### **MKTG 3710 Consumer Behavior (3)**

Prerequisites: MKTG 3700 and a minimum campus GPA of 2.0. A study of such consumer functions as decision making, attitude formation and change, cognition, perception, and learning. The marketing concepts of product positioning, segmentation, brand loyalty, shopping preference and diffusion of innovations are considered in context with the environmental, ethical, multicultural and social influences on an increasingly diverse American consumer.

### **MKTG 3720 Management of Promotion (3)**

Prerequisite: MKTG 3700 and a 2.0 campus GPA. A study of the design, organization, and implementation of the marketing communications mix. Various methods, such as advertising, personal selling, and publicity are analyzed as alternatives for use alone, or in combination, to stimulate demand, reseller support, and buyer preference. Particular topics considered include: media selection, sales promotional, packaging, and selling strategy, and their relationships in the promotion process.

### **MKTG 3740 Marketing Research (3)**

Prerequisites: INFSYS 1800, MKTG 3700, LOG OM 3300 and a 2.0 campus GPA. An investigation of the acquisition, presentation, and application of marketing information for management. Particular problems considered are defining information requirements, evaluating research findings, and utilizing information. Statistical methods, models, and/or cases are employed to illustrate approaches to marketing intelligence problems, such as sales forecasts, market delineation, buyer motives, store location, and performance of marketing functions.

### **MKTG 3750 Sales Management (3)**

Prerequisites: MKTG 3700 and MGMT 3600; (MGMT 3600) may be taken concurrently). Also a minimum campus GPA of 2.0. The aim of this course is to provide an understanding of how selling is critical to the success of marketing. The course will promote critical thinking skills as well as practical selling skills needed in a competitive marketplace. Course topics include, among others, selling principles and techniques, understanding of the tasks and roles of the sales manager, the management of sales professionals within an organization, developing and applying effective persuasive communications, creating a vision, developing and implementing a sales-team strategy, structuring sales-force, designing and assigning territories, recruiting, training, motivation and evaluating salespeople, methods of compensation, and forecasting sales. The emphasis will be on ways the sales-force can be molded to build long-lasting relationships with customers through the systematic analysis and solution of customers' problems.

### **MKTG 3760 Business-to-Business Marketing (3)**

Prerequisites: Senior Standing, MATH 1105, MKTG 3700 and a 2.0 campus GPA. A study of the nature of the business-to-business(organizational) marketplace concentrating on those aspects that differentiate it from consumer markets. The major focus of the course is marketing strategy, starting with analysis of the market wants and segments, concepts of pricing, the distribution arrangements, and buyer/seller relations. In this last area, consideration will be given to service, personal selling, sales promotion, and advertising, as found in the organizational marketplace. At all times emphasis is given to relating business-to-business marketing strategy to basic concepts in underlying business disciplines. Lectures and case discussions are used heavily in the course.

### **MKTG 3770 Introduction to Transportation (3)**

Prerequisites: A minimum campus GPA of 2.0; also Junior standing or instructor consent. This course provides an overview of the transportation sector, including history, providers, users, and government regulation. The importance and significance of transportation, the operational aspects of transportation modes of rail, water, motor, air and pipeline; the demand and supply of transportation, and the managerial aspects of these modes of transport will be covered in the course.

### **MKTG 3771 Traffic and Transportation Management (3)**

Prerequisites: A minimum campus GPA of 2.0 and Junior standing or instructor's consent. This course focuses on the purchase of transportation and warehouse services and/or the operation of transportation services as a firm activity. This course is also designed to provide the student with an exposure to the managerial aspects of transportation management as a function of the firm's logistical strategy. In addition, it includes an introduction to the management of firms within the various transportation modes of rail, motor, air, water, and pipelines. This course is designed to provide the student with a basic understanding of the issues and work performed by traffic managers and the management of modern transportation firms.

**MKTG 3780 International Marketing (3)**

Prerequisite: MKTG 3700 and a 2.0 campus GPA. Marketing management problems, techniques and strategies needed to apply the marketing concept to the world marketplace. Understanding a country's cultural and environmental impact on the marketing plan is emphasized, as well as competing in markets of various cultures. Worldwide consumerism, economic and social development, the spread of multinational corporations, business ethics, and current economic and marketing issues are examined.

**MKTG 3787 Marketing in the European Union (3)**

Prerequisites: MKTG 3780 or instructor's permission. The European Union (EU) is both a major customer and major competitor of the United States. The inclusion of many of the Eastern European Countries into the EU has added another challenge to our ability to trade in this area. The better we understand the people, institutions and policies of the EU, the better positioned we will be to conduct business effectively. This course will emphasize understanding the institutional structure that unites the European Union as well as the cultural and political diversity of its members, and provide insights into how business activity functions in the European Environment.

**MKTG 3790 Internship in Marketing (1-3)**

Prerequisite: A minimum campus GPA of 2.0; one must have completed and/or be currently enrolled in at least 6 credit hours of Marketing electives and have consent of supervising marketing instructor and Area Coordinator. A Business college of GPA of at least 2.5 is also required. Students are employed in the field of Marketing where they apply for the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are primary goals. A Marketing faculty member will monitor the student's program with the student providing a formal written report at the end of the project. MKTG 3790 may be counted toward the minimum credit hours of marketing electives required for a marketing emphasis.

**MKTG 3799 Independent Study in Marketing (1-3)**

Prerequisites: Minimum campus GPA of 2.0 and approval by the supervising professor and the area coordinator. Special individual study in marketing under the supervision of a full-time marketing faculty member.

**MKTG 4700 Marketing Management (3)**

Prerequisites: MATH 1105, MKTG 3700, three other marketing elective courses, senior standing, and a 2.0 campus GPA. An intensive analysis of major marketing decisions facing the firm, such as level, mix, allocation, and strategy of marketing efforts. Specific decision areas investigated include market determination, pricing, physical distribution, product policy, promotion, channel management, and buyer behavior. Competitive, political, legal, and social factors that may affect such areas of decisions are discussed. Cases, models, and problems are used heavily.

# BULLETIN 2009 University of Missouri - St. Louis 2010

## College of Business Administration Course Descriptions - Graduate

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### **Accounting**

#### **ACCTNG 5400 Financial and Managerial Accounting (3)**

This course provides an introduction to accounting, with emphasis on preparation of financial statements for external parties (financial accounting) and accumulation of cost information to aid internal planning and control (managerial accounting). Topics covered include measurement of assets and liabilities, revenues and expenses, the accounting cycle, financial statements, cost terminology, cost behavior, product costing, and relevant costs for decision making. This course provides the necessary background for ACCTNG 5401 (Financial Reporting Analysis).

#### **ACCTNG 5401 Financial Reporting & Analysis (3)**

Prerequisites: ACCTNG 5400 or the equivalent. This course builds on the foundations covered in ACCTNG 5400 emphasizing in-depth analysis of published financial statements. The course begins with discussion of the role of financial accounting information in capital markets and contracting, and continues with examination of a number of specific accounting issues. Students are encouraged to look behind the numbers to better understand the economics of the underlying transactions, and properly interpret what the reported numbers mean about a firm's future prospects.

#### **ACCTNG 5402 Professional Accounting Research (3)**

Prerequisite: ACCTNG 4401. Discussion of the research tools and methods available to resolve questions concerning accounting standards and practices. Critical analysis of topics of current interest and importance in accounting practice.

#### **ACCTNG 5403 Seminar in Financial Accounting (3)**

Prerequisite: ACCTNG 4401. A study of current financial reporting issues. Analysis of current problems and approaches pertaining to the communication of corporate financial information to the U.S. and international investment communities.

#### **ACCTNG 5404 Professional Accounting I (3)**

Prerequisites: ACCTNG 5400 or equivalent. This is the first professional-level course in financial reporting. The course includes a study of the conceptual framework underlying Generally Accepted Accounting Principles (GAAP) and issues pertaining to accounting for current assets and liabilities.

#### **ACCTNG 5405 Professional Accountancy II (3)**

Prerequisites: ACCTNG 5404 or equivalent. This is the second professional-level course in financial reporting. The course includes an in-depth study of issues pertaining to accounting for operational assets, liabilities and owners equity.

#### **ACCTNG 5411 Concepts in Management Accounting (3)**

Prerequisites: MATH 1100 or ECON 4105 with a minimum grade of "C" and ACCTNG 5400. The development, interpretation, and uses of accounting reports and supplementary information for management planning, control, and decision-making. Emphasizes the application of relevant cost behavior, control, and traceability concepts in the preparation of internal accounting reports, with a secondary emphasis upon product costing techniques as appropriate to financial accounting needs. Topics include break-even analysis, operational budgeting, direct costing, absorption costing, standard costs and variance analysis, business segment

analysis, responsibility accounting, distribution cost accounting, and gross profit analysis.

**ACCTNG 5412 Accounting Systems for Management Planning and Control (3)**

Prerequisites: ACCTNG 5411 and LOG OM 5300, or permission of instructor. A study of advanced managerial accounting techniques useful in facilitating the planning and control process in modern organizations. Emphasis on the implementation and administration of these techniques, their integration with management information systems, and the organizational role of the corporate accountant.

**ACCTNG 5421 Information Systems in Accounting (3)**

Prerequisites: ACCTNG 5400 or equivalent. This is a professional-level course in accounting information systems. The course includes examination of transaction cycles, structured analysis and design of accounting information systems, and internal controls.

**ACCTNG 5435 Seminar in Auditing (3)**

Prerequisites: BUS AD 4435 or permission of instructor. A study of advanced auditing and attestation issues, with an emphasis on operational auditing. Topics include professional ethics, risk analysis, internal control, fraud detection, analytical procedures, determining and assessing operational objectives, and reporting and implementing audit findings.

**ACCTNG 5436 Systems Auditing (3)**

Prerequisites: ACCTNG 5400, INFSYS 5800, or consent of instructor. Study of techniques involved in the control and audit of computer-based accounting information systems. Emphasis on the review of internal controls at operational and administrative levels and on computer-assisted audit techniques.

**ACCTNG 5446 Advanced Topics In Taxation (3)**

Prerequisite: BUS AD 3441. Addresses advanced topics in taxation selected by the instructor.

**ACCTNG 5447 Taxation of Individuals and Businesses (3)**

Prerequisites: ACCTNG 5400 or equivalent. This is the first professional-level course in taxation. The course includes a general introduction to the concepts of taxation. It will enable students to understand the role of taxes in evaluating decisions typically confronted by individual taxpayers and businesses.

**ACCTNG 5455 Taxes and Managers' Decisions (3)**

Provides a framework for understanding how taxes impact decisions of both business and individual taxpayers. The framework enables the student to become an effective evaluator of the tax planning strategies being implemented at both the firm and individual level. Students also learn how to quantify the effect taxes have on any transaction in order to maximize the after-tax return on assets or minimize the after-tax cost of financing. Unlike tax law knowledge, that becomes irrelevant when laws are repealed or changed, the analytical skills developed in this course will remain relevant.

**ACCTNG 5480 International Accounting (3)**

Prerequisites: ACCTNG 3402. Accounting practices for multinational businesses. Discussion of comparative financial accounting practices, the development of international accounting standards, and managerial accounting practices related to multinational operations.

**ACCTNG 5490 Graduate Internship in Accounting (1-3)**

Prerequisites: Three accounting courses at 3000-level or above and consent of supervising faculty member and the area coordinator. The student works in an accounting internship that contains sufficient content and rigor to merit graduate credit. The student's program will be monitored by a member of the Graduate Faculty in Accounting. The course requires several meetings with the faculty advisor and a graduate-level written assignment. The course will be graded on a Satisfactory/Unsatisfactory basis. A student who has previously taken ACCTNG 3490 may not take ACCTNG 5490.

**ACCTNG 5491 Seminar in Contemporary Issues in Accountancy (3)**

Prerequisite: ACCTNG 5405 (or ACCTNG 3402) The course includes an analysis of contemporary developments in the practice of accountancy or theories underlying it. This seminar may address topics in accountancy in any area of specialization (financial, cost/managerial, tax, auditing, governmental/FNP) or may examine topics that affect the profession as a whole. Topics will vary. May be repeated for credit when topics are different.

**ACCTNG 5498 Graduate Seminar in Accounting (3)**

Prerequisites: Consent of instructor. Study of selected special problems in accounting. May be repeated for credit with different topics.

**ACCTNG 5499 Individual Research in Accounting (1-3)**

Prerequisites: Consent of instructor and graduate director. Special individual research topics in Accounting under the guidance of a specific professor.

**Business Administration Graduate**

**BUS AD 5000 Economics for Managers (3)**

The first portion of this course introduces microeconomic analysis of consumers, firms, and government. The

concepts and tools of economic analysis are applied to the production and distribution functions of organizations. The last portion is devoted to the macroeconomic influence of capital markets, the influence of interest rates, inflation, and the business cycle.

**BUS AD 5001 Managerial Economic Analysis (3)**

Prerequisites: BUS AD 5000 or ECON 1001 and ECON 1002. Microeconomic analysis of consumers, firms, and government. The concepts and mathematical tools of economic analysis are applied to the production and distribution functions of organizations.

**BUS AD 5002 Analysis of National Economic Environment (3)**

Prerequisites: BUS AD 5000 or ECON 1001 and ECON 1002. The character and functioning of the national economic system; analyzing and forecasting fluctuations in national income and product, employment, and prices; the influence of monetary and fiscal policies. Emphasis is on the acquisition of knowledge concerning forces affecting all business firms.

**BUS AD 5100 Managerial Communication (3)**

An analysis of business writing and speaking, and the communication conventions common in organizations. Emphasis is placed on developing skills critical to career advancement and necessary for effective organizational functioning. A second goal is to prepare students for assignments in other business courses. This course must be taken within the first 12 credit hours of study, preferably in the student's first semester.

**BUS AD 5198 Seminar in Business Administration (3)**

An intensive study of a specific area of business administration of some specific business or economic phenomenon, or a specific problem or theory. Several different courses may be offered under this course number.

**BUS AD 5289 Internship in International Business (3)**

Prerequisites: Consent of IMBA Director Students will apply both their language skills and knowledge of international business by working in an organization located outside the student's country of origin. This course requires students to submit regular evaluations and prepare a research report summarizing their global experience and how it relates to the international business program.

**BUS AD 5299 Individual Research (1-3)**

Prerequisite: Consent of instructor and graduate director. Special individual research topics under the guidance of a specific professor.

**BUS AD 5450 Governmental Budgeting and Financial Control (3)**

Prerequisite: Completion of the MPPA Computer Proficiency Exam OR demonstrated proficiency with spreadsheets. (Same as P P ADM 6180) 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.

**BUS AD 5900 Law, Ethics, and Business (3)**

Analysis of the relationship between law and business with emphasis on the ability of, and extent to which, governments regulate business activities. Topics covered include the employer-employee relationship, protection of consumers, antitrust regulation, and securities law. Also discussed are ethical issues confronting management of the modern business enterprises.

**BUS AD 6990 Strategy Formulation and Implementation (3)**

Prerequisites: FINANCE 6500, MGMT 5600, MKTG 5700, LOG OM 5320 and special consent. Graduate program capstone course examining concepts and methods that integrate functional areas of business. The perspective is that of general management charged with directing the total enterprise. Interactions between the environment, organization, strategy, policies and the implementation of plans are explored. Special emphasis is given to globalization of business and ethical perspectives. This course should be taken during the semester prior to graduation. In no case may it be taken sooner than two semesters prior to graduation.

**BUS AD 7001 Doctoral Research (1-12)**

Prerequisites: Must have Ph.D. Program Director or Area Coordinator approval. Investigation of an advanced nature culminating in preparation for comprehensive examinations and/or development of dissertation proposal. The course may be repeated.

**BUS AD 7002 Dissertation Research (1-12)**

Prerequisites: Must have Ph.D. Program Director or Area Coordinator approval. Investigation of an advanced nature culminating in the preparation of a doctoral dissertation. The course may be repeated.

**BUS AD 7021 Qualitative Methods and Philosophical Foundations of Business Administration Research (3)**

Prerequisites: Admittance into the Ph.D. Program. This course investigates the ontology and epistemology of business administration research, particularly as they pertain to qualitative research methods, such as case studies, action research, and ethnomethodology.

**BUS AD 7300 Statistical Modeling (3)**

Prerequisites: LOG OM 5300; Admittance into the Ph.D. Program. Study of the multivariate analytical techniques and their application to the analysis of business systems. Topics include the construction and adaptation of statistical models and extrapolative techniques to accommodate factor interactions, nonlinearities, and periodic effects. Methodologies include multiple regression, ANOVA, the general linear model, MANOVA, structural equation modeling, and time series modeling.

**Finance Graduate**

**FINANCE 5599 Individual Research in Finance (1-3)** Prerequisites: Consent of instructor and graduate director. Special individual research topics in Finance under the guidance of a specific professor.

**FINANCE 6500 Financial Management (3)**

Prerequisites: ACCTNG 5400 or ACCTNG 2400, LOG OM 5300 or LOG OM 3300, and BUS AD 5000 or ECON 1001 and ECON 1002. This course provides an in-depth analysis of corporate finance including asset pricing, risk and return, short- and long-term investment decisions, capital structure choices, dividend policy, derivatives, mergers and acquisitions, and a host of other current topics. The material is taught through lectures and problem solving.

**FINANCE 6501 Advanced Financial Management (3)**

Prerequisites: FINANCE 6500 and LOG OM 5300. Exposure to recent financial management theory through selected readings. Financial management problems are considered by the use of cases and simulation models. An original research project under the supervision of the instructor is required.

**FINANCE 6520 Security Analysis (3)**

Prerequisites: FINANCE 6500 and LOG OM 5300. An in-depth study of techniques used in evaluating various financial assets as investment opportunities. Financial assets studied include common stock, preferred stock, and fixed income securities. Other related topics such as sources of investment information and current market trends are discussed.

**FINANCE 6521 Introduction to Derivatives (3)**

Prerequisite: FINANCE 6500. An in-depth study of advanced risk management techniques utilizing futures, forwards, options, swaps and synthetic securities. A broad study of speculative market characteristics will be reviewed in conjunction with a variety of financial innovations. Portfolio management theories combined with mathematical models will be utilized to demonstrate the effects of hedging techniques and portfolio insurance.

**FINANCE 6540 Capital Markets and Financial Institutions (3)**

Prerequisite: FINANCE 6500 The theory of financial intermediation is discussed in the context of banks, savings and loans, public and private insurance companies, and investment banking. In this framework, the relationship with money and capital markets, markets for corporate control, complex financial contracting, and regulatory environment is developed.

**FINANCE 6541 Commercial Bank Management (3)**

Prerequisite: FINANCE 6500. This course explores the various bank management techniques required to manage a modern commercial bank in a rapidly changing environment. Topics include asset and liability management, capital adequacy, bank holding companies, profitability, and bank market structure and regulation.

**FINANCE 6542 Real Estate (3)**

Prerequisite: FINANCE 6500. This course provides a broad introduction to real estate with a focus on legal issues, market analysis, valuation, financing, leasing and investment decisions. Classes are conducted in a standard lecture format with discussion on current topics. No prior knowledge of the industry is required.

**FINANCE 6580 International Finance, Investment, and Commercial Relations (3)**

Prerequisite: FINANCE 6500. This course provides students with a working knowledge of the international environment relating to the financial and securities markets along with the impact on corporate operations. International risk and tools to control risk are studied in a practical environment that may include cases. Individual research may be required to reinforce the topics studied in the classroom. Class discussion of current issues and related readings are encouraged.

**FINANCE 6581 Seminar in International Investments (3)**

Prerequisite: FINANCE 6500. This course covers topics related to the determination of exchange rates, international parity relations and portfolio diversification. In addition, methods for using foreign exchange derivatives are explored in their use for hedging exchange rate risk. Learning to read foreign exchange quotes and understanding the functioning of global markets is an integral part of the course material. Each student is assigned a foreign country to study throughout the semester with the completion of a comprehensive project report. A prior investments course is recommended but not required.

**FINANCE 6590 Seminar in Finance (3)**

Prerequisite: FINANCE 6500. This course incorporates a wide range of advanced topics in finance including, but not limited to, an evaluation of various financial assets as investment opportunities, trends in capital

markets, derivatives and management of financial and non-financial firms.

**FINANCE 6591 Finance Internship (1-3)**

Prerequisite: Students must have completed and/or be enrolled in at least 6 credit hours of finance electives and have consent of supervising faculty member and Area Coordinator. Student work in the field of Finance where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are the primary goals. The student's program will be monitored by a Finance faculty member with the student providing a formal report at the end of the project.

**Information Systems Graduate**

**INFSYS 5800 Management Information Systems (3)**

Same as P P ADM 6800. This course provides an overview of the established and contemporary issues related to information systems within organizations. Topics include the practices and tools associated with topics such as the management of IS-based investment projects, the design and implementation of IS, the alignment of IS strategy with organizational strategy, information security and privacy, and gaining a competitive advantage through IS.

**INFSYS 5890 Internship in Information Systems (3)**

The internship will be a supervised field experience in a US-based business/organization or a US-based international business/organization. Students will be employed off-campus for a 10-16 week period on projects directed by host organization supervisors in consultation with a UM-St. Louis Information Systems faculty member. The project requires students to apply IS concepts to a real-world problem. The project does not duplicate, but builds upon material in the IS curriculum. A professional written report will be required.

**INFSYS 5899 Individual Research in Information Systems (1-3)**

Prerequisites: Consent of instructor and graduate director. Special individual research topics in Information Systems under the guidance of a specific professor.

**INFSYS 6805 Applications of Programming for Business Solutions (3)**

Prerequisite: ECON 4105. This course provides a study of business-oriented programming. A programming language will be introduced and discussed in detail. Emphasis will be on program definition and the use of such programs in business-oriented applications.

**INFSYS 6806 Managerial Applications of Object-Oriented Technologies (3)**

Prerequisite: INFSYS 6805. This course deals with business-oriented programming in an object-oriented environment. The emphasis will be on program definition, and tools and development in a client-server environment. The course will involve the study of an object-oriented language in addition to object-oriented methodologies for systems development.

**INFSYS 6808 Internet Programming for Business (3)**

Prerequisite: INFSYS 6805. Focus on web-based applications development for business. It will begin with the fundamentals of web-based computing, including web client and server interaction, the MIME standard, server and client data frame headers, the CGI standard, and error conditions as they pertain to business applications. In addition, JAVA will be introduced to build web-based GUI-interfaces and back-end servers. Finally, business applications issues such as firewalls, proxy servers and data encryption using secure servers will be included.

**INFSYS 6825 Management Information Systems: Theory and Practice (3)**

Prerequisite: INFSYS 6800. The course presents and analyzes critically current MIS topics in the context of business organizations. Issues may include: organizational and behavioral concerns, the fit between information systems and organizations, information systems development and implementation, software evaluation and procurement, systems performance, and information systems planning and control.

**INFSYS 6832 Information Systems Strategy (3)**

Prerequisite: INFSYS 6825. This course presents the management of computer-based information resources in the context of business organizations. Issues may include: management strategies and policies for improving organizational productivity, measurement, evaluation and acquisition of management information services, office automation, end-user computing, computer use in international environments, social organizational perspectives and ethical implications. The course will be taught using cases.

**INFSYS 6833 Decision Support Systems (3)**

Prerequisite: LOG OM 5300. Applications of decision support systems in a business environment are studied. Issues pertaining to maintenance of data, construction of models and provision of supporting technology are explored. Students will analyze, design and implement a managerial decision support system using current development tools.

**INFSYS 6835 IT- Enabled Business (3)**

Prerequisite: INFSYS 5800. IT-Enables Business focuses on business models, processes, and activities made possible by the internet. The course includes theoretic aspects of e-commerce: consumer relationship management, supply chain management, inventory management, business strategy, auctions, and portals.

Issues associated with electronic commerce such as security, privacy, content selection and rating, intellectual property rights, authentication, encryption, acceptable use policies, and legal liabilities are explored. Particular attention is paid to IT-enabled entrepreneurship and business creation, and IT use in small to medium sized enterprises. Case studies drawn from actual business applications will be used to reinforce theory.

**INFSYS 6836 Telecommunications: Design and Management (3)**

Prerequisite: INFSYS 5800 (may be taken concurrently). The topic of telecommunications is addressed from both a technical and managerial viewpoint. In particular, the course will address issues such as communications components and services, local area network architecture, managerial implementations, organizational issues, and cost/benefit analyses.

**INFSYS 6837 Information Systems Architecture (3)**

Prerequisite: INFSYS 6836. This course explores a wide range of topics necessary for understanding & managing distributed computing technology. A wide range of infrastructure and "middleware" architectural components will be explored. Finally, the course will provide a framework for understanding the capabilities and shortcomings of various distributed computing architectures, technical standards and their implications for interoperability of components.

**INFSYS 6838 Business Process Design, Management & Integration (3)**

Prerequisites: INFSYS 5800. Major business processes are identified and analyzed. Issues related to characteristics, goals, benefits and costs of enterprise-wide design, and the role of information technology during the design process are discussed. Workflow automation, process modeling, analysis, automation, and redesign techniques are discussed, including the following: process inputs & entrance criteria, process outputs and exit criteria, feedback mechanisms & process correction, alternate theoretical frames for business process design, and impacts on business process design from socio-cultural forces. Case studies are used to illustrate the concepts.

**INFSYS 6840 Information Systems Analysis (3)**

Prerequisite: INFSYS 6805. The theory and practice of structured analysis are presented. Topics may include: traditional vs. structured analysis methods, requirements analysis, user/analyst interaction, investigation of existing systems, human/ machine interfaces, CASE tools, and workbenches.

**INFSYS 6845 Database Management Systems (3)**

Prerequisite: INFSYS 5800. The course introduces the concepts of database management systems for business applications. Issues in database architecture, design, administration, and implementation are covered. Projects are assigned on a mainframe DBMS and a microcomputer-based DBMS to illustrate the concepts and applications.

**INFSYS 6846 Management of Global Sourcing (3)**

Prerequisite: INFSYS 5800. Largely fostered by the spread of the Internet, global software development standards, global software packages, and fewer trade restrictions, organizations now regularly source software development, software maintenance, systems upgrades, platform transitions, help desks, and other IS-related work globally. This course covers topics to help organizations manage global sourcing of IS work, including sourcing strategies, sourcing models (captive, joint venture, outsourcing), role of program management offices, supplier selection, engagement models, and special practices required to manage globally dispersed teams. Risk mitigation practices associated with cultural, legal, political, infrastructure, logistical, and human resource issues are also addressed.

**INFSYS 6847 Financial and Project Management (3)**

Prerequisite: INFSYS 5800. Effective project management ensures that a project is completed on time, within budget, and has high quality. The purpose of this class is to examine the task of project resource management with a focus on IT and services. It will cover conventional aspects of project management, such as the project evaluation, planning, roles, responsibilities, scheduling, and tracking. In addition, this class will examine risk management, change management, critical chain management, build vs. buy analysis, package vs custom solutions, vendor qualification and selection, and the roles of certification in the process. The class will also cover the management of programs or a portfolio of IT projects.

**INFSYS 6848 Knowledge Management and Business Intelligence (3)**

Prerequisite: INFSYS 5800. Knowledge management (KM) is the process of creating, and drawing value from, an organization's intellectual assets. It deals with how to best leverage the organization's knowledge internally as well as externally. The emphasis on knowledge management within business organizations has risen dramatically in the last few years, to some extent as a result of the rapid progress in information technology capabilities. The course covers the following topics: KM tools, technologies, and systems, including knowledge repositories, knowledge portals, and expert seeker systems, creating and sustaining a knowledge-sharing culture, managing and measuring intellectual capital, managing knowledge in networked organizations, including interorganizational alliances and supply chains, aligning knowledge with business strategy, risks of knowledge loss and knowledge leakage, business intelligence, and social aspects of knowledge management

**INFSYS 6850 Information Systems Design (3)**

Prerequisites: INFSYS 6840 and INFSYS 6845. This course builds upon the analysis techniques presented in

INFSYS 6840. It requires the student, usually working in a group, to design and implement a system in a real-world environment. Advanced design concepts are presented to support the students in their project work

**INFSYS 6881 Management of Transnational Information Systems (3)**

Prerequisite: INFSYS 5800 (may be taken concurrently). The course presents concepts of managing global information technology. Issues covered include: global information technology, systems development, electronic data interchange, cross-border data flows, and national and international information structures. Further topics may include information technology enabled economic development, global outsourcing of information systems services, and social, organizational and ethical implications.

**INFSYS 6891 Seminar in Management Information Systems (3)**

Prerequisite: INFSYS 5800. Topics of current interest in management information systems. Topics may include international information systems, electronic commerce, decision support systems, information systems strategy, telecommunications, and information systems management

**INFSYS 6892 Seminar in Current Management Information System Topics (3)**

Prerequisite: INFSYS 5800. Advanced topics of current interest in management information systems. Content to be determined each time the course is offered. May be repeated for credit.

**INFSYS 7890 IS Research Seminar (3)**

Prerequisites: INFSYS 5800; Admittance into the Ph.D. Program. Analysis of the research problems, approaches, and findings of Management Information Systems Research. May be repeated for credit when the subject matter is different.

**INFSYS 7891 Quantitative Research Methods in IS (3)**

Prerequisites: INFSYS 5800; Admittance into the Ph.D. Program. Analysis of research design and validity of quantitative methods applied to the study of Management Information Systems, including laboratory experiments, sample surveys, and field experiments.

**INFSYS 7892 Doctoral Seminar in Current Information Systems Topics (3)**

Prerequisites: INFSYS 5800; Admittance into the Ph. D. Program. Theoretical and empirical analysis of topics of long-term importance to the IS field such as systems analysis and design, systems development and implementation, and database management. A historical perspective of the technical and behavioral issues associated to IS artifacts is provided such that contemporary issues and trends can be appreciated.

**INFSYS 7893 Special Topics in IS (3)**

Prerequisites: Consent of instructor; Admittance into the Ph.D. Program. In-depth analysis of special topics in IS research. May be repeated for credit when the subject matter is different.

**INFSYS 7894 Theoretical Foundations of Information Systems Research (3)**

Prerequisites: INFSYS 5800, Admittance to the Ph.D. Program. The theoretical foundations of information systems are largely built upon the theories from other disciplines, including the physical sciences, computer science, sociology, psychology, and mathematics. In this course, we survey a variety of theoretical foundations from other disciplines by reading the original works, critical responses to these theories, and representative applications of these theories in the IS domain.

**Logistics and Operations Management Graduate**

**LOG OM 5300 Statistical Analysis for Management Decisions (3)**

Prerequisites: INFSYS 5800 (may be taken concurrently) and ECON 4105 with a minimum grade of a C. The role of statistical evidence in the formation of inference and in the selection of strategies in solving business problems is developed. Probability and probability distributions are studied as a basis of statistical inference. An introduction to multivariate analysis is provided, which includes analysis of variance and regression methods.

**LOG OM 5312 Advanced Statistical Methods for Management Decisions (3)**

Prerequisite: LOG OM 5300. The application of statistical methods to managerial problems, forecasting and business research. Topics include the blending of multiple regression and analysis of variance into a general linear model, logistic models, techniques for projecting seasonal time series, and forecasting techniques (ARIMA models) which deal with serially correlated data. Through class presentations, assigned exercises and a major project, students gain experience in constructing explanatory and predictive models for problems in marketing, finance, etc. Students use commercial software (e.g., the Statistical Analysis System) for analyzing data, constructing, models and producing reports.

**LOG OM 5320 Production and Operations Management (3)**

Prerequisite: LOG OM 5300. This course discusses issues related to the creation and delivery of goods and services. Topics include the design of production processes, the layout and location of facilities, forecasting, scheduling, inventory control, queuing, materials planning, and quality control. Analytical techniques such as linear programming are used in studying these problems.

**LOG OM 5322 Lean Production (3)**

Prerequisite: LOG OM 5320. Study of lean production philosophy and techniques in manufacturing and service operations. Topics include process analysis and continuous improvement, set-up reduction, total productive maintenance, kanban scheduling, cellular production, work teams, supplier relations, quality management, and the environmental aspects of production. Cases and a course project will be used to integrate and apply the course material.

**LOG OM 5324 Service Operations Management(3)**

Prerequisite: LOG OM 5320. An examination of methods for designing and operating service delivery systems, such as in the health care, financial transportation, hospitality, and governmental services industries. Topics include process and facility design, facility layout and location, queuing, demand forecasting and management, service quality, staffing, and personal scheduling.

**LOG OM 5326 Quality Management (3)**

Prerequisite: LOG OM 5300 or Stat 4200 or consent of instructor. Same as MATH 5370. An applied course on total quality management. Quality improvement approaches are presented and the managerial implications and responsibilities in implementing these approaches are discussed. Topical coverage includes the construction and interpretation of control charts, graphical methods, quality function deployment, robust experiments for product design and improvement, mistake-proofing (poke yoke), the Deming approach, Baldrige award criteria, quality cost audits, worker empowerment and reward systems. Cases involving both business processes and physical processes are used to illustrate successful quality improvement efforts.

**LOG OM 5334 Internship in Logistics and Supply Chain Management (1)**

Prerequisite: Consent of instructor. Students receive practical experience in the area of logistics or supply chain management. The internship is supervised by a professional in the host organization in consultation with a faculty member.

**LOG OM 5354 Simulation for Managerial Decision Making (3)**

Prerequisite: LOG OM 5320. Introduction to simulation as a managerial decision-making aid. Application of simulation to a number of management science-oriented problems. The course introduces and requires use of a simulation language.

**LOG OM 5381 International Logistics and Operations Management (3)**

Prerequisite: LOG OM 5320. A study of international logistics and operations management strategy, planning and operations. Topics may include multinational logistics and supply chain strategies, global network design and sourcing, international transportation, distribution and operations, import-export, risk management, etc.

**LOG OM 5399 Individual Research in Logistics and Operations Management (1-3)**

Prerequisites: Consent of instructor and graduate director. Special individual research topics in Logistics and Operations Management under the guidance of a specific professor.

**LOG OM 6330 Business Logistics Systems (3)**

Prerequisite: LOG OM 5320 (may be taken concurrently). Analysis of business logistics systems and their role in supply chain management. Covers both design and operation of logistics systems and their components. Topics may include network design, facility location, transportation, vehicle routing, inventory management, customer service, reverse logistics and logistics information systems.

**LOG OM 6331 Logistics and Supply Chain Operational Modeling (3)**

Prerequisites: LOG OM 5320 and LOG OM 6330. A study of the application of leading software packages to modeling problems and issues arising in the operational management of logistics and supply chains. This course covers the economic tradeoffs involved in such decisions, data requirements, operating parameters, and application of software packages to problems such as vehicle routing and scheduling, freight shipments consolidations, cross-docking, and other operational and tactical strategies. This "hands on" course is designed to prepare students for higher-level supply chain analyses and consulting work.

**LOG OM 6332 Logistics and Supply Chain Strategic Modeling (3)**

Prerequisites: LOG OM 5320 and LOG OM 6330. A study of the application of leading software packages to modeling problems and issues arising in the planning and strategic management of logistics networks and supply chains. The course identifies and explores the economic and customer service tradeoffs involved in such networks. Issues such as location of facilities, assignment of production and distribution missions to facilities, identification of sourcing relationships amongst facilities, and identification of cost and customer service consequences of alternative supply chain designs are addressed by the application of commercial software packages to support decision making. This "hands on" course is designed to prepare students for high-level supply chain and analyses and consulting work.

**LOG OM 6350 Management Science Methods (3)**

Prerequisite: LOG OM 5320. This course provides a working knowledge of management science techniques. It emphasizes analytical approaches to solving business problems, construction of mathematical models, and manipulation of model variables for managerial decision-making. Topics include mathematical programming, including integer and network models, heuristics, and simulation models.

**LOG OM 6395 Seminar in Logistics and Operations Management (3)**

Prerequisite: LOG OM 5320. Topics of current interest in logistics and operations management. Topics may include just-in-time and lean production, quality management, manufacturing and service systems, transportation and logistics, quantitative management tools, etc.

**LOG OM 7390 Research Seminar in LSCM (3)**

Prerequisites: LOG OM 6330; Admittance into the Ph.D. Program. Analysis of research approaches, and findings in Logistics and Supply Chain Management. May be repeated for credit when the subject matter is different.

**LOG OM 7393 Special Topics in LSCM (3)**

Prerequisites: Consent of instructor; Admittance into the Ph.D. Program. In-depth analysis of special topics in Logistics and Supply Chain Management research. May be repeated for credit when the subject matter is different.

**Management Graduate**

**MGMT 5600 Organizational Behavior and Administrative Processes (3)**

Same as P P ADM 6600. 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.

**MGMT 5611 Advanced Organizational Behavior and Administrative Processes (3)**

Prerequisite: MGMT 5600. An in-depth examination of selected organizational and individual theories affecting behavior and operating performance. Organizational structure and design, formal and informal organization, decision making, communications, and motivation are analyzed for their organizational impact. The course seeks to develop further the ability to analyze and evaluate organizational processes and individual behavior.

**MGMT 5612 Negotiating Workplace Conflict (3)**

Prerequisites: P P ADM/MGMT 6600, and Graduate Standing. Same as P P ADM 6680. 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.

**MGMT 5614 Managing Organizational Change and Design (3)**

Prerequisite: BUS AD 5600 (may be taken concurrently) This course examines the ways to manage organizational change to meet the rapid pace of change in the business environment. Cases and current research inform class discussions of different types of restructuring. Topics may include creating learning organizations, designing for innovation, managing growth and downsizing, and building sustainable organizations.

**MGMT 5621 Managing Human Resources (3)**

Prerequisite: MGMT 5600. In-depth examination of selected human resource management issues from a contemporary manager's viewpoint. Topics examined include: personnel planning; employee selection; performance appraisal, training, and development; compensation; legal issues; discipline; and labor relations. The course examines these topics as they relate primarily to operational activities in organizations.

**MGMT 5622 Union-Management Relations and Collective Bargaining (3)**

Prerequisites: MGMT 5600 and BUS AD 5900. Primary concern is with the setting and the dynamics of contract negotiation and administration. Emphasis is on the development of insight and understanding of the forces affecting the decisions of the parties to a labor contract within the context of the social, political, and economic environment of the organization. A dynamic approach is taken to examine difficulties that arise in attempting to administer a collectively established relationship between employer and employee.

**MGMT 5624 Organizational Training (3)**

Prerequisite: MGMT 5600 or MGMT 5621 or permission of department. An intensive study of training and developmental methods/issues in organizations. Topics include needs analysis, learning theory, training techniques, evaluation, and management development. Other topics include memory, training objectives, and training facilities. Projects and exercises are used to supplement reading and lecture.

**MGMT 5625 Selected Topics in Human Resource Management (3)**

Prerequisites: MGMT 5621 and LOG OM 5300. This course provides an advanced treatment of selected human resource management topics. Primary focus is on topics such as job analysis, pre-employment screening devices, test validation, and civil rights laws. Other topics, such as performance appraisal, recruitment, promotions, and terminations may be covered. Various class projects may be assigned to supplement readings, lectures, and discussion.

**MGMT 5626 Leadership Through People Skills (3)**

Prerequisite: MGMT 5600 (or permission) This seminar will help students learn leadership strategies and

develop skill sets that will allow them to: (1) Adapt to different people in appropriate and productive ways; (2) Gain commitment from others through the use of effective people skills; and (3) Develop an awareness of their own current style of management and clearly see its impact on their staff and peers. Students will spend approximately 75 percent of their time "learning by doing" as they engage in and receive feedback on skills practices and role-plays. The seminar culminates with students planning and practicing a "real-life" interaction they will face on the job, thus creating a strong transfer of skills and learning from the seminar back to the workplace.

**MGMT 5689 International Business Strategies (3)**

Prerequisites: BUS AD 5000 and ACCTNG 5400. This course focuses on those managerial issues, which follow from the definition and implementation of corporate strategy for worldwide operations, as distinguished from purely domestic firms or those only marginally involved in international activities. It aims to develop an appreciation for the unique competitive, sociocultural and political environments in which international business takes place and the skills required to deal with these changes.

**MGMT 5695 Seminar in Management (3)**

Prerequisite: MGMT 5600. Topics of current interest in management. Possible topics include, human resource management, international management, and entrepreneurship.

**MGMT 5699 Individual Research in Management (1-3)**

Prerequisites: Consent of instructor and graduate director. Special individual research topics in Management under the guidance of a specific professor.

**Marketing Graduate**

**MKTG 5700 Contemporary Marketing Concepts (3)**

Prerequisite: BUS AD 5000. Designed for students with no prior course work in the field of marketing. A wide spectrum of marketing institutions and activities is covered. The impact of marketing on the total firm, the economy, and society in general is assessed. The course is intended to develop and organize the fundamental marketing concepts necessary to an analytical study of consumer behavior, the economic environment, and four managerial aspects of marketing. The acquisition and utilization of marketing research data for problem solving is stressed. Relation and integration of basic marketing knowledge to the successful development of sound marketing policy, planning, and strategy is developed.

**MKTG 5701 Marketing Planning and Strategy (3)**

Prerequisite: MKTG 5700. Emphasizes the development of a total marketing program through an analytical study of the marketing-mix, the diagnosis of the business situation, along with the influence of exogenous variables and the development of an effective campus marketing strategy. Stresses importance of an integrated marketing plan and utilizes modern decision-making tools. Supplementary readings, journal articles, and current periodicals are used to place the theoretical framework of the course into the contemporary environment of the market place.

**MKTG 5710 Consumer Motivation and Behavior (3)**

Prerequisite: MKTG 5700. An analysis of the socio-psychological foundations of consumer behavior including personality differences, needs and wants, status symbols, social change and mobility, and fads and fashions. Consumer spending and saving habits, product preferences, leisure-time patterns, shopping behavior, and motivation research also are examined for their impact on advertising, selling, and marketing management.

**MKTG 5720 Marketing Communications (3)**

Prerequisite: MKTG 5700. Deals with managerial decision making by placing particular emphasis on assimilating and integrating all forms of marketing communication in the development of promotional policies, plans, and procedures. Course approach is analytical rather than descriptive in investigating the areas of advertising, public relations, sales management, packaging, and other forms of demand stimulation.

**MKTG 5740 Marketing and Business Research (3)**

Prerequisites: MKTG 5700 and LOG OM 5300. A broad approach to marketing research as a model for acquiring, retrieving, and analyzing decision-making information. Includes market measurement, evaluation of sales, and cost effectiveness, sales forecasting, and primary marketing research studies aimed at solving specific problems. Emphasis is placed also on building a theoretical and analytical framework to provide flexibility in the design of marketing experiments and in judging recent research innovations.

**MKTG 5761 Business to Business Marketing (3)**

Prerequisite: Graduate standing or consent of instructor. This course provides graduate students with an understanding of the role of business to business marketing as it pertains to business, government, and institutional customers. The course places a heavy emphasis on buyer-seller interaction embodying business to business marketing. In addition to discussing the standard theories and covering the subject domain of business marketing, the course focuses on the finer aspects of business to business marketing negotiations using exercises and readings. Student groups enact complex industrial buyer-seller negotiations striving to achieve their respective organizational goals.

**MKTG 5770 Supply Chain Management (3)**

Prerequisite: Consent of Instructor. This course addresses supply chain management and its implications, with a focus on what firms can do to maintain competitiveness in the quickly changing business landscape. Topics may include, but are not limited to, value chain analyses, marketing business-to-business, supply chain analytics, procurement, production, logistics, and inventory management within supply chains.

**MKTG 5775 Domestic Transportation (3)**

Prerequisite: Graduate standing or consent of instructor. Domestic Transportation is the study of North American transportation modes, their management and operating characteristics. This graduate course is part of the Mid-West Transportation Consortium where UMSL, along with 5 other Universities, provides guest lecturers that comment on aspects of transportation. UMSL students concentrate on the business aspects of transportation.

**MKTG 5780 Seminar in International Marketing (3)**

Prerequisite: MKTG 5700. An advanced seminar on topics in international or global marketing. Possible topics include the globalization of trade, export marketing, international market opportunity analysis, and negotiation for international marketers. Students who take one version of this course (e.g. globalization of trade) can take a second version of the course (e.g. negotiation for international marketers) with prior permission.

**MKTG 5790 Internship in Marketing (3)**

Prerequisites: Students must have completed and/or be enrolled in at least 6 credit hours of marketing electives and have consent of supervising faculty member and Area Coordinator. Students work in the field of Marketing where they apply the knowledge and skills learned in the classroom. Professional development and obtaining specialized work experience are the primary goals. The student's program will be monitored by a Marketing faculty member with the student providing a formal report at the end of the project.

**MKTG 5795 Seminar in Marketing (3)**

Prerequisite: MKTG 5700. This course addresses advanced problems in contemporary marketing. Topics may include, but are not limited to, marketing strategy, marketing communications and advertising, product management, consumer behavior, channels of distribution, international marketing, and marketing research.

**MKTG 5799 Individual Research in Marketing (1-3)**

Prerequisites: Consent of instructor and graduate director. Special individual research topics in Marketing under the guidance of a specific professor.

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# BULLETIN 2009 2010

University of Missouri - St. Louis

## College of Education

Counseling and Family Therapy | Educational Leadership and Policy Studies  
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### [College of Education Home Page](#)

#### **Accreditation**

The University of Missouri St. Louis, College of Education, is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE) for the preparation of early childhood, elementary, special education, physical education, secondary educators, administrators, and counselors.

#### **Course Designations in the College of Education**

The following abbreviations are used to indicate instructional areas in the course listings and descriptions in the College of Education.

Adult Education Courses (**ADULT ED**)  
Counselor Education Courses (**CNS ED**)  
Early Childhood Education Courses (**ECH ED**)  
Educational Administration Courses (**ED ADM**)  
Educational Foundations Courses (**ED FND**)  
Educational Psychology Courses (**ED PSY**)  
Educational Research and Evaluation Methods Courses (**ED REM**)  
Educational Technology Courses (**ED TECH**)  
Elementary Education Courses (**ELE ED**)  
Middle Education Courses (**MID ED**)  
Higher Education Courses (**HIGHERED**)  
Health and Physical Education Courses (**HLTH PE**)  
College Wide Education Courses (**EDUC**)  
Secondary Education Courses (**SEC ED**)  
Special Education Courses (**SPEC ED**)  
Teacher Education Courses (**TCH ED**)

#### **Teacher Education**

##### **Degrees and Areas of Concentration**

Students may earn teacher 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 are also offered in counseling, reading, school administration (elementary and secondary principal, school superintendent), and special education.

The following certification programs are designed to provide the following learning outcomes. Upon successful completion of the programs, education candidates will:

- Understand the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
- Understand how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
- Understand how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Recognize the importance of long-range planning curriculum development and develops, implements and evaluates curriculum based upon student, district, and state performance standards.

- Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Model effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Develop skills to become a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
- Foster relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
- Understand theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

### **General Education Requirements**

Students in the College of Education must meet university and departmental general education requirements specified for their degree programs.

### **Academic Residence**

Students must be in residence for 30 of the last 30 semester hours of credit. Courses graded on a satisfactory/ unsatisfactory basis are not accepted within these last 30 semester credit hours. This residency requirement applies to students seeking a degree or teacher certification.

### **Education Majors**

Professional education courses must be completed with a grade point average of 2.5 and no grade lower than a C (2.0).

### **Admission to the College of Education**

Any students who designate education degree programs as their intended degree paths will have Education as their assigned academic unit. Students admitted to the College of Education and also seeking teacher certification must also be admitted to the Teacher Education Program.

### **Application and Admission to the Teacher Education Program**

All students (pre- and post-degree) who wish to become teachers must be admitted to the Teacher Education Program. Applications to the Teacher Education Program are processed through the Teacher Certification and Advising Office (TC & A). Eligibility is based upon fulfillment of the following requirements:

- Submission of qualifying scores on C-BASE in areas of English, writing, mathematics, science and social studies. Students should consult the Teacher Certification & Advising Office – College of Education, for test descriptions, cost, required scores, dates of administration, retest policies, etc. Acceptable C BASE scores are required in addition to documented ACT or SAT scores. (Students who have an earned bachelor's degree are not required to pass the CBASE test. Graduates of the general studies program at UMSL, however, must take the C BASE).
- Documented scores of either the ACT Composite or the SAT (verbal plus math)\*.
- Completion of 60 hours of college or university courses (at UMSL or another accredited school).
- A grade point average of 2.5 or higher.
- Completion of level one courses, or the equivalent, with a grade of C or better.
- Approved results of criminal record check and child abuse/neglect screening.

### **General Information**

It is important that students meet with an academic advisor in the Teacher Certification and Advising Office once each semester. Students should contact the office at 314-516-5937 or at [Pamela@umsl.edu](mailto:Pamela@umsl.edu) to make an advising appointment.

### **Professional Internship Semester**

Students in the early childhood, elementary, special education, middle school and secondary certification programs participate in a three-credit-hour Professional Internship taken the semester prior to student teaching. Education students attend a school one day per week throughout the semester. Students apply to the internship and student teaching with the same application, and is submit it two semesters before the Internship. The student continues the same school for student teaching but will attend fulltime every day.

## **Application to Internship/Student Teaching Program**

### **Deadlines for the Formal Application**

Fall Student Teaching: First week of December of the previous year  
Winter Student Teaching: First week of May of the previous year

\*Check 'My Gateway' and the student teaching bulletin board in Marillac Hall for exact date and the College of Education Teacher Certification and Advising Home Page.

Upon receipt, formal applications for both pre- and post degree students are checked to ensure they have met the following requirements:

- Full admission to the teacher education program for both pre and post degree students.
- A cumulative grade point average of 2.5 or above by the semester before the one in which students plan to do their student teaching. The 2.5 cumulative grade point average must be maintained in order to graduate with a B.S. in education degree and/or be certified to teach in the state of Missouri.
- Grade point average of 2.5 in the teaching field (secondary education students only).
- A grade of C or better in all professional education courses so designated. Lists of these courses available in the TC & A office and from advisers.
- Completion of TB screening, police, and child abuse checks.

The student teaching experience in the early childhood, music, physical education, and special education certification programs provides opportunities in a variety of settings. Students will be expected to do student teaching on a full-day basis for 14-weeks during an entire semester. The student teaching experience must be completed in residence. Secondary student teaching in science education, mathematics education, and foreign language education is offered during the winter semester only.

For further information regarding requirements and certification, contact the Teaching Certification and Advising Office (TC & A) at 155 Marillac Hall or the College of Education Teacher Certification and Advising Home Page.

### **Application for Degree and/or Certificate**

#### **Bachelor of Science in Education (B.S. Ed)**

Candidates for the B.S.Ed. degree must complete degree and certificate application forms in the TC & A Office when they apply for admission to internship/student teaching or during the semester before the one in which they expect to finish degree requirements. See information below on the on PRAXIS examination.

The College of Education requires a background check, current within one year, for every UMSL student in the teacher education program. Please note that students wishing to be certified will still be responsible for a more thorough fingerprint background check as required by Missouri State Law before certification will be issued. All background check information will be available to students upon their request.

#### **Bachelor of Educational Studies (B.E.S.)**

Candidates should consult the TC & A Office, 155 Marillac Hall or (314) 516- 5397 for more information. This degree offers two areas of study: Early Childhood and Professional Studies.

#### **Certification**

In cooperation with the Missouri State Department of Elementary and Secondary Education, the College of Education is responsible for recommending all qualified students for state teacher certification.

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 student teaching.

#### **Graduate Level Certification Program**

Applicants who hold a Bachelor's degree in a teaching field can work toward secondary education certification.

Coursework includes:

**TCH ED 5310:** Designing Instruction, 3 credits (includes 14 clock hours of field experience)

**TCH ED 5311:** Educational Foundations, 4 credits (includes 10 clock hours of field experience)

**ED PSY 6109:** Learning and Development in Secondary School Settings, 4 credits (includes 8 clock hours of field experience)

**\*TCH ED 5312:** Differentiated Instruction, 4 credit hours (includes 12 clock hours of field experience)

**SEC ED 4989:** Secondary Education Professional Internship, 3 credits (includes 84 clock hours of field experience)

**SEC ED 4990:** Student Teaching, 12 credits (full days in a school for one semester)

Students seeking certification via this program must meet with the Teaching & Learning Post Baccalaureate

Advisor and secondary education faculty members in the content (teaching) area to plan specific programs and review requirements. Students may contact the advisor at 314-516-5917.

## **Graduate Studies in Education**

### **Degrees and Areas of Emphasis**

The College of Education offers Master of Education (M.Ed.), Educational Specialist (Ed.S.), and doctoral degrees at the graduate level. The M.Ed. degrees and the emphasis areas are:

#### Adult and Higher Education

- Adult Education
- Higher Education

#### Counseling

- Community Counseling
- Elementary School Counseling
- Secondary School Counseling

#### Educational Administration

- Community Education
- Elementary Administration
- Secondary Administration

#### Elementary Education

- Early Childhood Education
- General emphasis
- Reading emphasis

#### Secondary Education

- Curriculum and Instruction
- General
- Middle Level Education
- Reading
- Teaching English to Speakers of Other Languages

#### Special Education

- Behavioral Disorders
- General
- Early Childhood/Special Education
- Learning Disabilities
- Mental Retardation

Courses are available for areas of specialization within the M.Ed. programs, including educational technology, physical education, educational psychology, and the various secondary school subject areas.

Ed.S. degree programs are available in school psychology and 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**

The Masters of Education Degree programs are designed for graduates to attain the following learning outcomes:

- Understand the major theories in the discipline of study
- Attain a solid foundation in the overall field of education in general, including areas of social justice, educational leadership and advocacy, educational psychology and research
- Attain a depth of knowledge in the primary discipline
- Think critically
- Develop skills as a reflective practitioner to be able to create and sustain change
- Conduct teacher research

## **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](mailto:NAshford@umsl.edu). After acceptance, each student completes an adviser form, sent by the College of Education's Office of Graduate Education, 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 Teacher Certification and Advising Office, 155 Marillac Hall, one year before those requirements will be completed.

#### **Educational Specialist Degree**

The Ed.S. degree is intended for school personnel preparing for a specific role, either that of a school psychologist or that of a school building or district administrator. The programs require 60 hours of postbaccalaureate course work designed to meet the respective Missouri certification requirements. The Ed.S. in School Psychology degree program requires three years of intensive, full-time, training but students may be able to complete up to half of the curriculum as a part-time student. The Ed.S. in Educational Administration can be pursued on a part time or a full time basis.

The Educational Specialist Degree program is designed for graduates to attain the following learning outcomes:

- Expand their knowledge of the major theories in their area of specialty
- Attain a solid foundation in the field of education in general and a depth of knowledge in the specialty
- Think critically
- Develop skills to become a reflective practitioner
- Mentor teachers and other practitioners as a specialist in a specific area
- Understand research methods in education
- Conduct research
- Demonstrate leadership skills and attributes

#### **Admission and General Requirements**

The College of Education follows Graduate School policies relating to admissions, academic standards, residency, transfer credit, time limitations, and exit requirements. Specific materials required for application vary by program, but generally applicants should submit an application to The Graduate School, transcripts of previous college work, GRE scores, and letters of recommendation.

#### **Advisement and Program Planning**

For advising and program planning, school psychology students should contact the Division of Educational Psychology, Research and Evaluation, 402 Marillac Hall, 314-516-5783. Educational administration students should contact the Division of Educational Leadership and Policy Studies, 269 Marillac Hall, 314-516-5944.

#### **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. The Educational Administration emphasis permits students to address requirements for Career Continuous Administrator Certification with the state department of education.

The Ed.D. program is designed for graduates to attain the following learning outcomes:

- Understand the major theories in their primary and secondary disciplines
- Attain a solid foundation in the field of education in general and a depth of knowledge in the primary discipline
- Think critically
- Locate literature in the primary and secondary disciplines
- Understand research methods in education
- Conduct research
- Demonstrate leadership skills and attributes

Students seeking the Ed.D. degree are expected to meet the Graduate School's doctoral degree requirements and procedures.

### **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. Applicants to the Counselor Education option are considered once per calendar year with an application deadline of January 15th.

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**

To ensure time for review and decision, applicants must complete the Graduate School's and program applications and submit accompanying materials in a timely manner. In addition, applicants are urged to request transcripts and letters or recommendation two weeks before completing the online application. 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:**

Students in the Educational Administration, Adult and Higher Education, and Teaching-Learning Processes options should complete the following or equivalent in order:

**ED REM 6735:** Statistical Analysis for Educational Research (pre-requisite)

**ED REM 6750:** Advanced Research Design in Education

**Plus any two methods courses from the following:**

**ED REM 7771:** Quantitative Research Methods I

**ED REM 7772:** Quantitative Research methods II

**ED REM 7781:** Qualitative Methods in Educational Research I

**ED REM 7782:** Qualitative Methods in Educational Research II

This sequence totals 12 hours of methods courses. Any remaining required hours could be completed with other ED REM courses numbered 6000 or higher or research courses in another curriculum.

Students in the Counselor Education option should complete the following sequence:

**ED REM 6718:** Psycho-Education Assessment II

**ED REM 7771:** Quantitative Research Methods I

**ED REM 7781:** Qualitative Research Methods I

**One of the following:**

**ED REM 7772:** Quantitative Research Methods II

**ED REM 7782:** Qualitative Methods in Educational Research II

**3. Common doctoral seminars, 6 hours**

**EDUC 7050**, The Research Process I: Framing Research Questions with the Education Literature (or for student in Counselor Education, CNS ED 7020, Seminar in Counseling Research may be taken in the place of EDUC 7050)

**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 (ADULT ED) or Higher Education (HIGHERED) 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(30 hours)**

**CNS ED 6410**, Advanced Career Development

**CNS ED 6600**, Theories and Techniques of Counseling Children and Adolescents

**CNS ED 7000**, Advanced Theories and Foundations of Counseling and Family Therapy

**CNS ED 7010**, Advanced Multicultural Counseling

**CNS ED 7030**, Counselor Education and Supervision

**CNS ED 7035**, Counselor Education & Supervision Practicum

**CNS ED 7400**, Advanced Topics in School Counseling Leadership

**CNS ED 7770**, Doctoral Practicum

**CNS ED 7780**, Doctoral Internship (6 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:

- Teaching-learning processes
- Educational leadership and policy studies
- Educational psychology
- Counseling

The Ph.D. program is designed for graduates to attain the following learning outcomes:

- Understand the major theories in their primary and secondary disciplines
- Attain a breadth of knowledge in education in general and a depth of knowledge in the primary discipline
- Think critically
- Locate literature in the primary and secondary disciplines
- Understand research methods in education
- Conduct research
- Demonstrate leadership skills and attributes

**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

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

**Admission Application**

To ensure time for review and decision, applicants must complete the Graduate School's and program applications and submit accompanying materials in a timely manner. In addition, applicants are urged to request transcripts and letters or recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available. The deadline for applying to the Counseling emphasis is 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:**

Students in the Teaching-Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas should complete the following or equivalent in order:

**ED REM 6735:** Statistical Analysis for Educational Research (Pre-requisite)

**ED REM 6750:** Advanced Research Design in Education

**Plus any three methods courses from the following:**

**ED REM 7771:** Quantitative Research Methods I

**ED REM 7772:** Quantitative Research Methods II

**ED REM 7781:** Qualitative Methods in Educational Research I

**ED REM 7782:** Qualitative Methods in Educational Research II

This sequence totals 15 hours of methods courses. Remaining hours can be completed with other ED REM courses numbered 6000 or higher or research courses in another curriculum.

For Ph.D. students in the Counseling emphasis area, the recommended sequence is:

**ED REM 6710:** Educational Research Methods and Design

**ED REM 7771:** Quantitative Research Methods I

**ED REM 7772:** Quantitative Research Methods II

**ED REM 7781:** Qualitative Methods in Educational Research I

**ED REM 7782:** Qualitative methods Educational Research II

**3. Emphasis Area (Primary Discipline) courses, 27-33 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 advisor and advisory committee.

### **D. Counseling**

**CNS ED 6030,** Foundations for Multicultural Counseling

**CNS ED 6040,** Group Procedures in Counseling

**CNS ED 6050,** Individual Inventory

**CNS ED 6370,** Community Counseling Practicum (or **CNS ED 6270,** School Counseling Practicum)

**CNS ED 6380,** Community Counseling Field Experience (6 hours) (or CNS ED 6280, School Counseling Field Experience I and CNS ED 6285 School Counseling Field Experience II

**CNS ED 6400,** Career Information and Development

**CNS ED 6410,** Advanced Career Development

**CNS ED 7000,** Advanced Theories of Counseling and Family Therapy

**CNS ED 7010,** Advanced Multicultural Counseling

**CNS ED 7020,** Seminar in Counseling Research

**CNS ED 7030,** Counselor Education and Supervision

**CNS ED 7770,** Doctoral Practicum (3 hours)

Additionally, all students should complete CNS ED 7780, Doctoral Internship (6 hrs) as a 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 6718, Psycho-Educational Assessment II

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

## **5. Required Exit course, 3 hours**

**EDUC 7950,** The Research Process II: Developing and Refining Education Research Proposals

## **6. Research Internship, 6-9 hours**

## **7. 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.

### **Teacher Certification & Advising Office- - 155 Marillac**

This office provides advising services for teacher education undergraduate and certification students. The office co-ordinates the teacher education clinical experiences, directs the student teacher program and submits documents for state teacher certification.

### **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, graduation and related topics, and maintains student records.

### **School and Family Counseling Center, Suite 9, Regional Center for Education and Work**

The School and Family Counseling Center is a training facility for graduate students supervised by faculty in the Division of Counseling and Family Therapy. Counseling assistance with individual, couples, and family problems as well as adults, adolescents, or children's developmental concerns are available to individuals in the community. Phone (314)-516-5782 for more information.

### **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.

### **E. Desmond Lee 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.

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### Faculty

**Mark Pope**, Professor and Chair

Ed.D., University of San Francisco

**R. Rocco Cottone**, Professor

Ph.D., Saint Louis University

**Charles D. Schmitz**, Professor and Dean

Ph.D., University of Missouri - Columbia

**Therese S. Cristiani**, Associate Professor

Ed.D., Indiana University

**Susan Kashubeck-West**, Associate Professor

Ph.D., Ohio State University

**Angela D. Coker**, Assistant Professor

Ph.D., Union Institute and University

**Brian Hutchison**, Assistant Professor

Ph.D., Pennsylvania State University

**Matthew E. Lemberger**, Assistant Professor

Ph.D., University of South Carolina

**Jennifer McAfee-Maag**, Clinical Assistant Professor

Ph.D., University of Missouri - Saint Louis

### General Information

The Division of Counseling and Family Therapy is housed on the fourth floor of Marillac Hall on the South Campus. 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 three degrees: the Ph.D. in Education with an Emphasis in Counseling; the Ed.D. in Counselor Education and Supervision; an M.Ed. in Counseling with an emphasis in elementary school counseling, secondary school counseling, and community counseling. General information on the doctoral degrees is presented here. Specific 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)

- Master of Education (M.Ed.) in School Counseling
- Master of Education (M.Ed.) in Community Counseling
- Master of Education (M.Ed.) in Community Counseling with a Specialization in Career Counseling
- Doctor of Education (Ed.D.) in Counselor Education and Supervision/Doctor of Philosophy (Ph.D.) in Education with an Emphasis in 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.

### **Vision**

The Division of Counseling and Family Therapy, as one of the preeminent counselor preparation programs in the United States, strives to develop the highest quality, culturally competent human service providers through superior teaching, scholarly activity, and service.

### **Mission**

The Division of Counseling and Family Therapy prepares both master's and doctoral level professional counselors and counselor educators, marriage and family therapists, and counseling psychologists to serve the mental health needs of culturally diverse individuals, groups, couples, and families in need. The Division's outreach extends to schools, colleges and universities, community based organizations, business and industry, as well as independent practice. The Division strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

### **Values**

The Division of Counseling and Family Therapy is committed to the full integration of practice, research, and advocacy in the training of counselors for our society. Major emphases in all aspects of such training offered in the Division is the faculty's commitment to social justice, multicultural training, issues of diversity, and the value of work in people's lives. Counselors play a direct role in facilitating the development of active, productive, and healthy members of society, and counselors must be trained to be fair and non-discriminatory, while building on strengths and acknowledging areas for improvement in their clients. Training must be based on empirically and theoretically sound practice, not unfounded or prejudicial opinion. Counseling professionals are guided by the well-established ethical principles in the mental health professions: beneficence, non-maleficence, justice, autonomy, and fidelity. Beneficence, as a guiding principle, means that counselors act in the best interests of their clients. Non-maleficence means counselors avoid doing harm to clients. Justice means that counselors are fair and non-discriminatory. Autonomy means that counselors view clients as self-directing, as much as possible, and free to make decisions without undo influence. And finally, counselors are guided by the principle of fidelity, meaning they are loyal to their clients and maintain the confidentiality and privacy of the counseling relationship. These general principles guide counseling practice, and they are at the foundation of how the Division of Counseling and Family Therapy trains future counselors for work in our society.

## **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 1 for the spring semester.

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, 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 or a U (Unsatisfactory) in any clinical 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 or CNS ED 6285, School Counseling Field Experience II) will automatically trigger a review process. The Counseling Review Board process, however initiated, may result in the termination of the student's degree program or other required or recommended remedies to address deficiencies judged by the Counseling Review Board as related to the skills that are essential to the development of competent and ethical practices as a professional counselor.

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 UMSL with no grade less than a B or a U (Unsatisfactory) in any clinical course. 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 or a U (Unsatisfactory) in any clinical course, 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 or an S (Satisfactory) in any clinical course to be admitted.

## **Master of Education in School Counseling – Overview**

### **Mission**

The School Counseling Program of the Division of Counseling and Family Therapy prepares professional school counselors to serve the academic, career, and personal/social needs of culturally diverse students in the

elementary, middle, and secondary schools. The Division strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

### **Purpose and Objectives**

The M.Ed. in School Counseling program prepares school counselors for positions in public or private elementary, middle, or secondary schools. The program is designed to fulfill entry-level program standards of preparation. It also is intended to enable program graduates to obtain Missouri Department of Elementary and Secondary Education Certification in School Counseling.

Emphasized in the program is the use of developmental perspectives by school counseling and guidance practitioners as outlined by the Missouri Department of Education, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the most innovative school counselor training standards as described by the professional literature. That is, guidance and counseling services are considered appropriate and necessary for all students in schools, not just those with problems or in crisis. Remedial and crisis intervention theories and strategies are covered in the curriculum; however, facilitation of "developmental" conditions needed for students' learning, re-learning, and effective coping are viewed as most important.

The objectives of the school counseling program are to prepare graduates who can conceptualize and organize a school-based program around the eight goals which characterize developmental guidance and counseling programs. The objectives of the program are to prepare graduates who:

1. understand school environments;
2. understand self and others;
3. understand students' attitudes and behaviors;
4. understand students' decision-making and problem-solving skills;
5. have effective interpersonal and communication skills;
6. understand students' school success skills;
7. understand students' career awareness and educational planning; and
8. understand community pride and involvement.

Each of these objectives is further delineated by a set of general objectives, described through expected observable outcomes. While each of these objectives are applicable to all grade levels, particular attention is given to objectives related to developmental stages and tasks for appropriate age groups. Program graduates are expected to be competent in and be able to:

1. provide individual counseling;
2. provide small group counseling;
3. present large group/classroom guidance;
4. organize and manage peer facilitator programs;
5. develop a series of counseling and guidance activities for dysfunctioning (i.e. target) students;
6. provide leadership in organizing guidance experiences for all students within a school;
7. lead parent education groups;
8. consult individually and in groups with teachers, parents, and administrators;
9. consult with child study teams; and
10. demonstrate counselor effectiveness through accountability studies.

### **Master of Education: Emphasis in Elementary School Counseling**

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

#### **Counselor Education (CNS ED)**

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

#### **Psychological Foundations and Human Development (ED PSY)**

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

#### **Educational Research and Evaluation Methods (ED REM)**

- ED REM 6709**, Educational and Psychological Measurement

## **ED REM 6710, Educational Research Methods and Design**

### **One elective course**

Total 48 hours.

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 PSY 6111, SPEC ED 6412, SPEC ED 6320, and ELE ED 6410 or SEC ED 6415. Students seeking K-12 certification must take both ELE ED 6410 and 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)**

- CNS ED 6000**, Personal and Professional Development in Counseling
- CNS ED 6010**, Theories of Counseling
- CNS ED 6020**, Ethical and Professional Issues in Individual and Relationship Counseling
- CNS ED 6030**, Foundations for Multicultural Counseling
- CNS ED 6040**, Group Procedures in Counseling
- CNS ED 6050**, Individual Inventor
- CNS ED 6200**, Foundations of School Guidance
- CNS ED 6270**, School Counseling Practicum
- CNS ED 6280**, School Counseling Field Experience I
- CNS ED 6285**, School Counseling Field Experience II
- CNS ED 6400**, Career Information and Development

#### **Psychological Foundations and Human Development (ED PSY)**

- ED PSY 6210**, Lifespan: Individual & Family Development
- ED PSY 6532**, Psychoeducational Differences in Childhood

#### **Educational Research and Evaluation Methods (ED REM)**

- ED REM 6709**, Educational and Psychological Measurement
- ED REM 6710**, Educational Research Methods and Design

One elective course

Total 48 hours.

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 PSY 6111, SPEC ED 6412, SPEC ED 6320, and ELE ED 6410 or SEC ED 6415. Students seeking K-12 certification must take both ELE ED 6410 and SEC ED 6415.

### **Master of Education in Community Counseling – Overview**

#### **M. Ed. Community Counseling Program Mission Statement**

The Community Counseling Program of the Division of Counseling and Family Therapy prepares professional counselors, including community, career, addictions, couples/family, and child and adolescent counselors, to serve the mental health needs of culturally diverse individuals, groups, couples, and families in need. The Division's outreach extends to schools, colleges and universities, community based organizations, business and industry, as well as independent practice. The Division strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

#### **Purpose and Objectives**

The M.Ed. in Community Counseling program prepares community counselors for positions 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. The program is designed to fulfill entry-level program standards of preparation. It also is intended to enable program graduates to apply for the Missouri License for Professional Counselors.

The objectives of this program are to prepare graduates:

1. to function effectively and ethically as professional counselors in the community, within a mental health setting;
2. to be self-aware and sensitive to their clients as people who exist in the context of different cultures and races and people who are potentially at risk;

3. to flexibly and skillfully construct and apply theory and techniques to fit unique and changing needs of clients both individually and in groups, within a community mental health setting;
4. to be proficient with the understanding and human relations skills necessary to consult as part of a team effort, within a mental health setting;
5. to help individuals meet developmental concerns and needs both individually and in a variety of developmental group programs, within a mental health setting;
6. to be knowledgeable about career development and the use of appraisal instruments and test interpretation and their impact on individual planning;
7. to be knowledgeable about research methods and research literature; and
8. to value developing professional expertise as a lifelong process.

#### **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:

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

**CNS ED 6000**, Personal and Professional Development in Counseling

**CNS ED 6010**, Theories of Counseling

**CNS ED 6020**, Ethical and Professional Issues in Individual and Relationship Counseling

**CNS ED 6030**, Foundations for Multicultural Counseling

**CNS ED 6040**, Group Procedures in Counseling

**CNS ED 6050**, Individual Inventory

**CNS ED 6300**, Foundation of Community Counseling

**CNS ED 6370**, Community Counseling Practicum

**CNS ED 6380**, Community Counseling Field Experience (6)

**CNS ED 6400**, Career Information and Development

#### **Psychological Foundations and Human Development (ED PSY)**

The following course is required:

**ED PSY 6113**, Psychopathology and Diagnosis

#### **Educational Research and Evaluation Methods (ED REM)**

The following course is required:

**ED REM 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, addictions/substance abuse counseling, child and adolescent counseling, couples and family counseling, and others.

#### **Doctoral Program (Ed.D./Ph.D.) in Counselor Education and Supervision - Overview**

##### **Mission**

The Doctoral Program in Counselor Education and Supervision of the Division of Counseling and Family Therapy prepares doctoral level counselor educators and supervisors to train professional counselors who will provide services to meet the mental health needs of culturally diverse individuals, groups, couples, and families in need. The Division's goal is to train practitioner-scholar-advocates who can contribute to the professional counseling field in academic, research, and practice contexts. The Division's outreach extends to individuals who practice counseling in schools, colleges and universities, community based organizations, business and industry, as well as independent practice. The Division strives to develop a culturally diverse student population and to draw students from local, regional, national, and international locations.

#### **Ed.D. in Counselor Education and Supervision**

##### **Mission**

The mission of the Ed.D. in Counselor Education and Supervision (School Counseling) is to produce individuals who can serve as: (a) advanced level school counselors; (b) school counselor coordinators; (c) school district counseling program coordinators; and (d) counselor educators.

##### **Purpose and Objectives**

The objectives of the Ed.D. in Counselor Education and Supervision Program are:

1. to build upon and enhance the knowledge base in core counseling areas through successful completion of advanced doctoral seminars in research and counseling practice;
2. to refine counseling practice skills and enhance the supervised experience base through successful completion of an advanced doctoral practicum and doctoral internships;

3. to enhance the identification of complex problems in education and counseling through advanced counseling coursework;
4. to develop problem solving strategies in education and counseling;
5. to train counselor educators and supervisors of counselors-in-training;
6. to train supervisors of counseling service agencies in schools or other organizations;
7. to prepare professional counselors to provide a full-range of counseling services to individuals from differing cultural backgrounds facing extraordinary challenges throughout the life span. This requires academic training and supervised practice (both as a student and as a potential supervisor-in-training) addressing the concerns of clients from varied cultural backgrounds, including individuals in protected or minority statuses;
8. to prepare professionals adept at (a) theory development; (b) qualitative and quantitative research methods; (c) integration of research with practice in school and non-school counseling settings through advanced training in qualitative and quantitative research methodology and an advanced counseling research seminar;
9. to apply counseling theory to the process and practice of individual and team consultation in various counseling and educational contexts, learned primarily through the doctoral practicum and doctoral internship, but proceeded by classroom instruction on organizational climate, ethical climate, and problem solving in "Ethical and Professional Issues in Counseling";
10. to provide a firm theoretical foundation in personal and social development and assessment through the foundational area coursework;
11. to provide a context for skill development and practice in individual and group assessment (including intelligence, aptitude, achievement, interest, and personality assessment) through a supervised advanced doctoral practicum and doctoral internship;
12. to provide practitioners with a research foundation for directed enquiry and interpretation of research findings, through advanced coursework in research methods and a counseling research seminar; and
13. to encourage and facilitate linkage to the counseling professional community and academy through organizational involvement and efforts to present scholarly findings at professional conferences or in professional journals. Students in doctoral seminar and advanced courses will be encouraged to submit their work for publication or presentation through professional and academic outlets.

#### **Ph.D. in Education in Counseling**

##### **Mission**

Students completing the Ph.D. in counseling will be knowledgeable about counseling's knowledge base; will be competent in research, measurement, and statistical methods; and will possess a high level of applied research and clinical skills. The goal of the program is to prepare professionals adept at theory development, qualitative and quantitative research methods, and integration of research with practice in counseling settings. The larger program intent is to produce researcher practitioners who can provide and assess services designed to enhance the lives of individuals facing extraordinary challenges throughout the lifespan.

##### **Purpose and Objectives**

The objectives of the Ph.D. in Education in Counseling Program are:

1. to build upon and enhance the knowledge base in core counseling areas through successful completion of advanced doctoral coursework in research and counseling practice;
2. to refine counseling practice skills and enhance the supervised experience base through successful completion of an advanced doctoral practicum and a doctoral internship;
3. to teach and to require the ethical practice of counseling, counseling research, and counselor education through course work and supervision of practice;
4. to enhance the student's ability to identify and to solve complex problems in education and counseling;
5. to train counselor educators and supervisors of counselors-in-training;
6. to prepare professional counselors to provide a full-range of counseling services to individuals from differing cultural backgrounds facing extraordinary challenges throughout the life span. This requires academic training and supervised practice (both as a student and as a potential supervisor-in-training) addressing the concerns of clients from varied cultural backgrounds, including individuals in protected or minority statuses;
7. to prepare professionals adept at (a) theory development; (b) qualitative and quantitative research methods; (c) integration of research with practice in school and non-school counseling settings through advanced coursework and a research seminar;
8. to apply counseling theory to the process and practice of consultation in various counseling and educational contexts, learned primarily through the doctoral practicum and doctoral internship, but proceeded by classroom instruction on organizational climate, ethical climate, and problem solving;
9. to provide a firm theoretical foundation in the educational psychology "related area discipline," focusing on personal and social development and assessment;
10. to provide a context for skill development and practice in individual, career, and group assessment (including intelligence, aptitude, achievement, interest, and personality assessment) through a supervised advanced doctoral practicum and doctoral internship;
11. to train researchers, scholars, and academicians (counselor educators) and to develop and to refine scholarship skills for anticipated entry into the academy through advanced coursework including research methodology and counseling research; and

12. to encourage and facilitate linkage to the counseling professional community and academy through organizational involvement and efforts to present scholarly findings at professional conferences or in professional journals. Students will be encouraged to submit their work for publication or presentation through professional and academic outlets.

## **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 ED)** courses.

### **CNS ED 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.

### **CNS ED 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.

### **CNS ED 3210 Counseling Gifted Students (3)**

Prerequisites: SPEC ED 3313, ED PSY 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.

### **CNS ED 3220 Counseling Individuals with Special Needs (3)**

Prerequisite: SPEC 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.

### **CNS ED 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.

### **CNS ED 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.

### **CNS ED 4314 Human Relations Skills (3)**

Prerequisite: Consent of the instructor. A course emphasizing the development of specific skills in human relationships to help facilitate effective interaction among individuals and groups in the helping professions. Readings, discussion, and skillbuilding exercises will be used to develop various human relations skills.

**CNS ED 4330 Principles and Procedures for Student Personnel Work (3)**

Student personnel work in educational institutions, objectives of student personnel work, and certain pertinent techniques.

**CNS ED 4342 Occupational and Educational Information (3)**

Nature and use of occupational and educational information. Characteristics, requirements of occupations, and training opportunities.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 6030 Foundations for Multicultural Counseling (3)**

Prerequisite: CNS ED 6000 with a grade of B or better and 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.

**CNS ED 6040 Group Procedures in Counseling (3)**

Prerequisites: CNS ED 6000 with a grade of B or better and 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.

**CNS ED 6050 Individual Inventory (3)**

Prerequisites: An introductory statistics course or consent of instructor. 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.

**CNS ED 6060 Enhancing Counseling Skills (3)**

Prerequisites: CNS ED 6000. Focuses on mastery of basic counseling skills for students who possess an understanding of the counseling process.

**CNS ED 6200 Foundations of School Guidance (3)**

Prerequisites: CNS ED 6000 with a grade of B or better. 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.

**CNS ED 6220 Current Issues In Counseling Special Needs Populations (3)**

Prerequisites: Graduate Standing. Designed to analyze relevant literature and to provide communication skills training for those professionals in school settings who work with individuals with special needs. The characteristics and social and emotional needs of this special population will be discussed as well as the impact of special needs on the family system.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 6300 Foundation of Community Counseling (3)**

Prerequisites: CNS ED 6000 with a grade of B or better 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 6400 Career Information and Development (3)**

Prerequisites: CNS ED 6000 with a grade of B or better and 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.

**CNS ED 6404 Seminars (1-10)**

Prerequisite: Graduate Standing

**CNS ED 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.

**CNS ED 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.

**CNS ED 6497 Problems (1-10)**

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 6810 Integrating Religion and Spirituality in Counseling (3)**

This course is for counselors and students wishing to develop the methods to integrate religion and spirituality in counseling and learn about counseling strategies for persons of various religious backgrounds, the link between health and religion, and ethics involved in the assessment and integration of religion and spirituality in practice.

**CNS ED 7000 Advanced Theories and Foundations of Counseling Psychology (3)**

Prerequisites: Doctoral standing or instructor consent. A seminar on the discipline of counseling psychology, including its history, development, and current status. An important focus will be contemporary and emergent theories in the field.

**CNS ED 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

**CNS ED 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.

**CNS ED 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.

**CNS ED 7035 Counselor Education & Supervision Practicum (3)**

Prerequisites: Admission to the Counseling Option in the Ed.D. or Ph.D. Program. Offers advanced training in counseling supervision. Students will supervise master's level students in practicum and internship courses in counseling. Students will be expected to maintain an assigned caseload of supervisees and attend three hours of weekly doctoral-level supervision.

**CNS ED 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.

**CNS ED 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.

**CNS ED 7070 Psychopathology and Diagnosis in Counseling Psychology (3)**

Prerequisite: Doctoral standing or consent of instructor. This advanced course provides an in-depth look at adult psychopathology based upon the diagnostic categories of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Contemporary theoretical, clinical, and research issues will be covered, with an emphasis on differential diagnosis.

**CNS ED 7200 History and Systems of Counseling and Psychology (3)**

Prerequisites: Doctoral standing or instructor consent. A review of the major theoretical systems and schools of psychology in terms of historical assumptions, methodologies, and developments.

**CNS ED 7400 Advanced Topics in School Counseling Leadership (3)**

Prerequisites: Admission to the Counseling Option in the Ed.D. Program. Focuses on leadership roles and advanced skills for professional school counselors, school counseling supervisors, and school counseling educators. Models for school counseling programs, evaluation strategies, and training and supervision strategies will be addressed, with a special emphasis on preventative and culturally sound interventions.

**CNS ED 7600 Advocacy, Consulting, and Community Intervention in Counseling Psychology (3)**

Prerequisites: Doctoral standing or instructor consent. This course provides students with knowledge and experience in the application of psychological theories and methods to community concerns and problems.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

**CNS ED 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.

# BULLETIN 2009 University of Missouri - St. Louis 2010

## Division of Educational Leadership and Policy Studies

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Teaching and Learning | College-wide Courses |

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### Faculty

**E. Paulette Isaac-Savage**, Associate Professor, Chairperson  
Ed.D., University of Georgia

**Lynn Beckwith, Jr.**, E. Desmond Lee Professor in Urban Education  
Ed.D., St. Louis University

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

**Kent Farnsworth**, Mary Ann Lee Endowed Professor of Community College Leadership Community College  
President in Residence  
Ph.D., University of Iowa

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

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

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

**Joy E. Whitener**, Professor Emeritus, Dean Emeritus  
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**Kathleen Sullivan Brown**, Associate Professor  
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**Thomas R. Schnell**, Associate Professor  
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Ph.D., University of Missouri-Columbia

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

**Pi-Chi Han**, Assistant Professor  
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**James E. Murray**, Assistant Professor  
Ph.D., University of Missouri-St. Louis

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

**John Ingram Jr.**, Associate Teaching Professor  
Ph.D., University of Wisconsin-Madison

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

**Low S. (Sandy) MacLean**, Vice Chancellor Emeritus

Ed.D., Indiana University-Bloomington

## General Information

The Division of Educational Leadership and Policy Studies (ELAPS) 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.

## Graduate Studies

The ELAPS Division offers graduate programs in:

- K-12 Administration: including Missouri State School Administrator Certifications
- Higher Education: including Community College
- Adult and Community Education

### K-12 School Administration:

Includes academic degree programs at the master's (M.Ed.), specialist (Ed.S.), and doctoral (Ed.D. and Ph.D.) levels. These programs are consistent with the academic requirements for Missouri State certification for elementary, middle, and secondary school administration as well as school superintendent and special education administration. The programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Missouri Department of Elementary and Secondary Education (DESE).

The Programs in K-12 school administration are not merely a list of courses. The M.Ed. and Ed.S. degree programs are organized into a continuous two-phase academic/practice experience. In the first phase the students earn the M.Ed. degree and meet the academic requirements for the initial Missouri State elementary and secondary school administrator's certificates. The second phase leads to the Ed.S., concentrating more on the relationship of academics to practical schooling experiences and solution to school-based problems. With proper selection of courses in the Ed.S. phase, students can meet **most** of the academic requirements for the Missouri school superintendent's certificate. Please see your advisor for specifics regarding the superintendent certification.

### Education Specialist (Ed.S.) in Education Administration

The Education Specialist Degree (Ed.S.) in Education Administration is a logical extension of the UMSL M.Ed. in Education Administration and is designed to prepare administrators to serve in school settings from Kindergarten to grade twelve and central office administration. The Ed.S. in Education Administration requires at least sixty (60) graduate credit hours of a planned program and may include no more than thirty-six (36) credit hours of an approved NCATE accredited master's degree. One-half (15 credit hours) must be completed within the COE after being admitted to the Ed.S. program. As constituted, the minimum course requirements for the Ed.S. in Education Administration collaterally meets the academic standards for both Elementary and Secondary career continuous school administrator certification in Missouri. To be recommended for the Missouri School Superintendent certificate, students must complete at least a minimum of six (6) additional hours, depending on the courses taken for the Ed.S., for a total of sixty-six (66) hours above the baccalaureate.

### Admission Standards

To be admitted to the Ed.S. in Education Administration program students must meet the following criteria:

1. Be admitted without qualification to the UMSL Graduate School;
2. Have scores on the Verbal, Quantitative, and Analytical Writing sections of the Graduate Record Examination that is at least the mean for the applicant's major field.
3. Have a graduate grade point average of at least 3.25 on a scale of 4.00.
4. Have on file at least three (3) recommendations including the following: one (1) from an educator presently occupying a position equal or similar to that which the applicant aspires upon completing the Ed.S., one (1) from a university professors with direct knowledge of the applicant's graduate degree work, and one (1) from someone other than a member of the applicant's family who can comment on the applicant's character.
5. Students already possessing a master's degree from an NCATE accredited institution may transfer those credit hours into the Ed.S. degree program; however, at least twenty-four (24) credit hours must be completed after acceptance into the program.

### Degree Program

There are three (3) phases to this degree program. **Phase 1.00** must be completed by students not possessing a UMSL M.Ed. in Education Administration and those wanting to transfer appropriate grade courses from other NCATE institutions. **Phase 2.00** applies to those students meeting all of the requirements in Phase 1.00. There are two (2) sections to **Phase 2.00**--- Section 2.10 **Technical Aspects of Education Administration** and Section 2.20 Human Aspects of Education Administration. Courses in these two sections may be taken simultaneously. There are two (2) sections to **Phase 3.00**--- Section 3.10 Writing Exit Requirements and Section 3.20 **Examination Exit Requirements**. Both sections must be completed no

sooner than one (1) semester before completing all degree requirements. Students seeking the superintendent certification must complete ten (10) specifically required courses.

### **Phase 1.00**

#### **1.00 Elementary and Secondary School Education Emphases**

##### **1.10 Contexts Core**

**ED ADM 6201**, Knowledge Contexts of Education Administration Policy (3)

**ED ADM 6202**, Social Contexts of Education (3)

**ED ADM 6203**, Political Contexts of Education (3)

**ED ADM 6204**, Economic Contexts of Education (3)

**ED ADM 6205**, Legal Contexts of Education (3)

Required Semester Hours Section 1.10..... 15

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

**\*ED REM 6707**, Classroom Measurement and Evaluation (3)

**\*\* ED ADM 6301**, Education Administration and Policy Research(3)

**ED ADM 6503**, Organizational Change in Education (3)

Required Semester Hours Section 1.20.....6-9

##### **1.30 School Specialization Core**

##### **1.31 Elementary School Administration**

**ED ADM 6302**, Elementary School Administration (3)

**ED ADM 6401**, School Staff Development and Supervision (3)

**ELE ED 6411**, Curricular Issues in Elementary Schools

**\*\*\* ED ADM (6900)** Internship (3)

Required Semester Hours Section 1.31.....12 **OR**

##### **1.32 Secondary School Administration**

**ED ADM 6304**, Secondary School Administration (3)

**ED ADM 6401**, School Staff Development and Supervision (3)

**SEC ED 6415**, Secondary School Curriculum

**\*\*\* ED ADM 6900** Internship (3)

Required Semester Hours Section 1.32.....12

#### **TOTAL Phase I.....33-36**

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

\*\* Must be taken during the first semester of Phase 2.00 courses

\*\*\* This course must be taken within the last nine (9) semester hours of completion of Phase 1.00

### **Phase 2.00**

#### **Section 2.10**

##### **Technical Aspects of Education Administration**

(12 Semester hours required)

At least 12 graduate semester hours are required from the following list of recommended courses. Other courses must be approved by the student's advisor and ELAPS division chairperson.

**ED ADM 6303**, Middle School Administration (3)

**ED ADM 6305**, School District Administration (3)

**ED ADM 6407**, School Staff Development & Supervision for Special Ed Administrators (3)

**ED ADM 6501**, Principles of Public School Finance in Missouri (3)

**ED ADM 6502**, School Buildings and Sites (3)

**ELE ED 6411**, Curricular Issues in the Elementary School (3)

**ED ADM 6315**, Middle School Educational Philosophy (3)

**SEC ED 6415**, Secondary School Curriculum (3)

**SEC ED 6420**, Improvement of Secondary School Teaching (3)

**ED ADM 6306**, Special Education Administration (3)

**ED TECH 5340**, Selection and Utilization of Educational Media (3)

**ED TECH 6433**, Educational Technology Systems Management (3)

**ED TECH 6449**, Using Technology in Administrative Processes (3)

**ED REM 6708**, Education and Psychological Measurement

#### **Section 2.20**

##### **Human Aspects of Education Administration**

(12 semester hours required)

At least 12 graduate semester hours are required from the following list of recommended courses. Other courses must be approved by the student's advisor and ELAPS division chairperson.

- ED ADM 6307**, Intergrated Curriculum for Special Ed Administrators (3)
- ED ADM 6317**, Supervision and the Middle School Child (3)
- ED ADM 6402**, School Personnel Administration (3)
- ED ADM 6403**, Problems in School Public Relations (3)
- ED ADM 6404**, Collective Negotiations in Education Organizations (3)
- ED ADM 6602**, Programming in Adult and Community Education (3)
- ED FND 6422**, Analysis of Education Issues (3)
- ED FND 6435**, History of Western Education (3)
- ED PSY 6225**, Psychology of Adolescence (3)
- POL SCI 6462**, Political Theory and Public Policy (3)
- ED ADM 6900**, Internship (School District Level) (3)
- ED ADM 6900**, Internship (Special Education Setting) (3)

Total Section 5.32..... 12

**TOTAL Education Specialist Degree in Education Administration..... 60** (inclusive of a maximum of 36 credit hours from an M.Ed. in education administration.)

### Phase 3.00

#### Writing Exit Requirements

##### Section 3.10 -Writing Requirements

At least two (2) months before the completion of all course work for the degree, each student must present to the ELAPS Division K-12 Regular faculty Ed.S. Writing Committee a **scholarly paper** on a topic approved by the student's academic advisor. The paper submitted may be original in that it has been written especially for this requirement or it may be a more comprehensive version of a paper written for a class taken after being admitted to the Ed.S. program. The paper must conform to the writing standards found in the booklet PS K-12 Writing Requirements-Form and Style.

##### Master of Education (M.Ed.) and Initial Missouri School Administration Certification:

The program of study for the M.Ed. in Education Administration is thirty-three (33) graduate credit hours. All courses in the program are required and must be taken in a particular sequence. The program meets the academic requirements for either the Missouri elementary or secondary school administrator certificate.

#### Degree Requirements

##### 1.00 Contexts Core (15 semester hours)

- ED ADM 6201**, Knowledge Context of Education
- 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 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
- \*\*\* **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 ADM 6202**, 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 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

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.

**Competencies/Expectations/Outcomes** that all students must demonstrate to complete the program successfully:

School Administrator candidates in the College of Education are held to the Interstate School Leaders Licensure Consortium's Standards for School Leaders (ISLLC)

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and

needs, and mobilizing community resources.

5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
7. A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations.

#### **Master of Education in Adult & Higher Education**

The M.Ed. in Adult & Higher Education is intended for 1) faculty and other educators who want to improve their adult teaching skills; 2) persons who occupy and seek to advance into administrative or management positions in a variety of educational settings; and 3) others who work with adults in a variety of agencies. The degree program includes courses in foundations, curriculum and teaching (including distance learning), organization and administration, research, and electives so that students can create an emphasis area to fit their career goals. To help address student interests, special topic seminars are offered from time to time. An internship in the student's emphasis area is a required exit experience. Students elect either the adult education or higher education emphasis area.

#### **Admission Requirements:**

This degree program follows the policies of The College of Education and the Graduate School relating to admissions, academic standards, residency, transfer credit, time limitations, and thesis options (see Graduate Study in the Bulletin). The minimum number of hours required for the M.Ed. degree is 32 credit hours.

#### **Education Requirements**

Foundation Courses (12 hours required)

##### **A course focusing on the learner**

**ADULT ED 6410**, The Adult Learner (3) **OR**

**HIGHERED 6474**, The College Student (3)

##### **A course in historical foundations**

**ADULT ED 6411**, History of Adult Education (3) **OR**

**HIGHERED 6477**, History and Philosophy (3)

##### **A course on the improvement of instruction**

**ADULT ED 6413**, Improvement of Instruction in Adult Education

**HIGHERED 6473**, Curriculum in Higher Education (3) **OR**

**ED PSY 7647**, Teaching for Learning in the University (3)

#### **One of the following:**

**ADULT ED 6412**, Philosophical Foundations of Adult Education (3)\* **AND**

**ADULT ED 6414**, Curriculum Theory & Development in Adult Education (3)\*

**HIGHERED 6476**, Organization and Administration (3)

(\* Both classes are required for Adult Ed program)

Adult and Higher Education Electives (12 hours minimum)

**ADULT ED 4410**, The Non-Traditional Adult Learner (3)

**ADULT ED 6230**, Adult Learning and Development (3)

**ADULT ED 6416**, Survey of Adult Distance Education (3)

**ADULT ED 6417**, Multicultural Issues in Adult Education (3)

**ADULT ED 6418**, Assessment in the Adult Classroom (3)

**ADULT ED 6420**, Survey of Human Resource Development & Adult Ed (3)

**ADULT ED 6432**, Teaching in the Community College (3)

**ADULT ED 6494**, Directed Readings in Adult Learning (3)

**ADULT ED 6497**, Problems in Adult Education (3)

**ADULT ED 6404**, Seminar in Adult Education Research (3)

**ADULT ED 6540**, Comparative International Adult and Higher Education (3)

**HIGHERED 5401**, Current Issues in Higher Education (3)

**HIGHERED 5402**, Student Affairs Administration (3)

**HIGHERED 6404**, Seminar (3)

**HIGHERED 6405**, Economics and Finance (3)

**HIGHERED 6406**, Governance of Higher Education (3)

**HIGHERED 6410**, Ethics in Higher Education Administration (3)

**HIGHERED 6420**, Legal Aspects of Higher Education (3)

**HIGHERED 6421**, Legal Aspects of Postsecondary Teaching (3)

**HIGHERED 6422**, Policy Analysis of Higher Education (3)

**HIGHERED 6430**, The Community College (3)

**ED ADM 6601**, Administration of Adult and Community Education (3)

- ED ADM 6602**, Programming in Adult and Community Education (3)
- ED PSY 6111**, Psychology of Education (3)
- ED TECH 5340**, Selection and Utilization of Educational Multimedia (3)
- ED TECH 6415**, Teaching and Learning with Technology: Authoring Tools (3)
- ED TECH 6416**, Teaching and Learning with Technology: Data Rep. Tools
- ED TECH 6436**, Computer-Mediated Communication in Education (3)
- ED TECH 6437**, Distance Learning via Networks and Telecommunications (3)
- ED TECH 6452**, Educational Multimedia Design (3)
- ED TECH 6454**, Instructional Video Production (3)

Research Course(s) (3-6 hours required)

- ED REM 6707**, Classroom Measurement and Evaluation (3)
- ED REM 6709**, Educational & Psychological Measurement (3)
- ED REM 6710**, Research Methods\* (3)

\*Required for Higher Education

Exit Requirement (3 hours required)

One of the following taken during the last 9 semester hours of the program

- HIGHERED 6900**, Internship (3)
- ADULT ED 6990**, Internship in Adult Education (3)

### **Adult Basic Education Certification**

Note: Please check with the Division or the Missouri Department of Elementary and Secondary Education for recent changes to the certificate.

\***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 courses and 3 hours of adult education electives, in addition to SPEC 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 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.

This provides 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.

### **Learning Outcomes**

The Adult & HE student should demonstrate and/or have an understanding of:

1. Integrating teaching, learning, and technology.
2. Awareness of education and educational research as a lifelong process.
3. The unique role of shared governance in postsecondary institutions.
4. The legal, social, and political contexts as it relates to organization and postsecondary institutions.
5. Student learning and development, including learning communities and curricular issues.
6. Exploring issues related to faculty.
7. Critical inquiry, including research courses and internships.

8. Historical periods and historical adult and higher education educators.
9. Characteristic issues associated with different historical periods; Role of adult education during various historical periods.
10. Knowledge of the vast array of methods, techniques, devices, and research findings available for helping adults learn.
11. Application of the various techniques for helping adult learners in their adult education programs.
12. Philosophical perspectives informing the field of adult education or higher education.

### **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 seminars), plus a 3-hour Higher Education (HIGHERED) 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**

#### **Adult Education (ADULT ED)**

##### **ADULT ED 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.

##### **ADULT ED 6230 Adult Learning and Development (3)**

Prerequisites: ED PSY 6210 or ED PSY 6111, or ADULT 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.

##### **ADULT ED 6404 Seminar in Adult Education Research (1-10)**

Prerequisites: ADULT 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.

##### **ADULT ED 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.

##### **ADULT ED 6411 History of Adult Education (3)**

Prerequisites: ADULT ED 6410. A study of the historical foundation of adult education in America will be studied. This includes the major theorists and their contributions; together with the continuing education of the adult in a progressive social context.

##### **ADULT ED 6412 Philosophical Foundations of Adult Education (3)**

Prerequisites: ADULT 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.

##### **ADULT ED 6413 Improvement of Instruction in Adult Education (3)**

Prerequisites: ADULT 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.

##### **ADULT ED 6414 Curriculum Theory and Development in Adult Education (3)**

Prerequisites: ADULT 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.

##### **ADULT ED 6416 Survey of Adult Distance Education (3)**

Prerequisites: ADULT ED 6410. Survey of distance education covers concept, theories, history, present practice, delivery systems, major issues and future directions of distance learning. Emphasis on research and

practice in U.S.; however, since much of the literature in the field has been written by educators in other countries, the course will explore topics and issues in distance education from international perspective, identifying similarities and differences among countries as they relate to adult learning.

**ADULT ED 6417 Multicultural Issues in Adult Education (3)**

Prerequisites: ADULT 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.

**ADULT ED 6418 Assessment in the Adult Classroom (3)**

Prerequisites: ADULT 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 through use of formative assessment of both student learning and instructional effectiveness in the adult classroom. Special attention will focus this assessment in the adult classroom within educational, corporate, community, and non-formal settings.

**ADULT ED 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 will be represented 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.

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

Prerequisites: ADULT 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 distinguish 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.

**ADULT ED 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 non-degree 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.

**ADULT ED 6494 Directed Readings in Adult Learning (1-6)**

Prerequisites: Graduate Standing, ADULT 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.

**ADULT ED 6497 Problems in Adult Education (1-10)**

Prerequisites: ADULT ED 6410 or consent of instructor. Independent study on topics in adult education.

**ADULT ED 6540 Comparative International Adult & Higher Education (3)**

Prerequisites: ADULT ED 6410 or HIGHERED 6476. A study of lifelong learning as well as adult and higher education with a view to a more global understanding of educational systems. Selected western and non-western educational themes and issues will be viewed from the context of their respective

**ADULT ED 6990 Internship (1-10)**

Prerequisites: ADULT 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.

**Educational Administration (ED ADM)**

Prerequisites may be waived by consent of the department.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 6305 School District Administration (3)**

Prerequisite: Enrolled in Ed.S. 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.

**ED ADM 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.

**ED ADM 6307 Integrated Curricula for Special Education Administrators (3)**

Prerequisites: Graduate Standing. Development of skills to understand, supervise and evaluate the integration and differentiation of curriculum. Intended for special education administrators.

**ED ADM 6315 Middle School Educational Philosophy (3)**

Prerequisites: Graduate standing. An in-depth examination of the Educational philosophy and historical basis of middle level schools, and the relationship between philosophy and middle school organizational practices. Includes a review of the research, organizational structures and current trends and practices.

**ED ADM 6317 Supervision and the Middle School Child (3)**

Prerequisites: Graduate standing. The unique developmental characteristics and needs of early adolescents are explored through a variety of supervisory activities involving middle level students, teachers, and

administrators. The implications of economic and ethnic diversity for middle level schools will also be addressed.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 6407 School Staff Development & Supervision for Special Education Administration (3)**

Prerequisites: **Completion of graduate degree in Special Education, Education Administration or consent of instructor.** This course provides an examination of the conceptual bases and practical application of staff development and supervision for special Education settings for staffs serving special Education students. 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 serving students with special Education needs.

**ED ADM 6449 Using Technology in Administration Processes (3)**

Prerequisites: A course in measurement, statistics or evaluation, or consent of instructor. Same as ED TECH 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.

**ED ADM 6497 Problems (1-10)**

**ED ADM 6501 Principles of Public School Finance in Missouri (3)**

Prerequisites: 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.

**ED ADM 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.

**ED ADM 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.

**ED ADM 6504 Organizational Change in Special Education Administration (3)**

Prerequisites: Advanced graduate standing and/or consent of instructor. This course deals with developing strategies for assessing special Educational needs, methods of district wide self-assessment of inclusive practices, the designing of Educational change strategies involving theory based models, using collaborative-problem solving techniques to implement Educational change, and methods of involving students and staff in incorporating meaningful organizational change strategies in special Education.

**ED ADM 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.

**ED ADM 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.

**ED ADM 6800 Education Policy Studies Seminar (1-6)**

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

**ED ADM 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.

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

Same as EDUC 7050. Prerequisites: **Admission to the Ed.D. or Ph.D. in Education Programs.** An overview of the essential elements of research proposals and familiarization with the techniques and tools used to identify important research questions within the Education literature. Emphasis is placed on exploring the research literature and both framing and justifying research questions within that literature.

**ED ADM 7150 Educational Inquiry (3)**

Prerequisites: ED ADM 7050. This course is required for doctoral students in the Educational Administration program. The course supports the development of the student's individual research topic and explores options for methodological approaches to Education policy and administration issues.

**ED ADM 7250 The Change Process in Schools and School Districts (3)**

Prerequisites: ED ADM 7050 and ED ADM 7150 Advanced study of the literature pertaining to the theories of action and strategies for leading and sustaining change in schools and school districts. Emphasis is on the framing of research questions through the perspective of the literature on the change process in the schools.

**ED ADM 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 (HIGHERED)**

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 6404 The Seminar (1-10)**

Prerequisites: Graduate standing.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 6408 Legal Issues in Student Affairs (3)**

Prerequisites: Graduate Standing. Provides an exploration of the legal and philosophical principles that guide decision-making in higher education institutions and the courts. It also includes a detailed, in-depth analysis of legal cases that have an impact on students in private and public two- and four-year colleges and universities in the United States.

**HIGHERED 6409 Critical Issues in Student Affairs (3)**

Prerequisite: Graduate standing. Explores the historical development and foundational theories of the student affairs profession. This course also explores the organization and management of programs and services, the formulation of policies that guide student personnel service programs, and the integration of program elements, research, current problems and trends.

**HIGHERED 6410 Ethics in Higher Education Administration (3)**

Prerequisites: Graduate standing. Students will examine the historical and philosophical foundations of ethics and their implications for faculty, staff and students in the academic workplace.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 6431 Community College Leadership (3)**

Prerequisites: Graduate admission. Introduces students to leadership theory and practice and the literature of leadership development. Applies theory and practice to the unique role of the leader in community colleges, including the community college presidency. Particular emphasis is given to the diverse roles expected of the successful leader in today's community college.

**HIGHERED 6432 Current Issues in Community College Education (3)**

Prerequisites: Graduate admission. A review and analysis of current issues affecting community college students, instruction, administration, policy and community relations. HIGHERED 6430, The Community College, is recommended before taking this course for those not currently working in community college settings.

**HIGHERED 6435 The International Community College (3)**

Prerequisites: HIGHERED 6430. Exploration of the development of systems of post secondary Education throughout the world that mirror all or parts of the mission of the community college system in the United States. The course takes a comparative approach to examining the history, philosophy, structure, curriculum and student characteristics of these international systems, using the American system as a point of reference.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 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.

**HIGHERED 6497 Problems (1-10)**

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

**HIGHERED 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.

**HIGHERED 6930 International Community College Internship (3)**

Prerequisites: HIGHERED 6430 and consent of instructor. Supervised experience in an international community college setting under the direction of a graduate faculty member will include planning, research, evaluation, and related professional activities. Participants will be expected to both provide administrative or instructional assistance to the host college, and complete research related to the setting and experience.

**HIGHERED 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.

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# BULLETIN 2009 2010

University of Missouri - St. Louis

## Division of Educational Psychology, Research and Evaluation

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### Faculty

**Matthew W. Keefer**, Associate Professor and Chair  
Ph.D., University of Toronto

**Wolfgang Althof**, Theresa Fischer Endowed Professor of Citizenship Education,  
Dr. Phil., University of Fribourg 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

**Michael W. Bahr**, Associate Professor  
Ph.D., Indiana University

**Margaret W. Cohen**, Associate Professor, Associate Provost Academic Affairs, Director, Center Teaching and Learning  
Ph.D., Washington University

**Cody S. Ding**, Associate Professor  
Ph.D., University of Minnesota

**Lisa M. Dorner**, Assistant Professor  
Ph.D., Northwestern University

**Clark J. Hickman**, Associate Research Professor and Associate Dean for Continuing Education Ed.D.,  
University of Missouri-St. Louis

**Donald A. Gouwens**, Assistant Clinical Professor  
Psy.D., Central Michigan University

### 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.

### Educational Specialist in School Psychology

The Educational Specialist in School Psychology (Ed.S.) degree program at the University of Missouri-St. Louis provides training in data-based problem solving with particular attention to interventions and Educational outcomes within a cognitive-behavioral theoretical perspective. The program promotes a unique set of professional values through its emphasis on:

- Data-based decision making

- Educational and psychological treatment outcomes
- Multicultural diversity
- Program development and evaluation
- Facilitation of organization change

The Ed.S. is a terminal degree program designed to prepare future school psychologists to work in school settings. Graduates of the program are immediately eligible for School Psychologist Certification from the Missouri Department of Elementary and Secondary Education and are qualified to apply for the National Certified School Psychologist credential from the National Association of School Psychologists.

### **Student Learning Outcomes**

The Educational Specialist in School Psychology degree program at the University of Missouri - St. Louis has five primary program emphases that make our graduates distinctive. The following outcomes guide the training and preparation of our students:

1. **Data-Based Decision Making**

Students will acquire knowledge of a variety of assessment models and methods that enable them to develop skills in collecting, analyzing, and interpreting data for the purpose of making recommendations to improve the academic performance and/or social-emotional development of children and adolescents with whom they work.

2. **Educational and Psychological Treatment Outcomes**

Students will gain knowledge of and develop skills for a wide-range of treatments to promote academic performance and social-emotional behavior.

3. **Program Development and Evaluation**

Students will gain knowledge and skills of a variety of interventions and research methodologies that enable them to develop, implement, and evaluate school-based programs designed for children and adolescents.

4. **Multicultural Diversity**

Students will acquire knowledge of identity development that facilitates the development of skills to work with a students and families from diverse groups, thereby engaging in culturally-competent practice.

5. **Facilitation of Organizational Change**

Students will acquire an understanding of the complexity of educational systems and how school psychologists can promote systemic changes to improve services for children and adolescents.

The Ed. S. in School Psychology degree program consists of 60 hours of graduate coursework that prepares school psychologists for professional roles as data-based problem solvers. In addition to courses in psychological and Educational foundations, assessment, and direct interventions, a primary emphasis within the program is upon prevention and early intervention of academic, behavioral, and social-emotional problems through consultation, interdisciplinary collaboration, and systems-level interventions. Throughout the program, including 500-hours of supervised practicum and a year-long 1,400 hour internship in the schools, students work closely with the school psychology faculty and field-based supervisors to develop practical skills.

Admission requirements include a 3.0 undergraduate GPA, current GRE scores (combined verbal and quantitative score of 1000 recommended), two letters of recommendation, a personal statement describing professional goals (not to exceed five double-spaced typed pages), and a personal interview with members of the school psychology faculty. Prerequisite coursework in developmental psychology and statistics is required for admission. Conditional acceptance into the program may be granted pending completion of prerequisites and/or satisfactory progress in the program (i.e., 3.0 graduate GPA) for students who lack prerequisites or do not quite meet the admission requirements. All required application materials will be considered equally when making admission decisions. Applications are reviewed annually with a **March 1** deadline.

The Ed.S. in School Psychology degree program involves three years of intensive, full-time training; however, students may be able to complete up to half of the curriculum on a part-time basis provided they satisfy the university residency requirement. Credit may be granted for graduate coursework completed prior to entering the program, but a minimum of 30 graduate credit hours must be completed at the University of Missouri-St. Louis. Students who plan to enroll in the Ed.S. in School Psychology degree program as a part-time student are advised to meet with their adviser and develop a professional Education plan at the start of their program. Please note the internship year involves a full-time placement with a school district during an academic school year and cannot be completed part-time.

### **Educational Specialist in School Psychology (Ed..S.)**

Curriculum:

#### **Fall I**

**ED PSY 6210**, Life Span: Individual and Family Development

**ED PSY 6530**, Foundations of School Psychology

**ED REM 6716**, Psychoeducational Assessment and Intervention I

**ED REM 6750, Advanced Research Design in Education**

**Spring I**

**ED PSY 6310, Psychology of Learning Processes**  
**ED PSY 6550, Professional Issues in School Psychology**  
**ED REM 6718, Psychoeducational Assessment and Intervention II**  
**ED REM 7771, Quantitative Research Methods I**

**Summer I**

**CNS ED 6010, Theories of Counseling**  
**ED PSY 6532, Psychoeducational Differences**

**Fall II**

**ED PSY 6536, Biological Bases of Behavior**  
**ED PSY 6540, Psychoeducational Interventions**  
**ED PSY 6545, Consultation in Schools and Related Settings**  
**ED PSY 6590, School Psychology Practicum I**

**Spring II**

**ED PSY 6542, Psychotherapeutic Interventions in School Psychology**  
**CNS ED 6030, Foundations for Multicultural Counseling**  
**ED REM 6730, Educational Program Evaluation**  
**ED PSY 6591, School Psychology Practicum II**

**Fall III**

**ED PSY 6991, School Psychology Internship**

**Spring III**

**ED PSY 6991, School Psychology Internship (Praxis II School Psychology Examination and Case Study)**

**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 and 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 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)**

**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.

**ED PSY 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.

**ED PSY 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.

**ED PSY 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.

**ED PSY 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.

**ED PSY 6113 Psychopathology and Diagnosis (3)**

Prerequisites: Graduate standing. Covers etiology, assessment and diagnosis of mental disorders using contemporary diagnostic systems. Course materials and assignment address the dynamics of adjustment and treatment implications for counselors, school psychologists, and others in the helping professions.

**ED PSY 6115 Personality and Social Development (3)**

A foundational course integrating major theoretical perspectives on personality and social development. Emphasis is on the dynamic interplay of social influences on personality development and personality influences on social processes. Particular consideration is given to the impact of social contexts, including the school, on development.

**ED PSY 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.

**ED PSY 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.

**ED PSY 6217 Foundations of Citizenship Education (3)**

Prerequisites: Graduate standing. Introduction to citizenship Education providing a range of knowledge of civic participation, concepts of democracy, the democratic purposes of Education, and the developmental of civic identity and political thinking, attitudes, and engagement. Comparison of historical and contemporary approaches to democratic citizenship

**ED PSY 6218 Coaching Sports for Character (3)**

Prerequisites: Graduate Standing. Interdisciplinary examination of relevant theory, research and pedagogical practices related to character development through sports. Drawing from both academic and professional.

**ED PSY 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.

**ED PSY 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.

**ED PSY 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

**ED PSY 6404 Seminar (1-10)**

**ED PSY 6417 Current Perspectives on Citizenship Education (3)**

Prerequisites: ED PSY 6217. Seminar extends students' understanding of theory and research in citizenship Education by applying it to practical programs in the US and abroad. Analysis of assumptions underlying methods of citizenship Education and its goals. Exploration of research on methods that promote, facilitate, or inhibit civic participation and citizenship competence.

**ED PSY 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.

**ED PSY 6444 Cognition and Technology (3)**

Prerequisites: ED PSY 6111 or consent of instructor. Same as ED TECH 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.

**ED PSY 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.

**ED PSY 6448 Technology-Supported Inquiry Learning (3)**

Prerequisites: ED TECH 5340 & ED PSY 6310, or consent of instructor Same as ED TECH 6448. 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.

**ED PSY 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.

**ED PSY 6497 Problems (1-10)**

**ED PSY 6530 Foundations of School Psychology (3)**

Prerequisites: Graduate standing. Examines the professional roles, responsibilities, and functions of psychologists in schools. Focuses on educational foundations of school psychology including the history of the profession, organization and operation of schools, and emergent technologies.

**ED PSY 6532 Psychoeducational Differences (3)**

Prerequisite: Graduate standing. Examination of classification systems used with children and adolescents in the diagnosis and treatment of Educational and physical disabilities, mental disorders, and other developmental challenges.

**ED PSY 6536 Biological Bases of Behavior (3)**

Prerequisite: Graduate standing. 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.

**ED PSY 6540 Psychoeducational Interventions (3)**

Prerequisites: ED REM 6716 and ED PSY 6532 or consent of instructor. Examines academic and instructional interventions, both preventive and remedial, that are delivered in schools and related settings with children and adolescents. Emphasizes linking assessment and intervention via use of direct and indirect service delivery.

**ED PSY 6542 Psychotherapeutic Interventions in School Psychology (3)**

Prerequisites: ED PSY 6532 and ED REM 6718 or consent of instructor. Instruction and practice developing and implementing intervention plans for common social, emotional, and behavior problems found in schools and related settings. Special emphasis on prevention and early intervention within a systems perspective.

**ED PSY 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.

**ED PSY 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, models of service delivery, and emergent technologies.

**ED PSY 6590 School Psychology Practicum I (3)**

Prerequisites: Grade of B or better in ED REM 6718 and ED PSY 6532, and consent of instructor. Introductory supervised experience in psychoeducational assessment, and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

**ED PSY 6591 School Psychology Practicum II (3)**

Prerequisites: Grade of B or better in ED PSY 6590 and consent of instructor. Advanced supervised experience in consultation, problem solving, psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

**ED PSY 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.

**ED PSY 6991 School Psychology Internship (3)**

Prerequisites: Grade of B or better in ED PSY 6591 and consent of instructor. Full-time field-based placement in an approved school or Educational setting supervised by an appropriately credential school psychologist. Course may be repeated for credit.

**ED PSY 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.

**ED PSY 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.

**ED PSY 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.

**ED PSY 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)**

**ED REM 3721 Psychoeducational Assessment and Evaluation (3)**

Prerequisites: None. Review of measurement concepts and use of psychoeducational assessment data gathered via interview, observation, norm-referenced, and curriculum-based assessment methods. Special emphasis on progress monitoring and data-based decision making.

**ED REM 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.

**ED REM 6040 Educational Research for Teachers (3)**

Prerequisites: TCH ED 6010 and TCH ED 6020. 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.

**ED REM 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.

**ED REM 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-, validity and associated descriptive statistics; derived referenced theory and technique; classical test theory, reliability and transformed scores; preparation of instructional objectives for use in developing the classroom test; performance evaluations, and portfolio rubrics.

**ED REM 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.

**ED REM 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.

**ED REM 6712 Survey Research Methods in Education (3)**

Prerequisite: ED REM 6735 or consent of instructor. Same as POL SCI 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.

**ED REM 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.

**ED REM 6716 Psychoeducational Assessment and Intervention I (3)**

Prerequisite: Graduate standing. Instruction in the administration, scoring, interpretation, and reporting of results of individual and group tests of psychomotor ability, academic achievement, and oral language skills. Special attention given to linking assessment to intervention.

**ED REM 6718 Psychoeducational Assessment and Intervention II (3)**

Prerequisites: Grade of B or better in ED REM 6716 or CNS ED 6050, and consent of instructor. An advanced assessment course in the administration and use of individual tests of cognitive abilities, diagnostic interviewing, adaptive behavior, and social-emotional behavior assessment with an emphasis on writing integrated reports with meaningful recommendations linking assessment to intervention.

**ED REM 6730 Educational Program Evaluation (3)**

Prerequisites: ED REM 6750 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.

**ED REM 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.

**ED REM 6735 Statistical Analysis for Education Research (3)**

Prerequisites: Graduate standing. Provides students with a fundamental and intermediate understanding of quantitative methods and their relationship to social science research in Education. This course is designed to provide statistical background to students who will pursue advanced degrees in Education. Students will conduct lab data analysis based on the topics covered in the class and learn how to generate specific research questions and conduct basic statistical analyses.

**ED REM 6750 Advanced Research Design in Education (3)**

Prerequisites: ED REM 6735 or consent of instructor. This course is designed to provide students with a thorough background in the fundamental principles of research design in Education, and the knowledge and skills necessary to design and carry out studies appropriate to a wide variety of research problems. It focuses on tailoring the research design and methodology to most effectively address the problem or issue of concern, including qualitative, quantitative, and mixed-method designs. This is an experiential course designed around active discussion by students each week, and requires each student to develop a detailed research proposal for conducting a study to examine an appropriate Educational research problem.

**ED REM 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.

**ED REM 7711 Advanced Test Theory in Education (3)**

Prerequisite: ED REM 6750. 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.

**ED REM 7712 Discourse Analysis in Education (3)**

Prerequisites: Admission to a Doctoral Program or Consent of Instructor. The role of language in social life is a paramount concern to educational researchers. The purpose of this course is to introduce students to theories and methods of discourse analysis. Students will become familiar with the methods used in conversation analysis, critical discourse analysis and mediated or multimodal discourse analysis. Topics include transcription theory and practice, the role of context in discourse analysis, the ethics of representation and the place of action in discourse analysis. Students will engage with the theories and methods for analyzing educational interactions such as small-group discussions, education documents, classroom scenes, in-depth interviews, and naturally occurring conversations.

**ED REM 7771 Quantitative Research Methods I (3)**

Prerequisites: ED REM 6735. A second course in advanced Educational research methods sequence, with focus on multiple regression analysis and its applications to educational and psychological research.

**ED REM 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.

**ED REM 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.

**ED REM 7781 Qualitative Methods in Educational Research I (3)**

Prerequisites: ED REM 6750 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.

**ED REM 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.

# BULLETIN 2009 University of Missouri - St. Louis 2010

## Division of Teaching and Learning

College of Education | Early Childhood Education | Elementary Education | Physical Education |  
Secondary Education | Special Education |

Counseling and Family Therapy | Educational Leadership and Policy Studies |  
Educational Psychology, Research and Evaluation | Teaching and Learning Course Descriptions |  
College-wide Courses |

### UMSL Home

### Division of Teaching and Learning Home Page

### Faculty

**Joseph L. Polman**, Associate Professor, Chair

Ph.D., Northwestern University

**Charles Granger**, Professor; Curators' Teaching Professor

Ph.D., University of Iowa

**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

**Patricia B. Kopetz**, E. Desmond Lee Endowed Professor of Education for Children with Disabilities; Ed.D., St. Louis University

**Louis Lankford**, Des Lee Foundation Endowed Professor in Art Education

Ph.D., Florida State University

**Robert Nordman**, E. Desmond Lee and Family Fund Endowed Professor

M.M. Saint Louis Conservatory of Music Education

**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

**Fred Willman**, Professor; Curators' Teaching Professor

Ph.D., University of North Dakota

**James Wilson**, E. Desmond Lee Endowed Professor in Experiential and Family Education

Ph.D., Iowa State University

**Richard W. Burnett**, Professor Emeritus

Ed.D., Indiana University

**Richard J. Friedlander**, Professor

Ph.D., University of California-Los Angeles

**Kathleen M. Haywood**, Professor; Associate Dean for Graduate Education

Ph.D., University of Illinois-Urbana-Champaign

**Wallace Z. Ramsey**, Professor Emeritus

Ed.D., University of Missouri Columbia

**Helene J. Sherman**, Professor, Associate Dean

Ed.D., University of Missouri St. Louis

**Blanche M. Touhill**, Professor; Chancellor Emerita

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

**Douglas Turpin**, Professor Emeritus in Music Education

Ed.D., Washington University

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

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

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

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

**Kevin Fernlund**, Associate Professor  
Ph.D., University of New Mexico

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

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

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

**Rebecca Rogers**, Associate Professor  
Ph.D., University of Albany-SUNY

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

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

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

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

**Laura Westhoff**, Associate Professor  
Ph.D., Washington University

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

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

**Alina Slapac**, Assistant Professor  
Ph. D., University of Northern Iowa

**Karen Cummings**, Assistant Professor  
Ed.D., University of Illinois at Urbana-Champaign

**Martille Elias**, Assistant Professor  
Ph.D., University of Missouri-Columbia

**Jacquelyn A. Lewis-Harris**, Assistant Professor  
Ph.D., Washington University

**Nancy Robb Singer**, Assistant Professor  
Ph.D., University of Missouri-St. Louis

**Eric D. Turley**, Assistant Professor  
Ph.D., University of Nebraska,-Lincoln

**Sheridan Wigginton**, Assistant Professor  
Ph.D., University of Missouri-Columbia

**Deborah A. Moberly**, Associate Professor  
Ph.D., Southern Illinois University at Carbondale

**Lynn Navin**, Lecturer: Director, University Child Development center  
M.Ed., Michigan State University

**Debra Childs**, Lecturer  
M.Ed., Wright State University

**Margaret Ann Niederberger**, Lecturer  
M.Ed., Lindenwood University

**Diane Scollay**, Lecturer; Director, Gateway Writing Project  
M.Ed., MA English, University of Missouri-St. Louis

**Carol Weber**, Lecturer  
M.Ed., University of Missouri-St. Louis

### 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 in 234 Mark Twain Building.

The division coordinates programs leading to a Bachelor of Science (B.S.) in Education degree in:

### Early Childhood Education

**Elementary Education**  
**Physical Education**  
**Secondary Education**  
**Special Education**

And the Bachelor of Educational Studies (B.E.S.) degree in:

**Early Childhood 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.

Learning outcomes for students in the B.S., B.E.S., and M.Ed. degrees are listed under the general College of Education section of the Bulletin.

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, chemistry, English, French, history, mathematics, physics, social studies, speech (grade K-12) Spanish, French, German, music and art. A special feature of these programs is the close interdisciplinary cooperation between the College of Education 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.

At the graduate level, the division provides a program leading to an M.Ed in secondary education with emphasis in: general secondary education; curriculum and instruction; secondary education with emphasis in reading; and secondary education and certification.

The **special education** program prepares students to teach learners with developmental disabilities, emotional/ behavioral disorders, learning disabilities, or in early childhood special Education settings. Missouri certification standards require a student teaching experience the 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:

- ECH ED 3332**, Literacy Learning and Instruction for the Young Child
- ELE ED 4989**, Elementary Education Professional Internship
- ELE ED 3330**, Literacy, Literature and the Learner
- ELE ED 3336**, Communication Arts Learning and Instruction
- ELE ED 3389**, Classroom Based Assessment to Guide Literacy Instruction
- TCH ED 3315**, Literacy Learning and Instruction

## **TCH ED 4391, Teaching and Reading in Secondary School Content Area**

### **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.

**ECH ED 4346**, The Acquisition of Mathematical Concepts  
**ED TECH 5301**, Introduction to Computers and the Internet in Education  
**ELE ED 4246**, Teaching Mathematics in the Elementary School  
**ELE ED 4342**, Addressing Needs in Mathematics Teaching and Learning  
**ELE ED 4346**, Advanced Methods in Elementary School Mathematics  
**MID ED 4246**, Teaching Mathematics in the Middle School

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.

### **Minor in Urban Education P-5**

A minor in Urban Education P-5 can be earned by successfully completing the following 18 hours of Teacher Education, Early Childhood, and Elementary Education courses. Students must register for the special sections of these courses that are offered in urban settings to meet the requirements of this minor.

**ECH ED 4989**, Early Childhood Primary Internship **or**  
**ELE ED 4989**, Elementary Education Professional Internship  
**ELE ED 3330**, Literacy, Literature and the Learner  
**ELE ED 3336**, Communication Arts Learning and Instruction  
**ELE ED or ECH ED 4320**, Classroom Management  
**ELE ED 4989**, Elementary Education Professional Internship **or**  
**TCH ED 2311**, Foundations in Urban Education and Social Justice  
**TCH ED 4988**, Teaching and Learning in Urban Schools

**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 Teacher Certification & Advising Office in Marillac Hall.

### **Minor in Teaching English to Speakers of Other Languages P-12**

A Minor in Teaching English to Speakers of Other Languages (TESOL) can be earned by successfully completing 18 hours of coursework that is identified to prepare the student to earn a TESOL teaching endorsement as an additional area of teaching certification by the Missouri Department of Elementary and Secondary Education.

**TCH ED 3210**, General Linguistics in Teaching English to Speakers of Other Languages (TESOL)  
**TCH ED 3211**, Basic Principles of Second and Foreign Language Acquisition  
**TCH ED 3212**, Sociolinguistics and Communication in the Classroom  
**TCH ED 3213**, Performance-based Assessment for TESOL  
**TCH ED 3214**, Material Development and Methods for TESOL  
**TCH ED 3215**, Field Experiences in TESOL

## **Bachelor of Educational Studies**

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. Available emphasis areas include Early Childhood Education and Professional Education Studies.

### **General Education Requirements**

Students follow the university's [General Education Requirements](#).

#### **Communicative Skills**

**COMM 1040**, Intro to Public Speaking  
**ENG 1100**, English Composition  
**ENG 3100**, Advanced Expository Writing

See requirements under specific emphasis area.

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

Humanities (9 hours)

Sciences

**BIOL 1012**, Intro to General Biology  
Physical Science

Social Sciences

**HIST 1001**, American Civ to 1865 or

**HIST 1002**, American Civ 1865 to Present

**POL SCI 1100**, Intro to American Politics

**PSY 1003**, General Psychology

Cultural Diversity Course (see [General Education section](#) of the Bulletin)

Other Requirements

### **Degree Requirements - Early Childhood**

#### **Mathematical Skills**

**Math 1030**, College Algebra

**Math 1150**, Math Structures I

#### **Level I: Exploring Education as a Profession**

**CMP SCI 1010**, Introduction to Computers

**PSYCH 2270**, Develop Psych: Infancy, Childhood, & Adolescence

**TCH ED 2211**, Introduction to Schools

**TCH ED 2212**, Intro to Learners and Learning

#### **Level II: Analyzing the Nature and Processes of Education**

**TCH ED 3310**, Intro to Instructional Methods

**TCH ED 3312**, Psychology Of Teaching & Learning

**TCH ED 3313**, Psych of the Exceptional Child

#### **Level III: Synthesizing Theory and Practice in Education**

**ECH ED 3303**, C&P: Infant/Toddler Lab

**ECH ED 3304**, C&P: Preschool Lab

**ECH ED 3312**, Intro to Early Childhood

**ECH ED 3313**, C&P: Infant/Toddler

**ECH ED 3314**, C&P: Preschool

**ECH ED 3332**, Literacy, Learning & Instruction of Young Children

**ECH ED 4317**, Assessing Individual Needs Early Child

**ECH ED 4320**, Classroom Management

**ECH ED 4346**, Acquisition of Math Concepts

**ECH ED 4331**, Language Acquisition and Development in Early Childhood

**EDUC 2290**, Internship

**EDUC 2291**, Internship

**PHY ED 3282**, Physical Growth and Motor

**SEC ED 4880**, Writing for Teachers

Second Concentration: Electives to total 12 hours to be chosen from ECH ED, ELE ED, SPEC ED, ED TECH, ED REM, or an area chosen in consultation with the adviser.

### **Emphasis in Professional Education Studies**

#### **Mathematical Skills**

MATH 1020, Contemporary Math or

MATH 1030, College Algebra

**Managing Information Skills – Goal 2** (One Course), see [General Education requirements section](#) of the Bulletin

#### **Level I, Exploring Education as a Profession**

**CMP SCI 1010**, Introduction to Computers

**TCH ED 2211**, Introduction to Schools

**TCH ED 2212**, Intro to Learners & Learning

#### **Level II, Analyzing the Nature and Process of Education**

**COMM 2231**, Communication in the Organization

**TCH ED 3312**, Psychology of Teaching & Learning

**TCH ED 3313, Intro to Learners with Disabilities & Inclusive Education**

**Level III, Synthesizing Theory and Practice in Education**

Entrance into Level III is based on successful completion of all course work in Levels I and II.

30 Hours in the following, numbered 2000 or above: Elementary Education, Special Education, Secondary Education

A second series of courses in education or as approved by the advisor including a minimum of 15 hours of electives (see possible options below)

**Minor in Literacy**

A minor in literacy can be earned by successfully completing 18 hours of the following:

**ECH ED 3332**, Literacy, Learning and Instruction for the Young Child

**ELE ED 3330**, Literacy, Literature and the Learner

**ELE ED 3336**, Communication Arts, Learning and Instruction

**ELE ED 3389**, Classroom Based Assessment to Guide Literacy Instruction

**ELE ED 4387**, Promoting the Language and Literacy Development of Children Living in Poverty

**ELE ED 4989**, Elementary Education Professional Internship

**TCH ED 3315**, Literacy, Learning and Instruction

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

**Minor in Mathematics Education K-5**

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

**ECH ED 4346**, The acquisition of Mathematical Concepts

**ED TECH 5301**, Introduction to Computers and the Internet in Education

**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

**Minor in Teaching English to Speakers of Other Languages K-12**

A minor in Teaching English to Speakers of Other Languages (TESOL) can be earned by successfully completing 18 hours of coursework that is identified to prepare the student to earn a TESOL teaching endorsement as an additional area of teaching certification by the Missouri Department of Elementary and Secondary Education (DESE).

**TCH ED 3210**, General Linguistics in Teaching English to Speakers of Other Languages (TESOL)

**TCH ED 3211**, Basic principles of Second and Foreign Language Acquisition

**TCH ED 3212**, Sociolinguistics and Communication in the Classroom

**TCH ED 3213**, Performance-based Assessment for TESOL

**TCH ED 3214**, Material Development and methods for TESOL

**TCH ED 3215**, Field Experiences in TESOL

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## College-wide Courses in Education

College of Education | Counseling and Family Therapy | Educational Leadership and Policy Studies  
Educational Psychology, Research and Evaluation | Teaching and Learning |

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#### **EDUC 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.

#### **EDUC 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.

#### **EDUC 2291 Internship II (6)**

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

#### **EDUC 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.

#### **EDUC 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.

#### **EDUC 5006 Graduate Workshop (1-10)**

Prerequisite: Consent of instructor.

#### **EDUC 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.

#### **EDUC 6308 Graduate Institute (1-10)**

Prerequisite: Consent of instructor.

#### **EDUC 6408 Graduate Seminar (1-10)**

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

#### **EDUC 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.

#### **EDUC 6998 Thesis Research (1-10)**

Prerequisite: Consent of instructor

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

Same as ED ADM 7050. Prerequisite: Admission to the Ed.D. or Ph.D. in Education Programs. An overview of

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

**EDUC 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.

**EDUC 7490 Directed Readings in the Education Research Literature (1-6)**

Prerequisites: Doctoral Standing. Independent study of the education research literature in an area defined in consultation with an advisor.

**EDUC 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.

**EDUC 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.

**EDUC 7881 Research Internship II (3)**

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

**EDUC 7882 Research Internship III (3)**

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

**EDUC 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.

**EDUC 7999 Dissertation Research (1-12)**

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

# BULLETIN 2009 2010

University of Missouri - St. Louis

## College of Fine Arts and Communication

Art and Art History | Communication | Theatre, Dance, & Media Studies |

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### **College of Fine Arts and Communication Home Page**

### **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 Touhill Performing Arts Center, affords 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. Six 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 Fine Arts Education Collaborative connects the University and a variety of partner cultural institutions to 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, music, and theatre dance and media studies.

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:

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 UMSL 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 UMSL at the 2000 level or above within the minimum number of hours required for each.

Unless otherwise specified, a transfer student must complete at least six hours of graded work at UMSL 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 from one or more of the following areas at UMSL or 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 that 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, music and theatre and dance.

### **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 1001 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 to the Department of foreign languages and literature. The department will certify native speakers of those languages that 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 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**

Students not majoring in music may count no more than eight hours in music-performing organizations (Music 1400, 1410, 1500, 1520, etc.) Students in the college majoring in music may count any number of hours of applied music (private lessons). Students not majoring in studio art may count any studio art course toward any degree in the college. This also includes transferred credit.

### **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.

### **Bachelor of Science (B.S.)**

All majors must complete a minimum of 51 hours in Media Studies courses and at least 24 of these hours must be taken at UMSL. A minimum of 39 credit hours in Media Studies and a minimum of 12 credit hours in Theatre and Dance, totaling 51 credit hours, are required. At least 18 hours of coursework must be taken at the 2000 level or above at UMSL. There is no foreign language requirement, but foreign language proficiency is recommended.

### **Certificate Programs**

A undergraduate certificate program is offered in Photographic Studies and Arts Management.

### **Non-Profit Arts Organization Management & Leadership**

The University of Missouri-St. Louis offers an undergraduate certificate for students who wish to consider entering the field of nonprofit arts or cultural organization management, as well as current professional staff, board members, and other leaders of such organizations. The program applies to students interested in all types of nonprofit arts and cultural organizations, including performing and visual arts, cultural, historical, and educational institutions.

Students may not enroll in the Undergraduate Certificate Program prior to the completion of 18 credit hours in one field of the arts, including six credits of upper division courses (3000-4000 level). The certificate may be earned in conjunction with an undergraduate degree in majors such as Art & Art History, Communication, Music, and Theatre & Dance, or as an independent, 18 semester-hour undergraduate certificate.

**Required Courses (15 credit hours)**

**ST ART 3387, ST ART 3388, PRACTM 4920**, or equivalent, Internship (3 credit hours) or equivalent professional field experience

**ST ART 3393**, Art Gallery Management (3 credit hours)

**P P ADM/POL SCI/SOC WK 4911**, Staff Management Issues (1 credit hour)

**P P ADM/POL SCI/SOC WK 4912**, Legal Issues in Governing and Managing (1 credit hour)

**P P ADM/POL SCI/SOC WK 4913**, Management Issues in Nonprofit Organizations (1 credit hour)

**P P ADM/POL SCI/SOC WK 4940**, Leadership and Management of Nonprofit Organization (3 credit hours)  
**P P ADM/POL SCI/SOC WK 4960**, American Philanthropy and Nonprofit Resource Development (3 credit hours)

OR

**PRACTM 3394**, Practicum in Performing Arts Management: Music (3 credit hours), **TH DAN 3394**, Practicum in Performing Arts Management: Theatre & Dance (3 credit hours)

**Elective Courses (3 credit hours)**

Students must satisfy all prerequisites prior to enrolling in these courses. Three hours of elective credit must be selected from the following list of courses:

**Business Administration:**

**BUS AD 1590**, Topics in Business Administration

**BUS AD 2900**, Legal Environment of Business

**BUS AD 3451**, Accounting for Governmental and Not-for-profit Entities

**BUS AD 3600**, Management and Organizational Behavior

**BUS AD 3611**, Advanced Management and Organizational Behavior

**BUS AD 3621**, Human Resource Management

**BUS AD 3700**, Basic Marketing

**Communication:**

**COMM 1030**, Interpersonal Communication I

**COMM 2228**, Public Relations Writing (Same as ENGL 3280)

**COMM 2230**, Small Group Communication

**COMM 2231**, Communication in Organization

**COMM 2232**, Effective Communication in the Organization: Tool for Leadership

**COMM 2240**, Persuasive Communication

**COMM 3358**, Communication in Public Relations

**English:**

**ENGL 3130**, Technical Writing

**ENGL 3280**, Public Relations Writing (Same as COMM 2228)

**Psychology:**

**PSYCH 2222**, Group Processes in Organizations

**PSYCH 3317**, Social Psychology of Conflict and Negotiation (Same as SOC 3317)

**PSYCH 3318**, Industrial and Organizational Psychology (Same as BUS AD 3623)

**PSYCH 3320**, Personnel Assessment

**Political Science:**

**POL SCI 2400**, Public Administration

**Evening Program**

All the departments of the College of Fine Arts and Communication offer coursework in the evening or in other non-traditional modes (i.e. on-line and/or video). The Department of Communication offers sufficient coursework to complete its degree program in the evening. Consult the website of the department in which you are interested for details on degree requirements and 3-year schedule of planned course offerings.

**Department Honors**

Majors in the following department may pursue departmental honors.

**Minors**

A number of minors are available at UMSL. Some are offered by individual departments, while others, such as Classical Studies and Africana Studies, are interdisciplinary in nature and involve a number of departments. The requirements for the various minors are listed the [undergraduate certificates](#) or [interdisciplinary sections](#) of this *Bulletin*.

# BULLETIN 2009 University of Missouri - St. Louis 2010

## Department of Art and Art History

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### Faculty

**Ruth L. Bohan**, Professor and Chair

Ph.D., University of Maryland

**E. Louis Lankford**, Professor, Des Lee Foundation Endowed Professor of Art Education

Ph.D., Florida State University

**Kenneth Anderson**, Professor

M.F.A., Southern Illinois University, Edwardsville

**Yael Even**, Professor

Ph.D., Columbia University

**Dan Younger**, Professor

M.F.A., University of Iowa

**Jeanne Morgan Zarucchi**, Professor

Ph.D., Harvard University

**Marian Amies**, Associate Professor

M.F.A., Southern Illinois University, Edwardsville

**Phillip E. Robinson**, Associate Professor

M.F.A. University of Illinois, Chicago

**Gretchen Schisla**, Associate Professor

M.F.A., Boston University

**Jeffrey L. Sippel**, Associate Professor, BFA Coordinator

M.F.A., Arizona State University

**Susan Waller**, Associate Professor

Ph.D. Northwestern University

**Karen Cummings**, Assistant Professor

Ph.D., University of Illinois at Urbana-Champaign

**Jennifer McKnight**, Assistant Professor

M.F.A., California Institute of the Arts

**Sharon Callner**, Associate Teaching Professor

M.F.A., Northern Illinois University

**Lucí Mauricio-McMichael**, Associate Teaching Professor

M.F.A., Fontbonne University

**Terry L. Suhre**, Associate Research Professor, Gallery Director

M.F.A., Southern Illinois University, Carbondale

**Bridget Sandhoff**, Assistant Teaching Professor

Ph.D. University of Iowa

**Linda Bangert**, Lecturer

B.F.A., University of Missouri-St. Louis

**Michael Cosgrove**, Lecturer

B.F.A., University of Missouri-St. Louis

**Stephen Da Lay**, Lecturer

B.F.A., Kansas City Art Institute

**Eric Gantner**, Lecturer

B.F.A., University of Missouri-St. Louis

**Anuradha Vedagiri**, Visual Resource Curator

Ph.D., The Ohio State University

The Department of Art and Art History has a diverse faculty actively engaged in the production of art, its historical and critical evaluation, and the training of art educators. 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. Studio art faculty exhibit nationally and internationally in group and solo juried and invited exhibitions.

## General Information

### Degrees and Areas of Concentration

The department offers course work leading toward the Bachelor of Arts in Art History and the Bachelor of Fine Arts 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.A. in Art History has the following learning outcomes:

- to write clearly and coherently about works of art and art historical literature;
- to possess the ability to conduct independent research on works of art and visual culture;
- to recognize and be able to apply different methodologies, recognizing that each incorporates a specific valuing system;
- to demonstrate understanding of the ethical issues surrounding cultural property;
- to analyze critically and interpret works of visual art and art historical texts;
- to demonstrate familiarity with and basic knowledge of diverse historical artworks.

The B.F.A. in studio art consists of a foundation art program and an emphasis area in the following: art education, drawing, graphic design, painting, photography, printmaking, and general fine arts. UMSL 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.

The Bachelor of Fine Arts Degree in Studio Art, with emphasis in Art Education, Drawing, Graphic Design, Painting, Photography, Printmaking, and General Fine Arts, has the following learning outcomes:

- to develop visual and verbal responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively;
- to become familiar with the major achievements in the history of art and design, including the works and intentions of leading artists and designers in the past and present;
- to develop the capacity to identify and/or solve problems within a variety of physical, technological, social, and cultural contexts;
- to understand and evaluate contemporary thinking about art or design;
- to become familiar with and develop competence in a number of art or design techniques;
- to make valid assessments of quality and effectiveness in design projects and works of art, especially their own.

To support its teaching and research objectives, the department maintains a slide collection of over 110,000 slides and an expanding database of digital images. The collection, which includes examples of painting, sculpture, architecture, photography and decorative arts, is under the supervision of a professional visual resource 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 located in room 170 Millennium Student Center. It showcases work by students and faculty, and hosts exhibitions that address cultural and contemporary issues.

### Scholarships/Internships

Several scholarships are available on a competitive basis within the department, including 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 Saint Louis Art Museum, Contemporary Art Museum St. Louis, and Laumeier Sculpture Park.

## 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 **four core courses** are required:

**ART HS 1100**, Introduction to Western Art

One course in non-Western art, chosen from 1104, 1105, or 1108 (may be taken concurrently with 1100):

**ART HS 1104**, Indigenous Arts of North America

**ART HS 1105**, The Arts of Africa

**ART HS 1108**, Introduction to the Arts of Asia

**ART HS 3395**, Sophomore/Junior Seminar: Research in Art History

**ART HS 4495**, Senior Seminar: Methods of Art History

Students must take a minimum of **three lower-division courses**, one from each of the following categories:

### **Ancient and Medieval**

**ART HS 2211**, Art and Archaeology of the Ancient World

**ART HS 2212**, Greek Art and Archaeology

**ART HS 2213**, Roman Art and Archaeology

**ART HS 2214**, Early Christian and Byzantine Art

**ART HS 2225**, Medieval Art

### **Early Modern**

**ART HS 2235**, Italian and Northern European Renaissance Art

**ART HS 2240**, French Art and Architecture 1500-1715

**ART HS 2245**, Baroque Art and Architecture

### **Modern and American**

**ART HS 2250**, Nineteenth Century European Art

**ART HS 2255**, Modern Art

**ART HS 2265**, History of Photography

**ART HS 2270**, American Art to 1876

**ART HS 2272**, American Art since 1876

**ART HS 2279**, American Architecture

**ART HS 2281**, Art Since 1960

Students must take a minimum of **three upper division courses**. One course must be a 4000-level Topics course. The other two courses must be chosen from two different categories in the following list.

### **Media in Art History**

**ART HS 3303**, Media and Technique in Art History

**ART HS 3350**, Studies in Design

**ART HS 3360**, Photography and Society

**ART HS 3385**, Studies in Architectural History

### **Themes in Art History**

**ART HS 3365**, The Artist and the City

**ART HS 3374**, Philosophy of Art

**ART HS 3376**, Women and the Visual Arts

**ART HS 3391**, Selected Themes in Art History

**ART HS 3396**, The Nude in Art

**ART HS 3398**, The Portrait

### **Topics in Art History**

Courses listed as "Topics" at the 4000 level, including but not limited to:

**ART HS 4435**, Topics in Renaissance Art

**ART HS 4445**, Topics in Seventeenth and Eighteenth-Century European Art  
**ART HS 4455**, Topics in Modern Art  
**ART HS 4475**, Topics in American Art  
**ART HS 4481**, Topics in Contemporary Art  
**ART HS 4490**, Special Study

**Professional Studies**

**ART HS 3387**, Professional Internship  
**ART HS 3388**, Saint Louis Art Museum Internship  
**ART HS 3389**, Visual Resources Management  
**ART HS 4393**, Art Museum and Gallery Management  
**ART HS 4492**, Museum Studies

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.

Additional hours in art history, up to the maximum of 45, may be completed with electives at the 2000 level or above.

**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: art education, drawing, graphic design, painting, photography, printmaking or general fine arts. 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. A minimum of 24 hours in Studio Art must be completed in residence at UMSL. 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 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 studio art courses. Students applying for these exemptions must submit their portfolios prior to the first day of class of their first semester in the BFA Program. 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:

**ST ART 1140**, Drawing I  
**ST ART 1141**, Drawing II  
**ST ART 1142**, Figure Drawing I  
**ST ART 1150**, Design I  
**ST ART 1151**, Design II  
**ST ART 2240**, Drawing III **or 1143**, Figure Drawing II\*  
**ST ART 1030**, Ceramics 1, **or 1132**, Sculpture 1 **or 2251**, Design III  
9 hours of Studio Art Electives

\*Those planning an emphasis in drawing or painting must take ST ART 1142.

Students must complete 45 hours in one of the following emphasis areas:

**Drawing**

**ST ART 2240**, Drawing III  
**ST ART 2241**, Drawing IV  
**ST ART 2242**, Figure Drawing III  
**ST ART 2243**, Figure Drawing IV  
**ST ART 2250**, Composition **or** Studio Elective  
**ST ART 3340**, Advanced Problems in Drawing I  
**ST ART 3341**, Advanced Problems in Drawing II  
**ST ART 4495/4496**, Senior Studio Seminar (6 hours)  
6 hours of Painting or Printmaking  
12 hours of Studio Art Electives

**Graphic Design**

**ST ART 1210**, Graphic Design I  
**ST ART 1220**, Graphic Design II  
**ST ART 2210**, Typography  
**ST ART 2212**, Image Making for Graphic Design  
**ST ART 2220**, Computer Design I  
**ST ART 2221**, Computer Design II  
**ST ART 3310**, Graphic Design III

**ST ART 3311**, Graphic Design IV  
**ST ART 3383**, Advanced Problems in Graphic Design I  
**ST ART 3384**, Advanced Problems in Graphic Design II  
**ST ART 4497**, Senior Seminar in Graphic Design I  
**ST ART 4498**, Senior Seminar in Graphic Design II  
9 hours of Graphic Design Electives

#### **Painting**

**ST ART 1180**, Painting I  
**ST ART 1181**, Painting II  
**ST ART 2250**, Composition **or** Studio Art Elective  
**ST ART 2280**, Painting III  
**ST ART 2281**, Painting IV  
**ST ART 3380**, Advanced Problems in Painting I  
**ST ART 3381**, Advanced Problems in Painting II  
**ST ART 4495/4496**, Senior Studio Seminar (6 hours)  
6 hours from the following list:  
**ST ART 2240**, Drawing III  
**ST ART 2241**, Drawing IV  
**ST ART 2242**, Figure Drawing III  
**ST ART 2243**, Figure Drawing IV  
12 hours of Studio Art Electives

#### **Photography**

**ST ART 1060**, Photography I  
**ST ART 2160**, Photography II  
**ST ART 2250**, Composition **or** Photography Elective  
**ST ART 2262**, Color Photography I  
**ST ART 2263**, Digital Photography I  
**ST ART 3260**, Photography III  
**ST ART 3263**, Digital Color Portfolio  
**ST ART 3391**, Advanced Problems in Photography I  
**ST ART 3392**, Advanced Problems in Photography II  
**ST ART 4495/4496**, Senior Studio Seminar (6 hours)  
6 hours of Studio Art Electives  
6 hours of Photography electives

#### **Printmaking**

**ST ART 1170**, Printmaking I  
**ST ART 2241**, Drawing IV  
**ST ART 2243**, Figure Drawing IV  
**ST ART 2250**, Composition **or** Studio Art Elective  
**ST ART 2271**, Printmaking II  
**ST ART 2274**, Printmaking and Relief  
**ST ART 3370**, Advanced Problems in Printmaking I  
**ST ART 3371**, Advanced Problems in Printmaking II  
**ST ART 4495/4496**, Senior Studio Seminar (6 hours)  
6 hours from the following list:  
**ST ART 1173**, Printmaking: Screen Printing I  
**ST ART 2272**, Printmaking: Lithography I  
**ST ART 2273**, Printmaking: Etching  
**ST ART 2277**, Printmaking: Photolithography  
**ST ART 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:

**ST ART 2250**, Composition **or** Studio Art Elective  
**ST ART 4495/4496**, Senior Studio Seminar (6 hours)

Select 6 hours from the following:

**ST ART 3340**, Advanced Problems in Drawing I and  
**ST ART 3341**, Advanced Problems in Drawing II **or**  
**ST ART 3370**, Advanced Problems in Printmaking I and  
**ST ART 3371**, Advanced Problems in Printmaking II **or**  
**ST ART 3380**, Advanced Problems in Painting I and  
**ST ART 3381**, Advanced Problems in Painting II **or**  
**ST ART 3391**, Advanced Problems in Photography I and  
**ST ART 3392**, Advanced Problems in Photography II

Students must complete 15 hours of Art History, with at least 9 hours taken in residence at UMSL.

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 ST ART 4490, ST ART 4491, ST ART 4495, ST ART 4496, ST ART 4497, and ST ART 4498.

### **Art Education**

An art education emphasis leading toward K-12 Art teacher certification is available. Students choosing this option must complete degree requirements for the B.F.A. The General Education Requirements (G.E.R.) of the College of Education as well as the College of Fine Arts and Communication must be fulfilled. A foreign language is not required.

Students will take a specialized program of Foundation Art (30 hours) that includes courses required for certification to teach art. They will also take studio art electives, including a minimum of three courses in one of the studio emphasis areas: drawing, graphic design, painting, photography, or printmaking. A minimum of 50 credit hours must be completed in studio art. Students must also complete 15 hours of art history.

#### **I. Foundation Art for Art Education**

(10 courses; 30 hours if taken at UMSL):

**ST ART 1030**, Ceramics I  
**ST ART 1133**, Introduction to Fibers and Textiles  
**ST ART 1140**, Drawing  
**ST ART 1141**, Drawing II  
**ST ART 1142**, Figure Drawing I  
**ST ART 2240**, Drawing III  
OR  
**ST ART 1143**, Figure Drawing II  
**ST ART 1150**, Design I  
**ST ART 1151**, Design II  
**ST ART 1170**, Printmaking I  
OR  
**ST ART 1173**, Printmaking: Screen Printing I  
**ST ART 1180**, Painting I

#### **II. Studio Art for Art Education (7 courses; 21 hours if taken at UMSL):**

**ST ART 1061**, Intro to Digital Photography  
OR  
**ST ART 2220**, Computer Design I  
**ST ART 1132**, Sculpture I

At least three courses in one of the following areas: drawing, graphic design, painting, photography, or printmaking. Two studio art electives.

Required art education, Level II and III teacher education, and secondary education courses must be taken in residence at UMSL. Students must be admitted to the Teacher Education program of the College of Education. Students should check with the Office of Teacher Education for the most complete and current admission information. Professional education courses must be completed with a grade point average of 2.5, and no grade lower than a C is acceptable.

Art Education 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 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 4391**, Teaching Reading in Secondary School Content Areas  
OR  
**TCH ED 3315**, Literacy, Learning, and Instruction  
**ART ED 3328**, Art Education: Theory to Practice (same as SEC ED 3328)  
**ART ED 4260**, Art Museum as Teaching Resource

**Level III: Synthesizing Theory and Practice in Education**

**ART ED 4273**, Curriculum and Methods of Teaching Art (same as SEC ED 4273)

**SEC ED 4496**, Student Teaching in Elementary Art

**SEC ED 4497**, Student Teaching in Secondary Art

**SEC ED 4989**, Secondary Education Professional Internship

**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 ST ART 1100 and at least one course in non-Western art. They must also take at least 2 courses at the 3000 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 UMSL.

**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. Six hours must be taken at the 2000 level or above, in residence at UMSL. The requirements for the minor are as follows:

**ST ART 1140**, Drawing I

**ST ART 1141**, Drawing II

**ST ART 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**

UMSL 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.

**Requirements**

The following courses are required:

**ST ART 1060**, Photography I

**ST ART 2160**, Photography II

**ART HS 2265**, History of Photography

**ST ART 3260**, Photography III, or **INTDSC 3390**, Independent Studies in Photographic Studies

**ART HS 3360**, Photography and Society

Students must also take at least one 3-hour course selected from the following departmental offerings.

**ART HS 1100**, Introduction to Western Art

**ST ART 2262**, Color Photography I

**ST ART 2263**, Digital Photography

**ST ART 2264**, Non-Silver Photography

**ST ART 2268**, Video Art I

**ST ART 2277**, Printmaking: Photolithography

**ST ART 3260**, Photography III

**ST ART 3263**, Digital Color Portfolio

**ST ART 3363**, Color Photography

**ST ART 3364**, Video Art II

**ART HS 3374**, Philosophy of Art

**ST ART 3390**, Special Studies

**ST ART 3391**, Advanced Problems in Photography I

**ST ART 3392**, Advanced Problems in Photography II

**BIOL 4784**, Techniques in Electron Microscopy

**COMM 1050**, Introduction to Mass Media

**COMM 1070**, Introduction to Cinema

**COMM 2210**, Television Production

**ENGL 3140/COMM 3214**, News Writing

**ENGL 3150**, Feature Writing

**INTDSC 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 UMSL 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 UMSL agrees, substitute up to six hours of appropriate course work from the professional school. For advising, please contact a pre-professional advisor in the College of Arts and Sciences at 314-516-5501, 303 Lucas Hall

The residency requirement that 24 of the last 30 hours of course work for a degree be taken at UMSL will 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.

Art education has been identified by the Missouri Department of Elementary and Secondary Education as an area of critical need. With over 300 art teachers in the greater St. Louis region alone, there is a demand for art teachers statewide each year.

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## Department of Communication

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### **Faculty**

**Alan D. Heisel**, Associate Professor, Chairperson  
Ed.D., West Virginia University  
**Alice E. Hall**, Associate Professor, Graduate Program Coordinator  
Ph.D., University of Pennsylvania  
**Su Ahn Jang**, Assistant Professor  
Ph.D., University of Texas  
**Amber Reinhart**, Assistant Professor  
Ph.D., University of Buffalo  
**Yan Tian**, Assistant Professor  
Ph.D., Temple University  
**Jina Yoo**, Assistant Professor  
Ph.D., Michigan State University  
**Lara Zwarun**, Assistant Professor  
Ph.D., University of California - Santa Barbara  
**Elizabeth Kizer**, Associate Professor Emerita  
Ph.D., Purdue University  
**Donald Shields**, Professor Emeritus  
Ph.D., University of Minnesota  
**Clark McMillion**, Teaching Professor, Internship and Practicum Coordinator  
M.A., State University College of New York at Brockport  
**Leighanne Heisel**, Associate Teaching Professor, Online Program Coordinator  
M.A., West Virginia University  
**Alan Akerson**, Assistant Teaching Professor, PR Sequence Coordinator  
M.A., University of Missouri-St. Louis

The faculty represents many fields within the discipline of communication including interpersonal communication, organizational communication, mass communication, public relations, and rhetoric. Most faculty members contribute to a growing body of knowledge by conducting research, publishing their results in scholarly journals, and presenting papers at national and international communication conferences. By integrating theory, research, and practice, faculty members are 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 their curriculum to meet specific interests and needs while simultaneously providing a strong foundation in the major specializations of the discipline. 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. Students who seek this degree will, upon completion, understand how to communicate competently and effectively in a variety of contexts and mediums. In addition, students will develop a strong foundation in the theory and research underlying effective communication. Finally, students will have demonstrated their competence through the internship and practicum requirements.

#### **Minors in Communication**

The Department of Communication offers a minor in Communication that can provide many benefits to students majoring in other programs (for more information, see the requirements for minors in the undergraduate studies section). The Minor in Communication can complement a variety of other degrees. Students who complete the minor will be able to understand and apply the theories underlying competent and

effective communication.

### **Certificate in Public Relations**

The Department of Communication offers a sequence of courses that can prepare students for a successful career in public relations. This writing intensive certificate program includes a selection of required and elective courses that integrate practical knowledge of the PR industry with the communication theory and research that undergird it. The certificate will be valuable both to those already in the workplace, and to undergraduates pursuing a public relations career. Closely aligned with the latest recommendations from the Public Relations Society of America and the National Communication Association, the curriculum will provide students with both the public relations theoretical base and practical hands-on skills necessary to succeed in public relations.

### **Other Certificate Programs**

In addition to offering the Certificate in Public Relations, the department supports a number of certificate programs (including Disaster and Risk Management and Secondary Education). For more information, see Certificate Programs and Interdisciplinary Studies in this *Bulletin*.

### **Master of Arts in Communication**

The Master of Arts degree program provides the opportunity for an advanced degree program in communication with a strong theory and research emphasis. Students can select courses that emphasize broad categories of communication such as organizational communication and/or mass communication. The program will help students develop a strong background in communication theory and research which would allow for the pursuit of a doctorate in communication, opportunities for professional positions, and the potential for a vertical or lateral move within an organization. Students who complete the M.A. in Communication will have a detailed understanding of the academic discipline. They will have developed critical skills for evaluating communication related theories and research, and the ability to apply that knowledge in their own research or professional settings. 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 UMSL. Furthermore, at least 12 semester hours of the Communication courses completed must be numbered 3000-4999. All students must complete the required courses and earn a C or better in all communication courses applied to the degree.

##### **Required courses for the major:**

**COMM 1030**, Interpersonal Communication I  
**COMM 1050**, Introduction to Mass Communication  
**COMM 2231**, Communication in the Organization  
**COMM 3330**, Research Methods in Communication I  
**COMM 3332**, Intercultural Communication

At least 3 hours from either the practicum (1193) or internship (3393) courses.

##### **Department Activities and Internships**

Co-curricular projects and activities relevant to the personal, professional, and academic goals of each student are sponsored and advised by the department. Along with the traditional academic experience, students can network and develop valuable experiences through their completion of required internship or practicum courses. Students may choose from a wide-range of for-profit, nonprofit, and not-for-profit organizations. Students should visit the Department of Communication for more information regarding existing opportunities, and/or consult with the Internship and Practicum Coordinator to approve a new internship site. By tailoring the internship site to the interests of each student, the internship and practicum augment the academic experience and 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 COMM 1195 and/or COMM 3395, may be substituted for credit hours listed below with written consent of the communication department chairperson.

Core Requirements:

**COMM 1030**, Interpersonal Communication I  
**COMM 1050**, Introduction to Mass Communication  
**COMM 2231**, Communication in the Organization  
**COMM 3330**, Research Methods in Communications I  
**COMM 3332**, Intercultural Communication

At least 9 of the 15 hours required for the minor must be taken at UMSL.

Students must earn at least a C for all communication courses applied to the minor. A minimum GPA of 2.5 is required in the minor.

#### **Certificate in Public Relations**

The Certificate in Public Relations integrates essential professional skills with contemporary communication theory and research to provide a grounded sequence based on the recommendations of the Public Relations Society of America and the National Communication Association. To earn the certificate, students must complete a minimum of 24 credit hours in the designated courses.

Required Coursework (18 credit hours):

**COMM 1150**, Introduction to Public Relations (3)  
**COMM 3358**, Communication in Public Relations (3)  
**COMM 3360**, Health Communication in Mass Mediated Contexts (3)  
**COMM 4035**, Integrated Approaches to Public Relations, Advertising, and Promotion (3)  
**COMM 4100**, Communication Campaigns (3)  
**COMM 4199**, Applied Public Relations (3) or **COMM 4393**, Internship in Applied Communication (3)

Elective Coursework (minimum of 6 credit hours required):

**COMM 1050**, Introduction to Mass Communication (3)  
**COMM 1135**, Communication Theory (3)  
**COMM 2231**, Organizational Communication (3)  
**COMM 2232**, Communication in Organizations: Tools for Leadership (3)  
**COMM 2240**, Persuasive Communication (3)  
**COMM 3330**, Research Methods in Communication I (3)  
**COMM 3395**, Special Topics in Communication (3)

For more information on this certificate, please contact the Department of Communication's Public Relations Sequence Coordinator.

#### **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 ENGL 3600, The Curriculum and Methods of Teaching English (same as SEC ED 3600).

#### **Graduate Studies**

The department offers a 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. The minimum cumulative GPA required for regular admission to the graduate program in communication is **3.25 on a 4-point scale**. **In addition three letters of recommendation**, at least two of which address the applicant's potential to succeed in graduate studies in communication, are also required.

Finally, **International students who are non-native speakers of English must obtain a TOEFL score of 600 on the paper-based test (or the equivalent score on other versions of the test)** to be considered for admission. Applicants with GPAs that do not meet the admission criterion may elect to take the Graduate Record Exam (GRE) to offset these deficiencies. Contact the Graduate Program Coordinator for more information.

##### **Degree Requirements:**

The MA in Communication requires either 30 or 36 credit hours of coursework, depending on the exit project. Candidates approved for a thesis or internship 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 completing 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**

- COMM 6400**, Seminar in Communication Theory
- COMM 6405**, Introduction to Communication Research Methods
- COMM 6411**, Seminar in Mass Communication
- COMM 6431**, Seminar in Organizational Communication
- COMM 6435**, Seminar in Advanced Applied Communication Research

After consultation with the graduate coordinator the student selects either a 36 hour or 30 hour program and, in the latter case, develops an appropriate exit project with input from prospective committee members. The expectation for each internship varies by project and committee, but submission of an essay in which the coursework and internship experiences are integrated is typically required. Internship exit projects and theses must be approved by the student's committee and assigned a grade by the advisor. The candidate must pass an oral examination conducted by student's committee regardless of exit option selected.

Students who complete a thesis or internship must complete no less than a 3 hour internship or 6 credit hour thesis.

### **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 instructor.

#### **COMM 1000 Effective Communication for College (3)**

A communication by objective approach is used to introduce students to effective communication in a college environment. Emphasis is placed on preparing and delivering effective messages whether written or spoken, formal or informal, digital or hardcopy.

#### **COMM 1030 Interpersonal Communication I (3) [C]**

Introduction to the theories of interpersonal communication. Emphasis on basic principles involved in one-to-one interactions.

#### **COMM 1040 Introduction to Public Speaking (3) [C]**

Theories and techniques of organization, evidence, argumentation, persuasion, and delivery in public speaking.

#### **COMM 1041 Presentational Speaking (3)**

Theories and techniques of presenting information in various contexts, formats, and settings. Emphasis is placed on strategic coordination for message effectiveness in a team-based environment.

#### **COMM 1050 Introduction to Mass Communication (3) [C] [P]**

Introduction to oral, print, and electronic media of communication, including emerging digital formats. The course covers the major theories of mass communication effects as well as the social, organizational, economic, political and technological factors that shape the creation and reception of mass media messages.

#### **COMM 1135 Communication Theory (3) [P]**

Survey of elements and processes critical to human communication behavior. Comparison of influential communication theories.

#### **COMM 1150 Introduction to Public Relations (3) [PR]**

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.

#### **COMM 1193 Practicum in Applied Communication (1-3)**

Prerequisite: Consent of instructor. Practicum work at any of the UMSL 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.

#### **COMM 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.

#### **COMM 2231 Communication in the Organization (3) [C] [P]**

Prerequisite: None. 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.

**COMM 2232 Effective Communication in the Organization: Tool for Leadership (3) [P]**

Prerequisites: None. 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.

**COMM 2240 Persuasive Communication (3) [P]**

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.

**COMM 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.

**COMM 2250 Strategic Communication (3)**

Prerequisite: COMM 1135 or consent of instructor. Principles of message construction in oral, written, and/or mediated communication. Emphasis is placed on logical reasoning, audience analysis, message structure, and attainment of communication goals.

**COMM 3130 Advanced Interpersonal Communication (3)**

Prerequisite: COMM 1030. Continuation of COMM 1030, focusing on contemporary theories and research regarding interpersonal relationships.

**COMM 3150 Crisis, Disaster, and Risk Communication (3)**

Course will focus on three specialized areas within public relations: communication methods and infrastructure in relation to large-scale disaster management; organizational crisis communication; and public communication regarding environmental, chemical and other public risk issues.

**COMM 3330 Research Methods in Communication I (3) [C] [P]**

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.

**COMM 3331 Research Methods in Communication II (3)**

Prerequisite: COMM 3330. Extends the study of research methods covered in COMM 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.

**COMM 3332 Intercultural Communication (3) [C]**

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.

**COMM 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.

**COMM 3337 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.

**COMM 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.

**COMM 3350 Physiological Measurement in Communication (3)**

Prerequisite: COMM 1135, COMM 3330, Junior standing, or consent of instructor. Overview of physiological measurement techniques found in classic and contemporary communication research. Conceptual and practical elements are emphasized.

**COMM 3352 Mass Media in Society (3)**

Prerequisite: COMM 1050. Examination and evaluation of theories and literature concerning media content and its effect on society. Topics include the evidence relating to the effect of entertainment and information media on audiences' behavior and attitudes, the factors that contribute to individual differences in responses

to media content, and the ways the organizational structure of the media industries shape the type of content that is produced.

**COMM 3358 Communication in Public Relations I (3) [PR]**

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.

**COMM 3359 Communication in Public Relations II (3)**

Prerequisites: COMM 3358. A continuation of COMM 3358 with special attention given to communication theories and strategies that underlie public relations initiatives.

**COMM 3360 Health Communication in Mass Mediated Contexts (3) [PR]**

Prerequisite: COMM 1050 or consent of instructor. Examination of the theories and literature dealing with the role of mass media in health behavior. Topics include health promotion and prevention campaigns and the effect of news and entertainment media on health behaviors.

**COMM 3361 Health Communication in Interpersonal and Organizational Contexts (3)**

Prerequisites: COMM 1030 and 2231, or consent of instructor. Examination of the theories and literature dealing with the role of interpersonal organizational communication in health behavior and health care organizations.

**COMM 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.

**COMM 3392 Administration of Cocurricular Activities (3)**

Prerequisites: COMM 1040 or Consent of Instructor. A survey of skills required to administer the various cocurricular activities associated with teachers who teach speech and communication courses in the secondary schools. Practical experience in skills such as: operation of debate tournaments, public speaking competitions, and mock trial competitions.

**COMM 3395 Special Topics in Communication (3) [P]**

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.

**COMM 3400 Language and Behavior (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. Examination of language and behavior which includes etiological considerations, functions, meanings, perceptions, and process-interaction rules.

**COMM 3410 Nonverbal Communication (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. An examination of the paralinguistic cues that accompany normal communication such as facial expression, eye behavior, gestures and body movements, accents and dialects, and the impact of touch, among others. The implications for message construction, delivery, and perception are discussed.

**COMM 3500 Dysfunctional Communication (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. An examination of some of the factors that impede effective communication. Emphasis is placed both on individual attributes such as verbal aggression and communication apprehension, as well as context-based factors found in family and romantic relationships, among others.

**COMM 3510 Communication and Conflict (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. An examination of the features that contribute to effective and ineffective communication during conflicts. The course integrates communication research and theory with practical applications in negotiation and conflict resolution.

**COMM 3520 Communication Problems in Children (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. A review of communication research on developmental difficulties in children. Theories of communication, language development, acquisition, correction, and implementation are discussed.

**COMM 3600 Communication and Families (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. An analysis of research and theory involving communicative attributes and phenomena unique to the family context. Communication between parent-child, siblings, and extended family members, as well as more complex family structures are addressed. Functional and effective communication techniques are also discussed.

**COMM 3610 Communication and Relationships (3)**

Prerequisite: COMM 1030, junior standing or consent of the instructor. An examination of the contributions of communication researchers to the study of developing and maintaining human relationships with particular

focus on communication in friendships and romantic relationships.

**COMM 3700 Computer Mediated Communication (3)**

Prerequisite: COMM 1030, COMM 1050, junior standing or consent of the instructor. A comparison of the similarities and differences between face-to-face communication and computer-mediated communication. Synchronous and Asynchronous methods of interaction are examined, as well as other characteristics unique to the digital environment.

**COMM 3800 Trends in Mass Communication (3)**

Prerequisite: COMM 1050, junior standing, or consent of the instructor. A theoretical and research-based examination of popular trends in Mass Communication. May be repeated once if topics are different.

**COMM 4035 Integrated Approaches to Public Relations, Advertising, and Promotion (3)[PR]**

Prerequisite: COMM 3358, junior standing, or consent of the instructor. Overview of how publicity, advertising and other promotional activities can be integrated into a single cohesive communication initiative or program.

**COMM 4100 Communication Campaigns (3) [PR]**

Prerequisite: COMM 1030, COMM 1050, COMM 1150, and junior standing or consent of the instructor. This course focuses on the design, analysis, and implementation of mass communication-based information campaigns by integrating research and theory from interpersonal, mass communication, and public relations.

**COMM 4199 Applied Public Relations (3) [P]**

Prerequisite: COMM 1150, COMM 3358, COMM 4035, junior standing, or consent of the instructor. This course provides students with an applied experience in public relations. The course may require on-site visits to private firms and/or the development of multi-year strategic plans.

**COMM 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.

**COMM 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.

**COMM 4393 Internship in Applied Communication (3-6) [C] [P]**

Prerequisites: Senior standing, with a least 12 hours of course work in Communication, consent of instructor; open to communication majors only. Advanced practical work in business and organizational communication, public relations, or campaign communication. Work must be done under the supervision of a working 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.

**COMM 6400 Seminar in Communication Theory (3) [GC]**

Prerequisites: Graduate Standing. Examination of the theoretical, methodological, and philosophy of science issues in the discipline of communication. Examines general, micro, contextual, and interdisciplinary (symbiotic) communication theories. Required of all graduate communication students. (Core Course.)

**COMM 6405 Introduction to Communication Research Methods (3) [GC]**

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.)

**COMM 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.

**COMM 6411 Seminar in Mass Communication (3) [GC]**

Examines the communication research literature pertaining to media planning, content, and effects. A broad range of media forms and possible effects are considered.

**COMM 6431 Seminar in Organizational Communication (3) [GC]**

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.)

**COMM 6435 Seminar in Advanced Applied Communication (3) [GC]**

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.)

**COMM 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.

**COMM 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.

**COMM 6491 Supervised Research in Communication (1-3)**

Prerequisites: Graduate Standing, Special Consent Collaborative research with a faculty member on a communication topic of mutual interest. May be repeated up to 10 hours.

**COMM 6492 Practicum in Computer-Mediated Communication (1-3)**

Prerequisites: Graduate Standing, Special Consent Collaborative research with a faculty member on a communication topic of mutual interest. May be repeated up to 6 hours.

**COMM 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.

**COMM 6498 Thesis Research and Preparation (1-10)**

Prerequisites: Graduate standing. Individual research for and preparation of the graduate thesis.

**COMM 6499 Graduate Internship (3-6)**

Prerequisites: Graduate standing and approval of graduate coordinator. Individual on-site internship in organizational or mass communication setting.

[C] = Core course required for major or minor in Communication

[P] = Course fulfills elective requirement for Certificate in Public Relations

[PR] = Course is required for Certificate in Public Relations

[GC] = Graduate core course required for the Master of Arts in Communication degree

**The following courses have been moved to Media Studies:**

Original	Course #	Course Title
COMM	1065	Introduction to Information Technology
COMM	1070	Introduction to Cinema
COMM	1108	Advertising Copywriting
COMM	1110	Introduction to Radio and Television Broadcasting
COMM	1113	Basic Television Studio Production
COMM	1114	Radio Production I
COMM	1118	Radio and Television Announcing
COMM	1196	Practicum in Radio
COMM	1197	Practicum in Television/Film
COMM	2210	Television Production I
COMM	2212	Broadcast Writing and Reporting
COMM	2215	Radio Production II
COMM	2216	Radio News
COMM	2217	Script Writing for Business and Industry
COMM	2118	Public Policy in Telecommunication

COMM	2119	Promotion, Publicity, and Advertising in Broadcasting
COMM	2256	International Communication
COMM	3214	News Writing
COMM	3310	Television Production II
COMM	3311	Broadcast Management
COMM	3313	Advanced Video Editing
COMM	3316	Television News
COMM	3317	Radio and Recording Industry
COMM	3334	Advertising Media Planning
COMM	3350	Mass communication History
COMM	3354	Comparative Telecommunication Systems
COMM	3355	Media Law and Regulation
COMM	3370	Documentary Film
COMM	3394	Internship In Journalism
COMM	3395	Special Topics in communication
COMM	3396	Internship in Radio
COMM	3397	Internship in Television/Film
COMM	4357	Media Ethics

# BULLETIN 2009 UNIVERSITY OF MISSOURI - ST. LOUIS 2010

## Department of Music

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### Department of Music Home Page

### Faculty

**Robert Nordman**, Chair, E. Desmond Lee, Professor of Music Education  
M.M., Saint Louis Conservatory of Music

**Geaoid O'hAllmhurain**, Jefferson Smurfit, Professor of Irish Studies  
Ph.D., The Queen's University of Belfast

**Diane Touliafos**, Curators' Professor  
Ph.D., Ohio State University

**Douglas Turpin**, E. Desmond Lee, Professor Emeritus of Music Education  
D.Ed., Washington University

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

**Barbara Harbach**, Professor  
D.M.A., University of Rochester, Eastman School of Music

**John Hylton**, Dean, College of Fine Arts and Communication, Professor,  
D.Ed., Penn State University

**Kenneth E. Miller**, Professor Emeritus,  
Ph.D., Northwestern University

**Evelyn Mitchell**, Professor Emerita

**Arnold Perris**, Professor Emeritus  
Ph.D., Northwestern University

**Robert J. Ray**, Professor  
B.M., Northwestern University

**James Richards**, Associate Dean, College of Fine Arts and Communication, Professor,  
Ph.D., University of Rochester, Eastman School of Music

**Kurt S. Baldwin**, Associate Professor, Arianna String Quartet  
M.M., New England Conservatory of Music

**David Gillham**, Associate Professor, Arianna String Quartet  
M.M., Peabody Conservatory

**James E. Henry**, Associate Professor  
Ph.D., Washington University

**John McGrosso**, Associate Professor, Arianna String Quartet  
M.M., Juilliard School of Music

**Joanna Mendoza**, Associate Professor, Arianna String Quartet  
M.M., Juilliard School of Music

**Leonard Ott**, Associate Professor  
Ph.D., Michigan State University

**Wm. Thomas Walker**, Associate Professor, Dean, Continuing Education and Outreach  
D.A., University of Northern Colorado

**Stella Markou**, Assistant Professor  
M.M., Cleveland Institute of Music

**Gary Brandes**, Associate Teaching Professor  
M.M., University of Missouri-Columbia

**William Hammond**, Associate Teaching Professor (Music History and Literature)  
D.Ed. Boston University

**Alla Voskoboinikova**, Associate Teaching Professor (Piano)  
M.M., Gnessins Academy of Music-Moscow, Russia

**James Widner**, Associate Teaching Professor, (Jazz Studies)  
M.A., Memphis State University

**Matthew Henry**, Assistant Teaching Professor, (Percussion)  
M.M., Webster University

**Kathryn Haggans**, Associate Adjunct Professor (Voice)  
Ph.D., University of Arizona

**Aurelia Hartenberger**, Associate Adjunct Professor (Music Education)  
Ed.D, Washington University

**Billie Jo Derham**, Teaching Assistant Professor (Piano)  
M.M., Southern Illinois University-Edwardsville

**Tod Bowermaster**, Adjunct Lecturer (French Horn)  
B.M., Northwestern University

**Kimberly Cowell**, Adjunct Lecturer (Music Education)  
M.M., University of Missouri-St. Louis

**Ann Homann**, Adjunct Lecturer (Oboe)  
M.M., St. Louis Conservatory of Music

**Hugh Jones**, Adjunct Lecturer (Jazz Studies)  
M.M., Southern Illinois University at Edwardsville

**Joseph Kaminsky**, Adjunct Lecturer (String Pedagogy)  
M.M., Southern Illinois University-Edwardsville

**Paula Kasica**, Adjunct Lecturer (Flute)  
B.M., St. Louis Conservatory of Music

**Kenneth W. Kehner**, Adjunct Lecturer (Jazz Piano)  
B.M., Truman State University

**Stephen Morton**, Adjunct Lecturer (Voice)  
M.M., University of Tennessee

**Robert Mottl**, Adjunct Lecturer (Bassoon)  
M.M., Indiana University

**Gerry Pagano**, Adjunct Lecturer (Trombone, Euphonium, Tuba)  
M.M., Juilliard School of Music

**Alan Rosenkoetter**, Adjunct Lecturer (Guitar)  
B.S., Washington University

**Henry Smith**, Adjunct Lecturer (Saxophone and Jazz)  
B.M., University of Texas

**John Smith**, Adjunct Lecturer (Music Education)  
M.M., University of Oklahoma

**Sue Stubbs**, Adjunct Lecturer (Double Bass)  
M.M., University of Missouri-Columbia

**Lorenzo Trujillo**, Adjunct Lecturer (Trumpet and Jazz)  
D.M.A., University of California-Los Angeles

**Miles Vandiver**, Adjunct Lecturer (Jazz Percussion)  
B.A., Southern Illinois University-Edwardsville

**Jeanine York-Garesche**, Adjunct Lecturer (Clarinet)  
M.M., St. Louis Conservatory of Music

**Susan Werner**, Adjunct Lecturer (Voice)  
M.M., University of Illinois-Champaign-Urbana

**Meiko Hironaka-Bergt**, Specialist (Piano)  
M.M. Toho Academy of Music

**Deborah Mihok**, Specialist (Piano)  
B.M.E., University of Missouri-St. Louis

**Vera Parkin**, Specialist (Piano)  
M.M., Southern Illinois University at Edwardsville

**Donna Pyron**, Specialist (Piano)  
B.M., University of Missouri-Columbia

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 professional musicians.

The Department of Music is accredited by the National Association of Schools of Music.

### **Performing Ensembles**

Membership in Music Department performing ensembles (choral, orchestral, concert and pep band, jazz, chamber, etc.) is open to UMSL 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:

- EN PER 1400**, University Chorus
- EN PER 1410**, The University Singers
- EN PER 1420**, University Concert Band
- EN PER 1500**, University Orchestra
- EN PER 1520**, University Band
- EN PER 1530**, University Wind Ensemble
- EN PER 1541**, Chamber Ensemble Brass
- EN PER 1542**, Jazz Combo
- EN PER 1543**, Chamber Ensemble Percussion
- EN PER 1544**, Chamber Ensemble Strings
- EN PER 1545**, Chamber Ensemble Voice
- EN PER 1550**, Jazz Ensemble
- EN PER 1560**, Opera Workshop
- EN PER 1600**, Advanced Opera Workshop

Each year more than 100 recitals and concerts are presented.

Additional information may be obtained by contacting the Department of Music: (314) 516-5980.

## **Undergraduate Studies**

### **General Education Requirements**

General education requirements apply to all majors, except that students in the B.M. with elective studies in business and B.M. in music education degree programs 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 an overall GPA of 2.5 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 (EN PER 1400, University Chorus; EN PER 1410, University Singers; EN PER 1420, University Concert Band; EN PER 1500, University Orchestra; EN PER 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. M H L T 1090, Non-Western Music I meets the non-Euro-American study requirement.

### **General Education Learning Outcomes for Music Students**

- Students will demonstrate enhanced aesthetic appreciation and discrimination.
- Students will demonstrate knowledge of a wide range of world music.
- Students will demonstrate knowledge of relationships among the arts, societal influences on music and musical influences on society.

### **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 AP MUS 3440 - 3459 or AP MUS 4440 - 4459. This examination is usually taken at the same time as the applied music jury for the fourth semester of enrollment in AP MUS 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 enroll in an approved ensemble (University Band, University Singers, University Chorus, or University Orchestra), to study one applied area progressively each semester, and to enroll in the appropriate pedagogy and literature seminar 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 by special permission, 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: PRACTM 2180, Intermediate Piano Proficiency, or equivalent for instrumentalists, or PRACTM 3290, Intermediate Piano Proficiency, or equivalent for vocalists.

The music department may require students to pass a placement test 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**

**THYR COM 1301**, Theory of Music I  
**THYR COM 1302**, Aural Training I  
**THYR COM 1311**, Theory of Music II  
**THYR COM 1312**, Aural Training II  
**THYR COM 2301**, Theory of Music III  
**THYR COM 2302**, Aural Training III  
**THYR COM 2311**, Theory of Music IV  
**THYR COM 2312**, Aural Training IV  
**THYR COM 3410**, Orchestration

#### **Piano Proficiency**

**PRACTM 1140**, Piano Proficiency  
**PRACTM 1150**, Piano Proficiency  
**PRACTM 2160**, Intermediate Piano Proficiency  
**PRACTM 2180**, Intermediate Piano Proficiency

#### **Music History and Literature**

**M H L T 1010**, History of Western Music I  
**M H L T 1020**, History of Western Music II  
and at least one upper level history course **4000 - 4280**.

#### **Applied Music**

**AP MUS 1460**, **AP MUS 3460**, **AP MUS 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:

#### **Learning Outcomes for All Music Degrees**

- Students will demonstrate the solo and ensemble performance skills to become a professional musician.
- Students will demonstrate knowledge in music theory, music history, music literature, to become a professional musician.
- Students will demonstrate the ability to speak and write clearly and effectively about music.

#### **Bachelor of Arts in Music**

In addition to the required core curriculum, candidates must complete the following:

**M H L T 1090**, Non-Western Music I,  
**PRACTM 2510**, Conducting I  
**PRACTM 3920**, Senior Research

#### **Applied Area**

8 credit hours of private lessons

**Ensemble**

4 hours maximum credit

**Foreign Language**

Candidates for the B.A. degree in Music are required to complete 13 credit hours or the equivalent in proficiency in one foreign language. Please see the College of Fine Arts and Communication's Baccalaureate Degree Requirements for additional information about the foreign language requirement.

**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. All of the courses in the General Education Requirement Area must be a minimum of two semester hours. Other General Education requirements include the following:

**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.

**Applied Area**

7 credit hours of private lessons

**Practicum**

**PRACTM 2510**, Conducting I

**Instrumental Certification**

**PDGOGY 1250, 1260, 1270, 1280**, Instrumental Techniques

**PRACTM 2610**, Elementary School Instrumental Literature Laboratory

**PRACTM 3521**, Conducting II - Instrumental

**PRACTM 3620**, Junior - Senior High School Instrumental Literature Laboratory

**Vocal Certification**

**PRACTM 1250**, Singer's Diction: English, Italian and German

**PRACTM 1260**, Singer's Diction: Latin, French, and Spanish

**PRACTM 2611**, Elementary School Choral Literature Laboratory

**PRACTM 3190**, Intermediate Piano Proficiency

**PRACTM 3290**, Intermediate Piano Proficiency

**PRACTM 3522**, Conducting II - Choral

**PRACTM 3621**, Junior - Senior High School Choral Literature Laboratory

**THRY COM 3420**, Choral Arranging

Vocal certification students whose applied area is not voice must consult an advisor for additional courses.

**Ensemble**

4 hours maximum credit

**Curriculum and Methods of Teaching**

\***MUS ED 3570**, Curriculum and Methods of Teaching Elementary School Music

\***MUS ED 3670**, Philosophic and Practical Foundations of the Secondary Music Education Curriculum

**Instrumental Certification**

\***MUS ED 3680**, Curriculum and Methods of Teaching Instrumental Music I

\***MUS ED 3700**, Curriculum and Methods of Teaching Instrumental Music II

**Vocal Certification**

\***MUS ED 3710**, Curriculum and Methods of Teaching Secondary Choral Music

\*Must be taken in **residence** before enrolling in SEC ED 3293 and SEC ED 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

### **Learning Outcomes for Music Education Students**

- Students will demonstrate the solo and ensemble performance skills to become a professional music educator.
- Students will demonstrate knowledge in music theory, music history, music literature, to become a professional music educator.
- Students will demonstrate pedagogical skills and knowledge of resources to become a professional music educator.
- Students will demonstrate the ability to speak and write clearly and effectively about music.

### **Bachelor of Music with an Emphasis in Performance**

In addition to the required music core curriculum, candidates must complete the following:

**M H L T 1090**, Non-Western Music I,  
**PDGOGY 1560**, Piano Pedagogy (Keyboard students only)  
**PRACTM 2510**, Conducting I  
**THRY COM 3110**, Analysis of Twentieth-Century Techniques  
**THRY COM 3120**, Tonal Counterpoint  
**PRACTM 3190**, Intermediate Piano Proficiency (voice majors only)  
**PRACTM 3290**, Intermediate Piano Proficiency (voice majors only)  
**PRACTM 3521 or PRACTM 3522**, Conducting II  
**PRACTM 3920**, Senior Research

#### **Music History and Literature**

An additional upper level course M H L T 4000-4280, is required.

#### **Applied Area**

12 credit hours of Applied Music, including 8 credit hours of AP MUS 4440-4459 level, including required junior and senior recitals.

Students in Applied Music must pass a junior-standing exam to confirm their level of performance skills for enrollment in AP MUS 4440-4459.

#### **Ensemble**

Participation is required as follows:  
Large Ensemble--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.

### **Bachelor of Music with Elective Studies in Business**

In addition to the required music core curriculum, candidates must complete the following:

Additional general education requirements, prerequisites to the required business administration courses:

PSYCH 1003, General Psychology, or SOC 1010, Introduction to Sociology ECON 1001, Principles of Microeconomics

**Applied Area**

8 credit hours of applied music

**Music History and Literature:**

**M H L T 1090**, Non-Western Music I

One additional course from MHLT 4000 – 4459 is required.

**Practicum**

**PRACTM 2510**, Conducting I

**Ensemble**

4 hours maximum credit

**Internship**

**PRACTM 4920**, Internship (replaces PRACTM 3920 Senior Research in Core Curriculum)

**English**

One of the following English courses is required:

**ENGL 3100**, Advanced Expository Writing

**ENGL 3120**, Business Writing

**ENGL 3130**, Technical Writing

**Business Administration**

The following courses in business administration are required:

**ACCTNG 2400**, Fundamentals of Financial Accounting

**ACCTNG 2410**, Managerial Accounting

**MGMT 3600**, Management as a Behavioral Science I

**MKTG 3700**, Basic Marketing

Two courses selected from the following list must also be taken:

**ACCTNG 3441**, Income Taxes

**BUS AD 3900**, Business Law: Contracts, Sales, Secured Transactions, Bankruptcy

**BUS AD 2900**, Legal Environment of Business

**FINANCE 3500**, Financial Management

**INFSYS 1800**, Computers and Information Systems

**MGMT 3611**, Advanced Management and Organizational Behavior

**MGMT 3621**, Human Resource Management

**MGMT 3622**, Industrial and Labor Relations

**MKTG 3710**, Consumer Behavior

**Curricula for Minors**

**Minor in Music**

Candidates must complete the following courses (26 hours):

**Music Theory**

**THRY COM 1301**, Theory of Music I

**THRY COM 1302**, Aural Training I

**THRY COM 1311**, Theory of Music II

**THRY COM 1312**, Aural Training II

**Music History and Literature**

**M H L T 1010**, History of Western Music I or

**M H L T 1020**, History of Western Music II

Any M H L T course 4220-4280

**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:

**PRACTM 2160**, Intermediate Piano Proficiency (Prerequisite: PRACTM 1150)

**PRACTM 2180**, Intermediate Piano Proficiency

**THRY COM 2301**, Theory of Music III

**THRY COM 2302**, Aural Training III

**THRY COM 2311**, Theory of Music IV

**THRY COM 2312**, Aural Training IV

**THRY COM 3410**, Orchestration

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 PRACTM 1150 or equivalent.

A GPA of 2.5 for all music hours is required to complete this minor.

### **Minor in Music Education**

The minor in music education is designed to provide a second classification area in choral/vocal, grades K-9 for students enrolled in other education programs that lead to initial teaching certification.

Candidates must complete the following courses (41 hours):

#### **Music Theory**

**THRY COM 1301**, Theory of Music I  
**THRY COM 1311**, Theory of Music II  
**THRY COM 1302**, Aural Training I  
**THRY COM 1312**, Aural Training II

#### **Music History and Literature**

**M H L T 1010**, History of Western Music I  
**M H L T 1020**, History of Western Music II

#### **Music Education**

**MUS ED 3570**, Curriculum and Methods of Teaching Elementary School Music\*  
**MUS ED 3670**, Philosophic and Practical Foundations of the Secondary Music Education Curriculum\*

\*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**

**PRACTM 1140/1150**, Piano Proficiency  
**PRACTM 2160/2180**, Intermediate Piano Proficiency  
**PRACTM 2510**, Conducting I  
**PRACTM 2611**, Elementary School Choral Literature Laboratory  
**PRACTM 3621**, Junior-Senior High School Choral Literature Laboratory

#### **Ensemble**

**EN PER 1400/1410**, Chorus or University Singers

**Applied Music**, voice (at least 2 hours must be private rather than class voice)

Students must receive at least a C- in each music course and maintain a 2.5 GPA in all music courses except that Chorus/Singers is not included in the GPA.

### **Minor in Jazz Studies**

Candidates must complete 31 credit hours from the following:

#### **Music Theory**

**THRY COM 1301**, Theory of Music I  
**THRY COM 1302**, Aural Training I  
**THRY COM 1311**, Theory of Music II  
**THRY COM 1312**, Aural Training II

#### **Music History and Literature**

**M H L T 1020**, History of Western Music II  
**M H L T 1070**, Introduction to Jazz

#### **Applied Area**

4 credit hours of private lessons

#### **Piano Proficiency**

**PRACTM 1140/1150**, Piano Proficiency  
**PRACTM 2160**, Intermediate Piano Proficiency  
**PRACTM 2170**, Jazz Keyboard Harmony

#### **Ensemble**

2 credit hours minimum, to be selected from:

**EN PER 1542**, Jazz Combo  
**EN PER 1545**, Chamber Ensemble Voice  
**EN PER 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)**

**MUS ED 5810**, Foundations of Music Education (3)  
**MUS ED 5910**, Music Education Research (3)  
**MUS ED 5990**, Master's Project in Music Education (3)

### **Advanced Methods (3 credits from the following)**

**MUS ED 5510**, Graduate Instrumental Methods (3)  
**MUS ED 5610**, Graduate Choral Methods (3)  
**MUS ED 5710**, General Music: A Model for Multi-Faceted Musical Learning (3)

### **Choose 9 credits from the following:**

**M H L T 5010**, Studies in Style and Performance (3)  
**MUS ED 5620**, Guitar in the Classroom (3)  
**MUS ED 5750**, Microcomputer Applications in Music Education(3)  
**MUS ED 5760**, Microcomputer Assisted Instruction Curriculum Development in Music (3)  
**MUS ED 5770**, Graduate Microcomputer Applications in Music (3)  
**MUS ED 5920**, Psychology of Music (3)  
**PRACTM 5020**, Choral Literature (3)  
**PRACTM 5210**, Graduate Conducting (3)  
**THRY COM 5110**, Scoring and Arranging (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 5730**, Educational Statistics (3)  
**ED REM 6707**, Classroom Testing and Measurement (3)  
**ED REM 6710**, Educational Research Methods (3)

### **Electives**

#### **Choose 5 credits from elective courses such as:**

**AP MUS 5430**, Special Applied Studies (1)  
**AP MUS 5440**, Graduate Applied Studies (1)  
**EN PER 5310**, Graduate Chamber Ensemble (0)  
**EN PER 5490**, **Graduate Ensemble (1)**  
**ED REM 6710**, Educational Research Methods (3)  
**ED TECH 5340**, Selection and Utilization Education Media (3)  
**MUS ED 4010**, Marching Band Techniques (3)  
**MUS ED 5060**, Graduate Workshop in Music Education (1-3)  
**MUS ED 5130**, Teaching Music Theory in the High School (3)  
**MUS ED 5510**, Graduate Instrumental Methods (3)

- MUS ED 5610**, Graduate Choral Methods (3)
- MUS ED 5620**, Guitar in the Classroom (3)
- MUS ED 5710**, General Music: A Model for Multi-Faceted Musical Learning (3)
- MUS ED 5750**, Microcomputer Applications in Music Education (3)
- MUS ED 5760**, Microcomputer Assisted Instruction: Curriculum Development in Music
- MUS ED 5770**, Graduate Microcomputer Applications in Music (3)
- MUS ED 5800**, Musical Acoustics (3)
- MUS ED 5820**, School Music Administration and Supervision (3)
- MUS ED 5830**, Contemporary Music Education (3)
- MUS ED 5840**, Problems of Urban Music Education (3)
- MUS ED 5920**, Psychology of Music (3)
- MUS ED 5950**, Special Problems in Music Education (3)
- PDGOGY 5740**, Techniques of Group Keyboard Instruction (3)
- PRACTM 5020**, Choral Literature (3)
- PRACTM 5030**, Band Literature (3)
- PRACTM 5210**, Graduate Conducting (3)
- SPEC ED 6412**, Psychology of Exceptional Children (3)
- THRY COM 5110**, Scoring and Arranging (3)
- THRY COM 5120**, Advanced Composition Techniques (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 UMSL 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.

# BULLETIN 2009 University of Missouri - St. Louis 2010

## Department of Theatre, Dance, & Media Studies

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### Department of Theatre, Dance & Media Studies Home Page

### Faculty

**Thomas McPhail**, Professor (Media Studies) and Chair

Ph.D., Purdue University

**Adeniyi (Niyi) Coker**, E. Desmond Lee Professor in African Studies; Fellow, Center for International Studies (Theatre & Dance)

Ph.D., Temple University

**Michael Murray**, Professor, Curators' Teaching Professor (Media Studies)

Ph.D., University of Missouri-Columbia

**Rita Csapo-Sweet**, Associate Professor (Media Studies)

Ed.D., Harvard University

**James Fay**, Associate Professor (Media Studies)

M.F.A., Tulane University

**Felia Davenport**, Assistant Professor (Theatre & Dance)

M.F.A., University of Tennessee, Knoxville

**Robert Scoggins**, Assistant Professor (Theatre and Dance)

M.F.A., in Dance, Lindenwood University

**Jason Cannon**, Visiting Assistant Professor (Theatre & Dance)

MA, Washington University

**Krista Tucciarone**, Assistant Teaching Professor (Media Studies)

Ph.D., University of Missouri - St. Louis

The Department of Theatre, Dance, and Media Studies offers the BA degree program in Theatre and Dance is offered, as well as the BS degree in Media Studies. The department also offers minor and certificate programs.

The Theatre and Dance area offers four main stage productions each academic year. The University Players, a recognized student organization, is open to any University of Missouri-St. Louis student, as is The Group Formerly Known as Jeté, the student Dance organization.

Media Studies students are active in the Media Production Society, Ad Corps, SEMPA, the student radio organization, and community internships. Students are also actively involved in media production for both internal and external organizations and agencies.

For further information concerning the theatre, dance and/or media studies, curriculum, or other matters, contact the Department of Theatre, Dance, and Media Studies at 314-516-4572.

### Undergraduate Studies

#### General Education Requirements

- All Theatre and Dance majors must satisfy the University and College of Fine Arts and Communication's 42-hour general education core requirements, which include English 1100 and the Math proficiency requirement.
- Junior-level writing class is required
- The Cultural Diversity requirements may be satisfied by General Education courses or lower-or upper-level courses in various departments.
- State Government/History graduation requirements may be satisfied by General Education courses or by other lower-or upper-level courses in various departments.
- 13 hours of a foreign language

## **Degree Requirements**

### **Bachelor of Arts in Theatre and Dance**

Theatre and Dance majors must complete a minimum of 36, but not more than 52 hours in Theatre and Dance courses. A core of 26 hours is required for all majors and 10-26 additional hours in Theatre and Dance are required. At least 24 hours in the major must be taken at UMSL and must include 6 hours at the 2000 or higher level and 9 hours at the 3000 or higher level. All courses required for the major must be completed with a minimum grade of C- to be accepted, and the overall total grade point average must be at least 2.0 to graduate. To be eligible to participate in Internship classes, each student must have an overall grade point average of 3.0

In addition to the major's required core and elective Theatre & Dance courses, students will choose elective courses to bring their total credit hours to 120. Practicum courses may be repeated for credit; an overall limit of 20 hours in Practicum courses will be accepted towards the 120 hour degree.

### **Required Core Courses for all Theatre and Dance Majors**

**TH DAN 1210** Fundamentals of Acting 1 (3 hours)  
**TH DAN 1900** Introduction to Theatre Technology (3 hours)  
**TH DAN 1910** Introduction to Theatrical Design (3 hours)  
**TH DAN 1023** Fundamentals of Dance (3 hours)  
**TH DAN 2810** History of World Theatre & Drama I; **or**  
**TH DAN 2820**, History of World Theatre & Drama II; **or**  
**TH DAN 2840**, History of Dance I (3 hours)

### **2 hours chosen from these Production related courses:**

**TH DAN 1060** Theatre Workshop  
**TH DAN 2260** Introduction to Costume Design & Production  
**TH DAN 3060** Advanced Theatre Workshop  
**TH DAN 3254** Costume Production & Construction Techniques

### **6 hours chosen from these Practicum courses (3 hours of which need to be above the 3000 level)**

**TH DAN 2195** Practicum in Performance Studies  
**TH DAN 2196** Theatre Practicum: Scenery/Lighting/Sound in Theatre Production  
**TH DAN 2197** Practicum in Costume  
**TH DAN 2198** Practicum in Dance  
**TH DAN 3195** Advanced Practicum in Performance Studies  
**TH DAN 3196** Advanced Theatre Practicum: Scenery/Lighting/Sound in Theatre Production  
**TH DAN 3197** Advanced Practicum in Costume  
**TH DAN 3198** Advanced Practicum in Dance

**26 hours total** - Additional hours in Theatre and Dance electives are to be selected based on individual students' areas of interest. The core courses of 26 hours plus the Theatre and Dance electives must equal a minimum of 36 hours, but not more than 52 hours, for Theatre and Dance majors.

### **Minor in Theatre and Dance**

Students with other majors may choose to minor in Theatre and Dance to complement their academic and career goals. The minor requires 18 hours of Theatre and Dance courses, nine of which must be taken at UMSL. A minimum GPA of 2.0 is required in the minor.

### **A. Minor in Theatre and Dance Consists of the following:**

#### **a. 3 hours chosen from these Performance related courses:**

**TH DAN 2211** Acting Styles  
**TH DAN 3210** Ensemble Acting  
**TH DAN 3305** Writing for Performance  
**TH DAN 4220** Directing for the Theatre

#### **b. 3 hours chosen from these Design/Technology related courses:**

**TH DAN 2260** Introduction to Theatrical Costume Design & Production  
**TH DAN 2280** Lighting and Sound Technology  
**TH DAN 3252** Costume Design  
**TH DAN 3254** Costume Production & Construction Techniques  
**TH DAN 3260** Scenic Design  
**TH DAN 3261** Lighting Design

#### **c. 2-3 hours chosen from these Dance related courses:**

**TH DAN 1006** Beginning Ballet Technique  
**TH DAN 1007** Beginning Jazz Dance Technique  
**TH DAN 1008** Beginning Modern Dance Technique  
**TH DAN 2006** Intermediate Ballet Technique\*  
**TH DAN 2007** Intermediate Jazz Dance Technique\*

**TH DAN 2008** Intermediate Modern Dance Technique\*  
**TH DAN 3006** Advanced Ballet Technique\*  
**TH DAN 3007** Advanced Jazz Dance Technique\*  
**TH DAN 3008** Advanced Modern Dance Technique\*  
**TH DAN 3009** Dance Choreography for the Stage, Television, and Video

**d. 2 hours chosen from these Production related courses:**

**TH DAN 1060** Theatre Workshop  
**TH DAN 2260** Introduction to Costume Design & Production  
**TH DAN 3060** Advanced theatre Workshop

**e. 1 hour chosen from these Practicum courses:**

**TH DAN 2195** Practicum in Performance Studies  
**TH DAN 2196** Theatre Practicum: Scenery/Lighting/Sound in Theatre Production  
**TH DAN 2197** Practicum in Costume  
**TH DAN 2198** Practicum in Dance  
**TH DAN 3195** Advanced Practicum in Performance Studies  
**TH DAN 3196** Advanced Theatre Practicum: Scenery/Lighting/Sound in Theatre Production  
**TH DAN 3197** Advanced Practicum in Costume  
**TH DAN 3198** Advanced Practicum in Dance

**f. 6-7 hours chosen from any additional Theatre and Dance courses**

\*Enrollment in Intermediate-and Advanced-level Dance Technique courses is by audition only. Beginning-level courses may be repeated for credit until sufficient proficiency has been achieved to advance to higher-level courses.

## **Bachelor of Science in Media Studies**

### **General Education Requirements**

- All Media Studies majors must satisfy the University and the College of Fine Arts and Communication 42 hour General Education core requirements which include ENGL 1100 and the Math proficiency requirement.
- A Junior level writing class is required.
- The Cultural Diversity requirements may be satisfied by General Education courses or by other lower or upper level courses in various departments.
- State Government/History graduation requirements may be satisfied by General Education courses or by other lower or upper level courses in various departments.
- There is no foreign language requirement, but foreign language proficiency is recommended.

### **Degree Requirements**

#### **Bachelor of Science in Media Studies**

Media Studies majors must complete a minimum of 51 hours in the Department of Theatre, Dance, and Media Studies courses. A core of 21 hours is required of all majors. An additional 27 hours, 9 hours in Theatre and Dance classes, 9 hours in Media Studies classes at the 2000 level or above, and 9 additional hours in Media Studies classes at the 3000 level or above, must be completed with a minimum grade of C-. At least 24 of these hours must be taken at UMSL. Of the 24 hour minimum, at least 18 hours of classes must be taken at the 2000 level or above at UMSL.

In addition to the major core and required courses, students will choose elective courses to bring their total credit hours to 120. Practicum and Internship courses may be repeated for credit, but an overall limit of 20 hours in Practicum and Internship will be accepted towards the 120 hours degree.

#### **Required Core Courses for all Media Studies majors:**

**3 hours MEDIA ST 1050** Introduction to Media Studies  
**3 hours MEDIA ST 1065** Introduction to Information Technology  
**3 hours TH DAN 1900** Introduction to Theatre Technology  
**3 hours MEDIA ST 1070** Introduction to Cinema **or**  
**MEDIA ST 1100** Introduction to Advertising **or**  
**MEDIA ST 1110** Introduction to Radio/TV Broadcasting  
**3 hours MEDIA ST 2235** Media Theory

**6 hours MEDIA ST 1194-8** Practicum  
**and/or**

**MEDIA ST 3194-8** Internship (Students must have a 3.0 G.P.A. in the major or Consent of Instructor to take an internship)

**21 hours total**

Additional hours in Theatre, Dance and Media Studies electives are to be selected on individual students' areas

of interest. The core courses of 21 hours plus the Theatre, Dance, and Media Studies electives must equal 27 hours, for Media Studies majors.

Any other Theatre and Dance class (9 hours)

Any other Media Studies class at the 2000 level or above (9 hours)

Any other Media Studies class at the 3000 level or above (9 hours)

**27 hours total**

### **Minor in Media Studies**

A minor in Media Studies consists of the following:

1. 3 hours 2235, Media Theory
2. 6 hours chosen from the following:
  - MEDIA ST 1050**, Introduction to Media Studies
  - MEDIA ST 1060**, Introduction to World Cinema
  - MEDIA ST 1065**, Introduction to Information Technology
  - MEDIA ST 1070**, Introduction to Cinema
  - MEDIA ST 1100**, Introduction to Advertising
  - MEDIA ST 1108**, Advertising Copywriting
  - MEDIA ST 1110**, Introduction to Radio/TV Broadcasting
  - MEDIA ST 1113**, Basic Television Studio Production
  - MEDIA ST 1114**, Radio Production I
  - MEDIA ST 1118**, Radio and Television Announcing
3. 3 hours chosen from the following:
  - MEDIA ST 2210**, Television Production I
  - MEDIA ST 2211**, Introduction to Digital Multimedia Productions
  - MEDIA ST 2212**, Broadcast Writing and Reporting
  - MEDIA ST 2218**, Public Policy in Telecommunication
  - MEDIA ST 2500**, Introduction to Comparative International Media Systems
  - MEDIA ST 3370**, Documentary Film
4. 6 hours chosen from the following:
  - MEDIA ST 2228**, Public Relations Writing
  - MEDIA ST 2271**, History of American Film
  - MEDIA ST 2272**, Contemporary Cinema
  - MEDIA ST 3070**, International Cinema
  - MEDIA ST 3150**, Feature Writing
  - MEDIA ST 3180**, Reporting
  - MEDIA ST 3214**, News Writing
  - MEDIA ST 3310**, Television Production II
  - MEDIA ST 3313**, Advanced Video Editing
  - MEDIA ST 3316**, Television News
  - MEDIA ST 3317**, Radio and Recording Industry
  - MEDIA ST 3334**, Advertising in Media Planning
  - MEDIA ST 3338**, Advertising Techniques
  - MEDIA ST 3350**, Mass Media History
  - MEDIA ST 3354**, Comparative Telecommunication Systems
  - MEDIA ST 3355**, Media Law and Regulation
  - MEDIA ST 3356**, Global Media Systems and Trends
  - MEDIA ST 4335**, Seminar in Applied Media Studies Research

### **Theatre, Dance & Media Studies**

Prerequisites may be waived by consent of the department.

### **Certificate Program in Advertising**

A student may receive the Certificate in Advertising by completing 15 hours of selected course work and 3 hours of a practicum or an internship from the following list of courses. A GPA in courses for the certificate must be 2.0 or better, and nine of the 18 hours must be taken at UMSL. Courses may not be taken on a satisfactory/unsatisfactory basis.

- MEDIA ST 1100**, Introduction to Advertising (3)
- MEDIA ST 2080**, Advertising Copywriting (3)
- MEDIA ST 2090**, Creative Advertising (3)
- COMM ST 1150**, Introduction to Public Relations (3)
- MEDIA ST 2211**, Introduction to Digital Multimedia Production (3)
- MEDIA ST 2220**, Promotion Essentials (3)
- MEDIA ST 3025**, Current Issues in Advertising (3)
- MEDIA ST 3334**, Media Planning (3)
- MEDIA ST 3338**, Advertising Techniques (3)

**MEDIA ST 3355**, Media Law and Regulation

**COMM ST 4035**, Integrated Approaches – Public Relations, Advertising, and Promotion (3)

**MEDIA ST 1195**, 150-hour Practicum\* (Equals a minimum of 3 cr. hrs.) **OR**

**MEDIA ST 3395**, 150-hour Internship\* (Equals a minimum of 3 cr. hrs.)

**\*NOTE:** Students may take MEDIA 1195 **OR** MEDIA 3395, but they must take either 150 hours of Practicum or 150 hours of Internship. Practicums or Internships must be arranged in advance and are required for all students.

## Course Descriptions

Prerequisites may be waived by consent of the department.

## Theatre and Dance

### **TH DAN 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.

### **TH DAN 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.

### **TH DAN 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.

### **TH DAN 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.

### **TH DAN 1023 Fundamentals of Dance (3)**

The 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.

### **TH DAN 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.

### **TH DAN 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.

### **TH DAN 1105 Dance Repertory (1-3)**

Prerequisites: Audition or Consent of instructor. 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 at a dance concert. Dance attire and appropriate dance shoes are required. Course may be repeated for credit up to 6 hours.

### **TH DAN 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.

### **TH DAN 1175 Arts and Ideas (3) [H]**

Same as ST ART 1175, ENGL 1175, HIST 1175, M H L T 1175, PHIL 1175. An interdisciplinary course tied to the semester's offerings at the Blanche Touhill Performing Arts Center as well as other events on campus featuring the visual arts, literature, music and film. Each semester the course will provide background on the arts in general and will critically examine particular performances and offerings. Special themes for each semester will be selected once the Touhill schedule is in place. Students will be expected to attend 6-8

performances or exhibitions. Can be repeated once for credit

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 1910 Introduction to Theatrical Design (3)**

Prerequisites: TH DAN 1900 or Consent of instructor. Introductory course covering the elements and principles of design as they relate to theatrical 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.

**TH DAN 2006 Intermediate Ballet Technique (2)**

Prerequisites: 2.0 Credit Hours of TH DAN 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.

**TH DAN 2007 Intermediate Jazz Dance Technique (2)**

Prerequisites: 2.0 Credit Hours of TH DAN 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.

**TH DAN 2008 Intermediate Modern Dance Technique (2)**

Prerequisites: 2.0 credit hours of TH DAN 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.

**TH DAN 2020 Acting for the Camera (3)**

Prerequisites: None. An acting course that prepares the actor for work in front of a camera. Working with broadcast quality cameras, students will learn the art of language and expression. Students will learn the art and skill of communicating to an audience. Students also acquire the skills for working with other actors on camera, close-ups, working with props, continuity and hitting your mark.

**TH DAN 2105 Script Analysis (3)**

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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 2197 Practicum in Costume (1-3)**

This course provides 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 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.

**TH DAN 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.

**TH DAN 2211 Acting Styles (3) (C), (H)**

Prerequisites: TH DAN 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.

**TH DAN 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.

**TH DAN 2240 Movement for Actors, Dancers & Performers (2)**

Prerequisites: TH DAN 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.

**TH DAN 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.

**TH DAN 2250 Stagecraft (3)**

Prerequisite: TH DAN 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.

**TH DAN 2260 Introduction to Theatrical Costume Design & Production (3)**

A survey of the theory, practices and vocabulary of theatrical costuming; the visualization and realization of the costume through the arts of pattern cutting; construction techniques; draping; dyeing, painting, and distressing. Course includes practical application of techniques through required 45 hours of lab work in conjunction with current department productions.

**TH DAN 2280 Lighting & Sound Technology (3)**

Prerequisite: TH DAN 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.

**TH DAN 2290 Drafting for the Theatre (3)**

Prerequisites: TH DAN 1900 or Consent of instructor. Survey course covering the fundamental techniques of two dimensional drafting. Drafting equipment will be required.

**TH DAN 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.

**TH DAN 2810 History of World Theatre and Drama Through the Restoration (3) (C) (H)**

Prerequisite: TH DAN 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.

**TH DAN 2820 History of World Theatre and Drama from 18 th Century to Contemporary Times (3) (H) (C)**

Prerequisites: TH DAN 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.

**TH DAN 2840 History of Dance to the 19th Century (3)**

Prerequisite: TH DAN 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.

**TH DAN 2841 History of Dance from the 19th Century to Contemporary Times (3) (H) (C)**

Prerequisites: TH DAN 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.

**TH DAN 3006 Advanced Ballet Technique (2)**

Prerequisites: 4.0 credit hours of TH DAN 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.

**TH DAN 3007 Advanced Jazz Dance Technique (2)**

Prerequisites: 4.0 credit hours of TH DAN 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.

**TH DAN 3008 Advanced Modern Dance Technique (2)**

Prerequisites: 4.0 credit hours of TH DAN 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.

**TH DAN 3009 Dance Choreography for the Stage, Television, and Film (3)**

Prerequisites: 4 Credit hours of any level and combination of TH DAN 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.

**TH DAN 3060 Advanced Theatre Workshop (1-2)**

Prerequisites: TH DAN 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.

**TH DAN 3100 Tap Dance Technique (2)**

Prerequisites: 8 Credit hours of any combination of Th&Dan 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 3210 Ensemble Acting (3)**

Prerequisite: TH DAN 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.

**TH DAN 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.

**TH DAN 3252 Costume Design (3)**

Prerequisites: TH DAN 1910, 2260 or consent of instructor. Content of course includes study of theories, styles, visualization of ideas, and techniques of costume design; discussion of principles of design, script analysis, the collaborative roles of designers in the theatrical production; research, and exploration of character representation; study of the human figure, drawing, and rendering techniques. Course may be repeated for up to 6 credit hours.

**TH DAN 3254 Costume Production and Construction Techniques (3)**

Prerequisite: TH DAN 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.

**TH DAN 3257 Makeup for Theatrical Productions (3)**

Prerequisites: TH DAN 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.

**TH DAN 3260 Scenic Design (3)**

Prerequisites: TH DAN 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.

**TH DAN 3261 Lighting Design (3)**

Prerequisites: TH DAN 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.

**TH DAN 3262 Theatrical Rendering and Model Making (3)**

Prerequisites: TH DAN 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.

**TH DAN 3263 Scene Painting (3)**

Prerequisite: TH DAN 1900, 1920 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.

**TH DAN 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.

**TH DAN 3394 Practicum in Performing Arts Management: Theatre and Dance (3)**

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.

**TH DAN 4020 Directing for the Camera (3)**

Prerequisites: TH DAN 2020. This directing course prepares the student director to work with both the actors and the cinematographer to achieve the directorial concept. The director will work with actors and a cinematographer to produce a short-length film/video from a prepared script. The creation of shooting scripts, story boards and a shooting schedule are covered in the course.

**TH DAN 4100 Teaching for Dance (3)**

Prerequisites: 8 credit hours of any level and combination of TH DAN 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.

**TH DAN 4220 Directing for the Theatre (3)**

Prerequisite: TH DAN 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.

**TH DAN 4221 Advanced Directing for the Stage (3)**

Prerequisites: TH DAN 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.

**TH DAN 4230 Theatre Management (3)**

Prerequisite: TH DAN 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.

**TH DAN 4261 Advanced Projects in Design and Technology (1-3)**

Prerequisite: 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.

**TH DAN 4262 Advanced Problems in Costume (1-3)**

Prerequisite: TH DAN 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 advances independent projects. Includes design research process, script and character analysis, study of history

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.

**TH DAN 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.

**TH DAN 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.

**TH DAN 4886 The Curriculum and Methods of Teaching Speech and Theatre (3)**

Prerequisites: TCH ED 3310 or TCH ED 5310; students must be within three hours of completing a major in either Communication or Theatre, with 15-18 hours completed in other subject area. Same as Sec Ed 4886. A study in the scope and sequence of the Speech and Theatre courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. The course prepares students for reflective teaching by relating course readings to field experience and theory to practice. To be taken prior to student teaching and concurrently with SEC ED 4989: Secondary Professional Internship. This course must be completed in residence. Not available for graduate credit.

**Media Studies**

**MEDIA ST 1050 Introduction to Media Studies (3)**

Introduction to print and electronic media, as well as the Internet. Emphasis on history, theory, and role of the mass media as cultural institutions. The course also examines the Federal Communications Commission (FCC) and issues of ownership and media conglomeration.

**MEDIA ST 1060 Introduction to World Cinema (3)**

An introduction to the history, rhetoric, and aesthetics of world cinema. International film theory and criticism will be studied as well as major genres, authors, and artists.

**MEDIA ST 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.

**MEDIA ST 1070 Introduction to Cinema (3)**

An overview of American cinema from the early beginnings of D. W. Griffith and his contemporaries to the present day. Course will discuss both the Hollywood studio system and today's independent movement. Also covered: genre, film theory, criticism, and aesthetics.

**MEDIA ST 1100 Introduction to Advertising (3)**

An introduction to the history, rhetoric, and aesthetics of Advertising. A basic understanding of industry issues and key areas such as account management, research, strategy, creative, media, and production.

**MEDIA ST 1110 Introduction to Radio and Television Broadcasting (3)**

An introduction to broadcasting, including the areas of history, government regulations, station operation, and program development.

**MEDIA ST 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, as well as basic straight cut editing. Lab arranged.

**MEDIA ST 1114 Radio Production I (3)**

Prerequisites: MEDIA ST 1110. Theory and practice in the creation of radio programs. Laboratory experience included.

**MEDIA ST 1118 Radio and Television Announcing (3)**

Prerequisites: MEDIA ST 1113, or MEDIA ST 1114, or Consent of Instructor. 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.

**MEDIA ST 1135 Media Theory (3)**

Theory based explanation of the relationship between mass media and society. Topics will include agenda-setting, violence and television, and other current issues from a critical perspective.

**MEDIA ST 1160 Fundamentals of Oral Interpretation (3)**

Prerequisite: TH DAN 1210 or consent of instructor. An introduction to the analysis of literature and to the

principles of its oral presentation by the interpreter.

**MEDIA ST 1194 Practicum in Journalism (1-3)**

Prerequisites: **Consent of Instructor. Open to Theatre, Dance, and Media Studies majors or minors only. Not open to students who have any delayed grades outstanding.** Practical work in the journalism program or the student newspaper, supervised by a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 1195 Practicum in Advertising (1-3)**

Prerequisites: MEDIA ST 1108 or Consent of instructor. Open to Theatre, Dance, and Media Studies majors or minors only. Not open to students who have any delayed grades outstanding. Practical work in the advertising program, the student newspaper, or an on-campus agency, supervised by a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 1196 Practicum in Radio (1-3)**

Prerequisites: MEDIA ST 1114 or Consent of Instructor. Open to Theatre, Dance, and Media Studies majors or minors only. Not open to students who have any delayed grades outstanding. Practical work at the campus radio station, supervised by a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 1197 Practicum in Television/Film (1-3)**

Prerequisites: MEDIA ST 1113 or Consent of Instructor. Open to Theatre, Dance and Media Studies majors only; not open to students who have delayed grades outstanding. Practical work at one of the campus television studios or for the UMSL Television/Film Club, supervised by a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 1198 Practicum in Media Studies (1-3)**

Prerequisites: Consent of Instructor. Open to Theatre, Dance and Media Studies majors or minors only; not open to students who have any delayed grades outstanding. Practical work in media studies, supervised by a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 1775 Introduction to Non-Western Cinema (3)**

Prerequisites: MEDIA ST 1070 with a grade of C or better. This course examines the art and history of non-western cinema. Significant films from Asia and Africa will be examined. The artistic, technical, historical, and social significance of these films will also be examined. This course will satisfy the University's cultural diversity requirement.

**MEDIA ST 2080 Advertising Copywriting (3)**

Prerequisites: None. Same as ENGL 2080. To give students a hands-on approach for writing advertising material for print and broadcast against tight deadlines in a professional setting.

**MEDIA ST 2090 Creative Advertising (3)**

Prerequisites: MEDIA ST 1100 or consent of instructor. Explores the fundamentals of the creative process by discussing selling messages, marketplace diversity, research, strategy, layouts, and the creative brief. Emphasis on creative campaigns for radio, television, direct marketing, and the internet.

**MEDIA ST 2210 Television Production I (3)**

Prerequisites: MEDIA ST 1113 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 non-linear editing techniques. Lab arranged.

**MEDIA ST 2211 Introduction to Digital Multimedia Production (3)**

Students will explore different state-of-the-art digital multimedia applications, including audio, video, and computer generated graphics, that are presently used in television, radio, CD, DVD, and online presentation. Current media related software such as Quick Time, Window Media, and Flash multimedia creation will be demonstrated and utilized to develop skill sets in those areas.

**MEDIA ST 2212 Broadcast Writing and Reporting (3)**

Prerequisites: MEDIA ST 1110 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.

**MEDIA ST 2214 Screenwriting (3)**

Prerequisites: MEDIA ST 1070 or Consent of Instructor. The course explores the writing of fiction film narrative with particular emphasis on plot structure, theme, and character development.

**MEDIA ST 2215 Radio Production II (3)**

Prerequisites: MEDIA ST 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.

**MEDIA ST 2216 Radio News (3)**

Prerequisites: MEDIA ST 1114. Theory and laboratory practice in the gathering, writing, and delivery of news through radio. Lab hours to be arranged.

**MEDIA ST 2217 Script Writing for Business and Industry (3)**

Prerequisites: MEDIA ST 2210, MEDIA ST 2212, or Consent of Instructor. 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.

**MEDIA ST 2218 Public Policy in Telecommunication (3)**

Prerequisites: MEDIA ST 1065, or 1110, or Consent of Instructor. 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.

**MEDIA ST 2220 Promotion Essentials (3)**

Prerequisites: MEDIA ST 1100 or consent of instructor. Explains the difference between advertising and sales promotion and why companies use sales promotion. Understand how companies utilize the different sales promotion techniques in each medium. Emphasis on the key sales promotion tools used by companies.

**MEDIA ST 2228 Public Relations Writing**

Prerequisite: ENGL 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.

**MEDIA ST 2235 Media Theory**

Prerequisites: MEDIA ST 1050. Theory based explanation of the relationship between mass media and society. Topics will include agenda-setting, violence and television, and other current issues from a critical perspective.

**MEDIA ST 2271 History of American Film (3)**

Prerequisites: MEDIA ST 1070 or Consent of Instructor. History of American Film from the late nineteenth century to the present.

**MEDIA ST 2272 Contemporary Cinema (3)**

Prerequisites: MEDIA ST 1070 or Consent of Instructor. History of World Cinema from the 1940s to the present day.

**MEDIA ST 2273 Survey of Film Genres (3)**

Prerequisites: MEDIA ST 1060 or 1070, or Consent of Instructor. The course explores the historical and aesthetic significance of film varieties. Analysis of genres may include the western, horror, science fiction, musical, detective, war, romantic comedy, and other films by type.

**MEDIA ST 2275 Introduction to International Cinema (3)**

Prerequisites: **MEDIA ST 1070 with a grade of C or better.** This course provides an understanding of the art and history of international cinema; and helps to better understand film and filmmakers' intentions as well as the culture in which the film was produced. Films from Europe, Asia, South America, Africa and Australia will be examined. The artistic, technical, historical and social significance of these films, as well as their impact upon American cinema, will also be studied.

**MEDIA ST 2500 Introduction to Comparative International Media Systems (3) [CD]**

Prerequisites: None. This course introduces students to various media systems and theories around the world. It examines similarities and differences in media history, structures, and regulatory processes of developing countries, focusing on the dominant culture(s) of non-Western regions. It also provides a framework for understanding and analyzing the cultural differences among global media systems in Africa, the Middle East, and Asia. In addition, the course examines aboriginal and other development media. The course fulfills the cultural diversity requirement.

**MEDIA ST 3025 Current Issues in Advertising (3)**

Prerequisites: MEDIA ST 1100, junior standing or consent of instructor. Using recent topics in advertising, students will analyze, evaluate, and critique current topics as well as prepare current campaigns for open discussion and presentation.

**MEDIA ST 3035 Advanced Media Theory (3)**

Prerequisites: MEDIA ST 1135 or Consent of Instructor. This course examines major schools, ownership and theorists in mass media fields. The writings of the Frankfurt School, Marshall McLuhan, Ben Bagdikian, and others will be examined.

**MEDIA ST 3070 International Cinema (3)**

Prerequisites: MEDIA ST 1070 & 2275. Understanding international film, its properties, methods, aesthetics, and its impact on culture and society.

**MEDIA ST 3150 Feature Writing (3)**

Same as ENGL 3150. Prerequisites: ENGL 1100 or equivalent. Study of freelance and staff-written magazine or newspaper feature articles. Emphasis on relationship between types of publication and article content, research methods, and writing style. Frequent short assignments – journal entries, interviews, library projects, article critiques, and market reports – lead to production of full-length feature articles. May not be taken on the satisfactory/unsatisfactory option. The course counts toward the English Certificate in Writing.

**MEDIA ST 3180 Reporting (3)**

Same as ENGL 3180. Prerequisites: ENGL 3140 or equivalent. Theory and practice of reporting news for publication in the print media. Includes one classroom session and one field assignment weekly. Stories must be filed within deadline limits. Writing emphasis is on clarity, conciseness and accuracy. The course counts toward the English Certificate in Writing.

**MEDIA ST 3214 News Writing (3)**

Same as ENGL 3140 . Prerequisites: ENGL 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. The course counts toward the English Certificate in Writing.

**MEDIA ST 3310 Television Production II (3)**

Prerequisites: MEDIA ST 2210 Study of advanced theories of television production. Refinement of studio television principles learned in MEDIA ST 2210. Exploration of complex program formats, and advanced non-linear editing techniques. Lab arranged.

**MEDIA ST 3311 Broadcast Management (3)**

Prerequisites: MEDIA ST 1110. Introduction to theories of management, with application to radio and television station operations. Discussion of economic, legal, and ethical problems and issues.

**MEDIA ST 3313 Advanced Video Editing (3)**

Prerequisite: Six (6) hours of television production. Study of advanced non-linear editing techniques, animation, and advanced graphics development. Exploration of state of the art editing formats. Lab arranged.

**MEDIA ST 3316 Television News (3)**

Prerequisites: MEDIA ST 1113 or 2110. Theory and laboratory practice in the gathering, writing, and delivery of news through television. Lab arranged.

**MEDIA ST 3317 Radio and the Recording Industry (3)**

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.

**MEDIA ST 3330 Research Methods in Media Studies (3)**

Prerequisites: MEDIA ST 1135. Introduction to the fundamental tools of qualitative and quantitative research in Media Studies. Focus of the course is on reading and comprehending media research reports.

**MEDIA ST 3334 Advertising Media Planning**

Prerequisite: MEDIA ST 1050 A hands-on study of how to determine an advertising budget, select media and develop a strategic plan.

**MEDIA ST 3338 Advertising Techniques (3)**

Prerequisites: MEDIA ST 1100. Techniques for creating advertising messages and campaigns to reach target audiences. Practical applications of messages and campaigns will be stressed.

**MEDIA ST 3350 Mass Media History (3)**

Prerequisites: MEDIA ST 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.

**MEDIA ST 3354 Comparative Telecommunication Systems (3)**

Prerequisites: MEDIA ST 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.

**MEDIA ST 3355 Media Law and Regulation (3)**

Prerequisites: MEDIA ST 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.

**MEDIA ST 3356 Global Media Systems and Trends (3)**

Prerequisites: MEDIA ST 1050 or 1110. This course will survey major theories, global trends, and key stakeholders in the field of mass and multi-media. Designed to foster substantive comprehension of issues raised by transnational media corporations and their impact on other cultures and languages. Details about the BBC, CNN, MTV, Euro Disney, and the internet will be major components of the class.

**MEDIA ST 3362 Storytelling**

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.

**MEDIA ST 3370 Documentary Film (3)**

Prerequisites: MEDIA ST 1070. Consideration of the history, theory, and criticism of nonfiction film. Screening of representative documentary films.

**MEDIA ST 3392 Administration of Co-curricular Activities**

Prerequisite: Junior standing or consent of instructor. A survey of skills required to administer the various co-curricular activities associated with teachers in the secondary schools, such as theatre performances and mass media centers.

**MEDIA ST 3394 Internship in Journalism (3-6)**

Prerequisites: Senior standing, with at least 12 hours of course work in journalism, mass communication; an overall GPA of at least 3.0; consent of instructor; open to Media Studies majors only; not open to students who have any delayed grades. Practical work with an off-campus newspaper, magazine, or other news organization, supervised by a journalism professional in consultation with a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 3395 Internship in Advertising (3-6)**

Prerequisites: Senior standing, with at least 12 hours of course work in television, film video; an overall GPA of at least 3.0; consent of instructor; open to Media Studies majors only; not open to students who have any delayed grades. Practical work at an off-campus advertising agency, supervised by a professional in consultation with a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 3396 Internship in Radio (3-6)**

Prerequisites: Senior standing, with at least 12 hours of course work in radio, broadcasting; an overall GPA of at least 3.0; consent of instructor; open to Media Studies majors only; not open to students who have any delayed grades. Practical work at an off-campus radio station, supervised by a professional in consultation with a faculty member. This course may be repeated for up to 6 credit hours.

**MEDIA ST 3397 Internship in Television/Film (3-6)**

Prerequisites: Senior standing, with at least 12 hours of course work in television, film, video; and overall GPA of at least 3.0; consent of instructor; open to Media Studies majors only; not open to students who have any delayed grades. 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. This course may be repeated for up to 6 credit hours.

**MEDIA ST 3398 Internship in Media Studies (3-6)**

Prerequisites: Senior standing, with at least 12 hours of course work in television, film, video, journalism, broadcasting, mass communication; an overall GPA of at least 3.0; consent of instructor; open to Media Studies majors only; not open to students who have any delayed grades. Practical work at an off-campus agency, supervised by a professional consultation with a faculty member. This course can be repeated for up to 6 credit hours.

**MEDIA ST 3990 Directed Readings in Media Studies (3)**

Prerequisites: Consent of Instructor; not open to students who have any delayed grades. Supervised independent study involving readings, conferences, papers, in one of the department's disciplines: advertising, radio, television, film, or journalism.

**MEDIA ST 4040 Special Topics in Media Studies (1-6)**

Prerequisites: Junior, Senior, or graduate standing and consent of instructor. Special topics with subject matter dealing with current issues (theoretical or applied) in the discipline of media studies. Since the topics of Media Studies 4040 may change from semester to semester, the course may be repeated for up to 12 credit hours.

**MEDIA ST 4050 Media Studies and Education Topics (3)**

Prerequisites: Senior or Graduate standing. A critical examination of issues concerning media and education. Special topics may include the classification and typology of media studies as it pertains to education, the relationship of differing cultural systems as defined by media and education, or the impact of distance learning via differing media on formal education systems. This course may be repeated for credit with permission of instructor and advisor.

**MEDIA ST 4335 Seminar in Applied Media Studies Research (3)**

Prerequisites: MEDIA ST 1135 or Consent of Instructor. This course explores the use of media concepts, theories, methods and designs in applied field settings with an emphasis on original research.

**MEDIA ST 4357 Media Ethics (3)**

Prerequisites: Same as PHIL 4457. Nine hours of philosophy, communication, or media studies, or Consent of Instructor. 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.

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# BULLETIN 2009 University of Missouri - St. Louis 2010

## Public Policy Administration

### Course Descriptions

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#### Faculty

**Brady Baybeck**, Associate Professor of Public Policy Administration and Political Science, Director of Public Policy Administration

Ph.D., Washington University

**Todd Swanstrom**, E. Des Les Professor of Public Policy Administration, Professor of Political Science

Ph.D., Princeton University

**Glen H. Cope**, Professor of Public Policy Administration and Political Science, Provost and Vice Chancellor for Academic Affairs

Ph.D., Ohio State University

**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 Emeritus 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

**Deborah B. Baiser**, Associate Professor of Public Policy Administration and Business Administration

Ph.D., Cornell University

**Andrew D. Glassberg**, Associate Professor of Public Policy Administration and Political Science

Ph.D., Yale University

**Jean Germain Gros**, Associate Professor of Public Policy Administration and Political Science

Ph.D., University of California Berkeley

**Nancy T. Kinney**, Associate Professor of Political Science and Public Policy Administration, Academic Director of Nonprofit Management & Leadership Program

Ph.D., University of Colorado at Denver

**James M. Krueger**, C.P.A., Assistant Professor of Public Policy Administration and Accounting, Vice Chancellor of Managerial and Technology Services

D.B.A., Indiana University

**John E. McClusky**, Affiliate Associate Professor Emeritus of Public Policy Administration and Political Science

Ph.D., University of California Berkeley

**Mark Tranel**, Research Associate Professor of Public Policy Administration, Director of Public Policy Research Center

Ph.D., St. Louis University

**David Laslo**, Research Assistant Professor of Public Policy Administration, Director of MIDAS, Public Policy Research Center

Ph.D., University of Missouri - St. Louis

**William Winter**, Research Assistant Professor of Public Policy Administration, Research Specialist, Public Policy Research Center

Ph.D., University of Missouri - St. Louis

**Daniel Sise**, Instructor and Community Engagement Associate of Nonprofit Management & Leadership Program

J.D., University of Illinois College of Law

#### General Information

The University of Missouri-St. Louis' Public Policy Administration (P P ADM) program has three components: the Master of Public Policy Administration (MPPA) degree program, the Nonprofit Management and Leadership

Program, and the Local Government Partnership.

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 core 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 part-time 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, to the Public Policy Research Center, and to the Center for International Studies. The P P ADM 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. UMSL is a member of the Inter-University Consortium for Political and Social Research.

### **Admission Requirements**

Applicants to the MPPA program must have a minimum GPA of 3.0 for admission to Graduate School as explained in the Graduate Study section of this Bulletin. Three letters of recommendation and a 2-3 page goal statement also are required. At least one of the letters needs to come from a current or former college-level instructor. Students entering the MPPA program may be required to demonstrate proficiency in college algebra.

### **Prerequisites**

Students must demonstrate competency in computer-based applications, including spreadsheets, databases, and internet applications. These competencies must be demonstrated in the first semester of the degree program by completing a computer proficiency examination.

### **Degree Requirements**

The MPPA degree consists of 40 credit hours, 28 of which are taken as part of the core curriculum and 12 that are electives. Students who complete the degree must demonstrate the following:

- Design, research, write, and defend analyses of substantive public policy problems and/or potential solutions
- Use data and sophisticated analytic tools (qualitative and quantitative) to conduct research in public policy and administration
- Understand the policy and internal/external environments of public and nonprofit organizations
- Develop expertise in a substantive area of public policy administration

### **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**

**P P ADM 6400**, Proseminar in Public Policy Administration

**P P ADM 6600**, Organizational Behavior and Administrative Processes

#### **Budgeting**

**P P ADM 6180**, Governmental Budgeting and Financial Control

#### **Economics**

**P P ADM 6080**, Microeconomics for Policy Analysis

**P P ADM 6210**, Public Sector Microeconomics

#### **Policy Analysis**

**P P ADM 6000**, Introduction to Policy Analysis

**P P ADM 6900**, Cases in Public Policy Administration

#### **Statistics and Applications**

**P P ADM 6010**, Introduction to Policy Research

**P P ADM 6750**, Introduction to Evaluation Research Methods

#### **Exit Project**

**P P ADM 6990**, Exit Project Research

A thesis is not required to complete the program. However, writing is an important component of the degree, and students will complete written analyses as part of their coursework and/or internships. There is also a one credit hour exit project, P P ADM 6990, taken in the final semester. This exit project is a written analysis of a public policy administration problem, and is defended in an oral examination.

P P ADM 6000 should be taken at the beginning of the program. It is strongly recommended that P P ADM 6010 and P P ADM 6080 be taken early in a student's course plan. P P ADM 6900 is a capstone course and must be taken at the end of the program usually in conjunction with P P ADM 6990 Exit Project Research.

Students may select one of four 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) nonprofit organization management. Students may also select an individualized emphasis area in consultation with their advisor and with approval of the Director.

Prior to the completion of 15 hours in the MPPA program, students should identify an emphasis area. In each of the emphasis areas students may be able to substitute another course for a specified elective, with the MPPA Director's approval. Specific requirements for each emphasis area are as follows:

### **1) Managing Human Resources and Organizations**

#### **a. Required (3 hours)**

**P P ADM 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 5400**, Labor Economics

**P P ADM 6680**, Negotiating Workplace Conflict

**POL SCI 3470**, Collective Bargaining

**P P ADM 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 4500**, Public Finance: State and Local

**ECON 4110**, Applied Econometrics

**ECON 4160**, Geospatial Economic Analysis

**ECON 4550**, Natural Resource Economics

**ECON 5400**, Labor Economics

**ECON 5760**, Health Economics

**ECON 5900**, 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

**P P ADM 6950**, Internship (in assignment relevant to the emphasis area)

### **3) Local Government Management**

#### **\* a. Required (6 hours)**

**P P ADM 6340**, Seminar in City Administration or **P P ADM 6350**, Seminar 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:**

**P P ADM 4940**, Leadership and Management in Nonprofit Organizations

**P P ADM 6680**, Negotiating Workplace Conflict

**P P ADM 6490**, Human Resources in the Public Sector

**P P ADM 6950**, Internship (in assignment relevant to emphasis area)

**ECON 4500**, Public Finance: State and Local

**ECON 5700**, Regional and Urban Economics

**POL SCI 6432**, Intergovernmental Relations

**\* For Local Government Management specialization, a course not taken to fulfill the "required 6 hours" may be taken as an elective.**

**NOTE:** Students interested in careers in local government management are strongly encouraged to take P P ADM 6490, Human Resources in the Public Sector, as one of their electives.

#### **4) Nonprofit Organization Management and Leadership**

##### **a. Required (9 hours)**

**P P ADM 4911, 4912, 4913**, Management Issues in Nonprofit Organizations: Staff Management Issues; Legal Issues; Financial Issues

**P P ADM 4940**, Leadership and Management in Nonprofit Organizations

**P P ADM 4960**, American Philanthropy and Nonprofit Resource Development

##### **b. Electives (3 hours) chosen from:**

**ACCTNG 3451**, Accounting for Governmental and Nonprofit Entities

**BUS AD 5100**, Managerial Communication

**BUS AD 5900**, Law, Ethics and Business

**MKTG 5700**, Contemporary Marketing Concepts

**P P ADM 6490**, Human Resources in the Public Sector

**P P ADM 6550**, Strategic and Program Planning for Nonprofit Organizations

**P P ADM 6680**, Negotiating Workplace Conflict

**P P ADM 6950**, Internship (In assignment relevant to the emphasis area)

**PSYCH 7412**, Social Psychology

#### **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 P P ADM 6950, 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 can receive three 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 Management and Leadership (NPML)**

Through the Public Policy Administration Master's Program, the university offers the Graduate Certificate Program in Nonprofit Organization Management and Leadership for students who are current professional staff, board members, and other leaders of nonprofit and voluntary organizations, as well as those who plan to work in the field. UMSL's NPML certificate is the only program recognized in the St. Louis region by the Nonprofit Academic Centers Council (NACC). 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. Course credits earned in the certificate program can be applied to the MPPA, but a separate application may be required.

**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. P P ADM 4940**, same as POL SCI 4940, SOC 4940, and SOC WK 4940, Leadership and Management in Nonprofit Organizations (3 hours)

**2. P P ADM 4911**, same as POL SCI 4911 and SOC WK 4911, Management Issues in Nonprofit Organizations: Staff Management Issues (1 hour)

**3. P P ADM 4912**, same as POL SCI 4912 and SOC WK 4912, Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations (1 hour)

**4. P P ADM 4913**, same as POL SCI 4913 and SOC WK 4913, Management Issues in Nonprofit Organizations: Financial Issues (1 hour)

**5. P P ADM 4960**, same as POL SCI 4960 and SOC WK 4960, American Philanthropy and

### Nonprofit Resource Development (3 hours)

**B.** Six hours of electives are to be taken from approved 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.

**C.** Three hours of internship are also required, or graduate students should demonstrate the equivalent professional field experience. 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 3.0 or better.

### Graduate Certificate Program in Local Government Management

The Graduate Certificate in Local Government Management is designed for current professional staff, elected or non-elected local government officials, and those who are interested in pursuing a career in the local government sector. The certificate can be taken by itself or in conjunction with the master's in public policy administration or other graduate degree. A separate application for the certificate program is required when students in a degree program wish to incorporate the certificate program.

**A.** The graduate certificate in local government management requires the completion of 18 credit hours. Twelve of these are the following core courses:

1. **P P ADM 6340**, Seminar in City Administration or **P P ADM 6350**, Issues in Urban Management (3 hours) or
2. **POL SCI 6470**, Proseminar in Urban Politics or **POL SCI 6471**, Seminar in Urban Politics (3 hours) or
3. **P P ADM 6490**, Human Resources in the Public Sector (3 hours)
4. **P P ADM 6180**, Government Budgeting and Financial Control (3 hours)
5. **P P ADM /POL SCI /SOC WK 4960** American Philanthropy and Nonprofit Resource Development (3 hours)

**B.** Three hours of electives are to be taken from selected courses in, business administration, criminal justice, economics, political science, public policy administration, and sociology. A student may choose among these courses or other courses approved by the program director. Electives will be chosen from the following:

**CRIMIN 6442**, Communities and Crime  
**ECON 6700**, Political Economy of Metropolitan Areas  
**ECON 6750**, The Political Economy of Health Care  
**POL SCI 6433**, Elections, Public Opinion, and Public Policy  
**POL SCI 6470**, Proseminar in Urban Politics  
**POL SCI 6471**, Seminar in Urban Politics  
**P P ADM 4940/POL SCI 4940/SOC WK 4940**, Leadership and Management of Nonprofit Organizations  
**P P ADM 6180**, Government Budgeting and Financial Control  
**P P ADM 6340**, Seminar in City Administration  
**P P ADM 6350**, Issues in Urban Management  
**P P ADM/POL SCI 6400**, Proseminar in Public Policy Administration  
**P P ADM 6449**, Human Resources Management  
**P P ADM 6490**, Human Resources in the Public Sector  
**P P ADM 6600**, Organizational Behavior and Administrative Processes  
**P P ADM 6680/MGMT 5612**, Negotiating Workplace Conflict  
**SOC 5430**, Policy Mediation Processes

\*Other courses may be added as advisors deem appropriate for content.

**C.** Three hours of internship or equivalent professional experience are also required. Any request for an exemption from the internship requirement must be approved by the local government 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 three hours of electives from Area B. The internship will include learning activities in management and governance processes in local government jurisdictions, as well as a seminar in which students will critically reflect on their field experience with a faculty supervisor.

Minimal 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.

**Nonprofit Organization Management and Leadership Certificate (Undergraduate)**

The university offers an undergraduate certificate program for students who want to become professional staff, board members, or other leaders of nonprofit and voluntary organizations, as well as those who are currently in the field.

The certificate requires the completion of 18 semester hours. Nine of these hours must be the following core courses:

**P P ADM 4911**, same as POL SCI 4911, or SOC WK 4911 (1 hour) Management Issues in Nonprofit Organizations: Staff Management Issues

**P P ADM 4912**, same as POL SCI 4912, or SOC WK 4912 (1 hour) Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations

**P P ADM 4913**, same as POL SCI 4913, or SOC WK 4913 (1 hour) Management Issues in Nonprofit Organizations: Financial Issues

**P P ADM 4940**, same as SOC 4940 or SOC WK 4940 (3 hours) Leadership and Management in Nonprofit Organizations

**P P ADM 4960**, same as POL SCI 4960, or SOC WK 4960 (1 hour) American Philanthropy and Nonprofit Resource Development

The remaining 9 hours of electives can be selected from the following courses:

**Communication**

**COMM 2230**, Small Group Communication

**COMM 2231**, Communication in the Organization

**COMM 2240**, Persuasive Communication

**COMM 3358**, Communication in Public Relations

**English**

**ENGL 3120**, Business Writing

**ENGL 3130**, Advanced Business and Technical Writing

**ENGL 3280**, Public Relations Writing (Same as MEDIA ST 2228)

**Management**

**MGMT 3600**, Management and Organizational Behavior

**MGMT 3611**, Advanced Management and Organizational Behavior

**MGMT 3621**, Human Resource Management

**Marketing**

**MKTG 3700**, Basic Marketing

**Media Studies**

**MEDIA ST 2228**, Public Relations Writing (Same as ENGL 3280)

**Political Science**

**POL SCI 3420**, Public Personnel Management

**POL SCI 3440**, Public Budgeting

**Psychology**

**PSYCH 2222**, Group Processes in Organization

**PSYCH 3320**, Personnel Assessment

**Social Work**

**SOC WK 4300**, Intervention Strategies for Social Work with Organizations and Communities

**Sociology**

**SOC 4312**, Sociology of Wealth and Poverty

**SOC 4336**, Organizations and Environments

**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**

**P P ADM 4911 Management Issues in Nonprofit Organizations: Staff Management Issues (1)**

Same as POL SCI 4911 and SOC WK 4911. Prerequisite: Junior Standing. 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.

**P P ADM 4912 Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations (1)**

Same as POL SCI 4912 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.

**P P ADM 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.

**P P ADM 4940 Leadership and Management in Nonprofit Organizations (3)**

Same as POL SCI 4940, SOC WK 4940, and SOC 4940. Prerequisite: Junior standing. 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.

**P P ADM 4960 American Philanthropy and Nonprofit Resources Development (3)**

Same as POL SCI 4960 and SOC WK 4960. Prerequisite: Junior standing or consent of instructor. 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.

**P P ADM 6000 Introduction to Policy Analysis (3)**

Same as POL SCI 6410. Systematic development of a critical/analytic base for dealing with public policy.

**P P ADM 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.

**P P ADM 6080 Microeconomics for Policy Analysis (3)**

Same as ECON 5010. Prerequisites: Graduate student standing. 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.

**P P ADM 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.

**P P ADM 6180 Governmental Budgeting and Financial Control (3)**

Same as BUS AD 5450. Prerequisite: BUS AD 5400. 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.

**P P ADM 6210 Public Sector Microeconomics (3)**

Same as ECON 5500. Prerequisites: ECON 3001, BUS AD 5001, or P P ADM 6080. 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.

**P P ADM 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.

**P P ADM 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.

**P P ADM 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.

**P P ADM 6430 Health Care Policy (3)**

Same as GERON 6443, POL SCI 6443, SOC 6443, and SOC WK 6443. (MSW students will normally take the social policy foundation course prior to enrolling in this course). Prerequisites: Graduate standing and consent of instructor. 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.

**P P ADM 6444 Seminar in Public Policy and Aging (3)**

Same as GERON 6444, POL SCI 6444, and SOC 6444. Prerequisite: Consent of instructor. 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.

**POL SCI 6460 Selected Topics in Health Care Policy (3)**

Same as POL SCI 6446 and SOC 6446. Prerequisite: Consent of instructor. The study of specialized issues and methods relating to health care policy. May be repeated for credit, provided the subject matter is different.

**P P ADM 6490 Human Resources in the Public Sector (3)**

Same as POL SCI 6449 and SOC WK 6449. Prerequisite: P P ADM 6600 or consent of instructor. 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.

**P P ADM 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.

**P P ADM 6550 Strategic and Program Planning for Nonprofit Organizations (3)**

Same as POL SCI 6490 and SOC WK 6491. Prerequisites: Graduate standing or consent of instructor. 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.

**P P ADM 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.

**P P ADM 6680 Negotiating Workplace Conflict (3)**

Same as MGMT 5612. Prerequisites: P P ADM/MGMT 5600, and Graduate Standing. 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.

**P P ADM 6750 Introduction to Evaluation Research Methods (3)**

Same as SOC 5475. Prerequisites: At least one course in Research Design and Statistics at the graduate level. 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.

**P P ADM 6800 Management Information Systems (3)**

Same as INFSYS 5800. Prerequisite: None. This course provides an overview of the established and contemporary issues related to information systems within organizations. Topics include the practices and tools associated with topics such as the management of IS-based investment projects, the design and implementation of IS, the alignment of IS strategy with organizational strategy, information security and privacy, and gaining a competitive advantage through IS.

**P P ADM 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.

**P P ADM 6950 Internship (3)**

Independent study involving work with an appropriate public, private, or nonprofit agency.

**P P ADM 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.

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# BULLETIN 2009 University of Missouri - St. Louis 2010

## Pierre Laclède Honors College

### Course Descriptions |

#### **UMSL Home**

#### **Pierre Laclède Honors College Home Page**

The Pierre Laclède Honors College mission is to enrich the educational experience of a select group of highly motivated and intelligent undergraduates. With this in mind, it enrolls students who are ready to accept academic challenges and become creatively involved in the learning process.

The college has a unique structure and identity. Unlike the university's other colleges, it has no academic departments and it grants no degrees. Instead, it brings together a cross section of students and teachers in a special curriculum, designed to meet a portion of the students' general education and various other requirements. Programs are available to four-year and transfer students.

- The four year program is open to entering freshmen and extending over a student's entire undergraduate career.
- The two year program is open to select third year students who are either continuing at or have transferred to the university, and a two-plus program is available for transferring sophomores.
- Honors College courses are generally taught seminar style, with a stress on reading, small group discussion, and writing.

#### **Faculty**

Honors College instructors are drawn from university faculty in all academic divisions but mainly from the "traditional disciplines" of the Arts, Humanities, Social Sciences, and Sciences. These teachers share a desire to work closely with intellectually curious, high-achieving students. Faculty design courses directed toward such an audience and based on small discussion seminars. Thus the honors faculty grows each year as new faculty join the honors project. Their talents add to the Honors College's rich instructional pool of more than 100 regular and full-time faculty, many of whose teaching and scholarship have been singled out for special awards.

In addition, the Honors College has seven full-time academic faculty members whose responsibilities (besides instruction) include admissions, student advising, and curricular design. These faculty are:

**Robert M. Bliss**, Associate Professor, dean  
Ph.D, University of Wisconsin-Madison)

**Nancy Gleason**, Teaching Professor, associate dean, and director of writing.  
M.A., University of Missouri-St. Louis

**Kimberly Baldus**, Associate Teaching Professor.  
Ph.D., Northwestern University

**Birgit Noll**, Associate Teaching Professor  
M.A., Washington University in St. Louis

**Daniel Gerth**, Assistant Teaching Professor  
M.A., University of Missouri-Columbia

**Chad Hankinson**, Assistant Teaching Professor  
M.A., University at Buffalo, SUNY

**Gerianne Friedline**, Lecturer  
M.A., University of Missouri-St. Louis

Honors College students are 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 honor students major in traditional liberal arts disciplines spanning the humanities, social sciences, mathematics, and natural sciences, but well over a third use their undergraduate education to prepare for careers in business, education, nursing, or engineering. 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.

### **The Honors College Writing Program**

Both two- and four-year programs include participation in the Honors College writing program, writing through the curriculum, which involves writing in most honors seminars, as well as formal courses in composition (including **HONORS 1100** and **HONORS 3100** or **HONORS 3160**). In the final year, this culminates in the compilation of a personal Honors College writing portfolio (**HONORS 4100**).

### **Independent Study Requirement**

All Honors College students, whether in the four-year or the two-year program, must fulfill a 6-credit-hour independent study requirement. This can be met in several ways, including supervised research, guided reading, internships, and in many cases capstone courses in the major.

### **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 students also may 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**

Students take **HONORS 1100, 1200, and 1201**, 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 the Western Traditions seminar. \*

**HONORS 1100**, Freshman Composition

**HONORS 1200**, Freshman Symposium: Cultural Traditions I

**HONORS 1201**, Freshman Symposium: Cultural Traditions II

**HONORS 1110-1130**, The Western Traditions Series

**HONORS 1230**, The American Traditions Series (elective as an alternate to Western Traditions)

**HONORS 1310, 1330**, The Non Western Traditions Series

### **Second Year**

Students take **two** of the following **Honors** classes:

**HONORS 2010**, Inquiries in the Humanities

**HONORS 2020**, Inquiries in the Fine and Performing Arts

**HONORS 2030**, Inquiries in the Social and Behavioral Sciences

**HONORS 2050**, Inquiries in the Sciences

**HONORS 2060**, Inquiries in Business

**HONORS 2070**, Inquiries in Education

**HONORS 2080**, Inquiries in Nursing

Honors students in the four-year program who take **HONORS 3100** ("Writing the City") or **HONORS 3160** ("Writing in the Sciences") may present it for their honors certificate as one of their 3000-level seminars. They may also, depending on their major, present it to meet their graduation requirement for Junior-level composition.

During the first two years, honors students 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**

Honors students in the four-year program **take at least four seminars** (12 credit hours) from the Advanced Seminar (3000 level series) and/or Research Seminar (**HONORS 3530** or **HONORS 3535**). They may take more 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, 4910, 4915**). During the final year, students also take **HONORS 4100**, a one-hour capstone for the Honors College writing program; **HONORS 4100** may be taken for two hours.

### **Two year Program (22 credit hours total):**

Students in this program will take a combination of Honors College seminars and honors independent study credit (usually 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**

During the first year of the two-year program, students take three honors seminars, including **HONORS 3100**,

Writing the City or HONORS 3160, Writing in the Sciences; one course from the Inquiries series (2000 level); one course from either the Advanced Seminar (3000 level) or Research Seminar (HONORS 3530 or HONORS 3535). In addition, 3 credit hours of independent study may be taken during this year, normally in or closely related to their major.

#### **Fourth Year**

The final year of the two-year program involves three courses chosen from the 3000 and 4000 level options, including HONORS 4100, the honors writing portfolio, and at least one course chosen from the 3000 level or HONORS 3530 or HONORS 3535. In addition, students will complete their independent study requirements with 3 or 6 hours of project, internship, or research work.

#### **Honors and Nursing; Honors and Engineering**

Because of the extensive professional requirements for both Nursing and Engineering, the Honors College has, with the support of the relevant faculties, created special programs for Nursing and Engineering majors who wish to pursue the Honors College certificate. Both programs feature reduced Honors College credit hour requirements but retain the core of the Honors program and give students ample opportunities to experience interdisciplinary inquiry, seminar-based learning, and take part in the Honors College Writing Program.

#### **Honors and the Bachelor of Liberal Studies (BLS)**

Pierre Laclède Honors College students who wish to present the honors Certificate as a minor for the BLS must complete the Honors Capstone (HONORS 4100, one or two credit hours) and also direct three to six hours of their Honors independent study requirement as part of their BLS program. Students should consult the BLS faculty advisor in the Honors College about this requirement, as well as an Arts and Sciences advisor.

#### **Pierre Laclède Honors College Student Learning Outcomes.**

Both four- and two-year programs share the same learning agendas:

1. Through coursework comparing and contrasting diverse cultural viewpoints, academic disciplinary approaches and information, Honors students will demonstrate the ability to synthesize knowledge from various perspectives.
2. Honors students will exhibit the ability to communicate effectively in speech and writing: - by speaking in groups to present, reflect on and evaluate information and perspectives. -by completing the written assignments required in all Honors courses that focus on various perspectives, audiences and disciplinary approaches(demonstrating effective writing that employs correct diction, syntax, usage, grammar and mechanics.
3. Honors students will demonstrate skills in higher-order thinking, valuing and managing information: - by exhibiting the ability to distinguish among opinions, facts and inferences; by identifying underlying or implicit ins assumptions; by making informed judgments; and by solving problems through applying evaluative standards. -by locating, accessing, synthesizing and annotating information from print, electronic, and other sources; by distinguishing between scholarly and non-scholarly sources in preparation for higher-order thinking. -by analyzing and synthesizing information from a variety of sources, applying the results to resolving complex situations and problems, and defending conclusions using relevant evidence and reasoned argument. -by utilizing cultural, behavioral, and historical knowledge to clarify and articulate a personal value system while recognizing the ramifications of personal value decisions on the self and others. -by identifying conflicts within and between multiple perspectives and value systems; by recognizing and analyzing ethical issues in a variety of contexts; and by employing standards of logic to formulate a reasonable position among multiple perspectives.
4. Honors students will select and participate in Honors courses in various disciplines and will demonstrate essential skills and approaches relevant to those disciplines: -Students participating in Honors courses in disciplines such as the social sciences, life and physical sciences that rely upon the understanding of fundamental mathematical concepts and their applications will display a level of quantitative literacy that would enable them to understand and analyze quantitative data, draw conclusions, and solve problems. -Students participating in Honors courses in the social and behavioral sciences will exhibit understanding of themselves and the world around them through the study of the content and methodologies used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems; they will demonstrate understanding of the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. -Students participating in Honors courses in the humanities and fine arts will exhibit understanding and critical analysis of the ways in which people have addressed their condition through literature and art; they will demonstrate their understanding of these cultural works and their historical circumstances; they will formulate aesthetic judgments of these works. -Students participating in Honors courses focusing on life and physical sciences will demonstrate knowledge of scientific principles, research procedures and empirical methods of scientific enquiry; they will display their understanding of how scientific discoveries affect and are affected by theoretical views of the world and human history.
5. Honors students will complete specific Honors requirements designed to develop their awareness of career and advanced study opportunities: -by participating in internships, independent study and undergraduate research to develop and demonstrate advanced knowledge in a discipline, professional skills, and greater understanding of career and educational goals. -by creating an Honors Writing

Portfolio that demonstrates the ability to assess their writing skills and development; by devising and revising documents for employment searches or graduate school applications to enhance their ability to formulate and pursue specific career goals.

## 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 awards, general eligibility guidelines, and the admissions process are available from the Honors College admissions office at (314) 516-7769 or from the University Admissions. See also the [Honors College website](#).

### Scholarships

Every new freshman or transfer student admitted in good standing to the Honors College receives academic scholarship support. Students continue to receive these awards as long as they meet the criteria associated with their particular scholarship.

### Good academic standing

To remain in good standing, a student must maintain a cumulative GPA, in all his or her UMSL 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 or associate dean.

### UMSL: 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 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 as well as the Missouri-in-London program. Students not wishing to go abroad 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, Puerto Rico, Guam, and Canada.

Please note that students in the **Honors and International Business** program are normally required to spend their exchange study through the Center for International Studies.

### Course Descriptions

Please note that all honors courses are planned to fulfill UMSL 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 2000, 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 which seminars 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. In practice, "consent of the dean of the Honors College" means consent of the student's Honors advisor.

### HONORS 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 other courses in the Honors Freshman Year program.

**HONORS 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.

**HONORS 1110 Western Traditions: Humanities**

**HONORS 1130 Western Traditions: Social and Behavioral Sciences**

**HONORS 1150 Western Traditions: the Sciences**

**Cultural Traditions I and II as 'core' seminars.**

These symposium seminars (1200 and 1201) are normal freshman year requirements. Each has its own academic agenda, but both are also related—in theme, problem, or subject matter—to Honors Composition (1100), Western Traditions (1110-1150), American Traditions 1230, and Non-Western Traditions (1310-1330) seminars.

**HONORS 1200 Freshman Symposium: Cultural Traditions I (3)**

Prerequisite: Consent of the dean of the Honors College. This course surveys Western and Non-Western Cultural Traditions from their beginnings until 1800. It will introduce the intellectual traditions of a wide variety of cultures through major works of literature, religion and philosophy.

**HONORS 1201 Freshman Symposium: Cultural Traditions II (3)**

Prerequisite: Consent of the dean of the Honors College. This course surveys Western and Non-Western cultural Traditions from the 1800's to current times. It will introduce intellectual traditions of a wide variety of cultures through major works of literature, religion and philosophy.

**HONORS 1230 American Traditions: Social and Behavioral Sciences (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.

**HONORS 1310-1330 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.

**HONORS 1310 Non-Western Traditions: Humanities**

**HONORS 1330 Non-Western Traditions: Social and Behavioral Sciences**

**HONORS 1900 Independent Cross-Cultural Readings (1-3)**

This course is an independent readings course centered on cultural interactions. Students will select readings from an approved list of choices related to Western and Non-Western texts. Students will discuss the works with the faculty member online or in person. One formal paper is required for the class with the length relative to the number of credit hours of the course (1-3).

**HONORS 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.

**HONORS 2010 Inquiries in the Humanities**

**HONORS 2020 Inquiries in the Fine and Performing Arts**

**HONORS 2030 Inquiries in the Social and Behavioral Sciences**

**HONORS 2050 Inquiries in the Natural Sciences**

**HONORS 2060 Inquiries in Business**  
**HONORS 2070 Inquiries in Education**  
**HONORS 2080 Inquiries in Nursing**

**HONORS 2310 Cultural Diversity in the Humanities (3)**

This seminar focuses upon cultural diversity themes, texts, and perspectives within the humanities and meets cultural diversity graduation requirements.

**HONORS 2330 Cultural Diversity in the Social Sciences (3)**

This seminar focuses upon cultural diversity themes, texts, and perspectives within the social science meets cultural diversity graduation requirements..

**HONORS 3010-3070 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.

**HONORS 3010 Advanced Honors Seminar in the Humanities**

**HONORS 3020 Advanced Honors Seminar in the Fine and Performing Arts**

**HONORS 3030 Advanced Honors Seminar in the Social and Behavioral Sciences**

**HONORS 3050 Advanced Honors Seminar in the Sciences**

**HONORS 3060 Advanced Honors Seminar in Business**

**HONORS 3070 Advanced Honors Seminar in Education**

**HONORS 3100 Honors Advanced Composition: Writing the City (3)**

Prerequisites: Junior standing and 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 meets the Advanced Composition requirement of the university.

**HONORS 3160 Honors Writing in the Sciences (3)**

Prerequisites: Junior-level standing and consent of the dean of the Honors College This honors course, designed to meet the needs for students in the science disciplines, will satisfy the campus junior-level writing requirement. This course will stress writing observation reports, academic journals, laboratory reports and a major project suited to the specific area of study of each student enrolled in the class. Instruction will include correct documentation of science sources, synthesis techniques of research information, technology-based research skills and effective laboratory reporting methods. Four formal papers, including one large project, and several informal papers will be required for this challenging course.

**HONORS 3530 Research Seminar (3)**

Prerequisite: 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.

**HONORS 3535 Research Seminar in the Social and Behavioral Sciences (4)**

Prerequisites: Consent of Honors Dean and consent of Instructor. Course material based on primate behavior, demographics and morphology. Research techniques for ethological and primatological studies, including the design of research protocols, development of data collection methodologies, analysis of morphological and behavioral data, and the scientific description of findings. Students are required to conduct observations of primates at the St. Louis Zoo and participate in the Undergraduate Research Symposium.

**HONORS 4100 Independent Portfolio Writing (1 or 2)**

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. All students must take one credit hour; the two-credit hour option is recommended for students whose plans include graduate or professional school.

**HONORS 4900 Independent Study in Honors (1-6)**

Prerequisite: 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.

**HONORS 4910 Internship. (1-6)**

Prerequisites: Junior/Senior Standing and consent of the dean of the Honors College. This independent study course is designed for students who are participating in an approved, non-paid or paid internship. Often operating in conjunction with the student's major, the class requires an on-going journal and formal paper varying in length according to credit hours and hours of the internship work. Evaluation is based on the student's work, the completed form by supervisor of internship, and assigned papers and journal.

**HONORS 4915 Honors Independent Off-Campus Internship (1-6)**

Prerequisites: as for HONORS 4910. This course is designed for 1 to 6 hours for an outside internship, approved by the Honors College. The student will not be on campus for the hours of this internship and most work for the internship will be submitted online to the Honors College internship supervisor.

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### Faculty

**Juliann G. Sebastian**, Dean and Professor  
Ph.D., University of Kentucky

**Shirley A. Martin**, Dean Emerita  
Ph.D., Saint Louis University

**Margaret Barton-Burke**, Mary Ann Lee Endowed Professor of Oncology Nursing, Ph.D.,  
University of Rhode Island

**Roberta K. Lee**, Hubert C. Moog Endowed Professor of Nursing, Director of Graduate Study  
Dr. P.H., University of Texas-Houston

**Jean Bachman**, Associate Professor,  
D.S.N., University of Alabama-Birmingham

**Anne Fish**, Associate Professor  
Ph.D., University of Michigan-Ann Arbor

**Ruth L. Jenkins**, Associate Professor Emerita  
Ph.D., Saint Louis University

**Kathleen Borcharding**, Assistant Professor  
Ph.D., Saint Louis University

**Wilma Calvert**, Assistant Professor  
Ph.D., University of Missouri-St. Louis

**Dawn Garzon**, Assistant Professor  
Ph.D., PNP., University of Missouri-St. Louis

**Shelly Hanko**, Assistant Professor, Ph.D., FNP,  
St. Louis University

**Kuei-Hsiang Hsueh**, Assistant Professor  
Ph.D., University of Arizona

**Richard Yakimo**, Assistant Professor, Ph.D., PMH-CNS,  
St. Louis University

**Dotty Akerson**, Teaching Professor  
Ph.D., Saint Louis University

**Nancy Magnuson**, Clinical Professor, Vice Provost for Student Affairs, University Health, Wellness, &  
Counseling, DNS, FNP,  
University of Alabama-Birmingham

**Judith Maserang**, Teaching Professor,  
Ph.D., Saint Louis University

**Jean Nelson**, Teaching Professor  
Ph.D., University of Missouri-St. Louis

**Kimberly R. Allen**, Associate Teaching Professor, Assistant Dean for Student & Faculty Affairs  
Ph.D., University of Missouri-St. Louis

**Susann Farberman**, Associate Teaching Professor  
M.Ed., B.S.N., PNP, Washington University

**Susan Kendig**, Associate Teaching Professor  
MSN, PNP, University of Missouri-Columbia

**Deborah Kiel**, Associate Teaching Professor  
Ph.D., Saint Louis University

**Sandy Lindquist**, Teaching Professor, Director of the Undergraduate Program  
Ph.D., Saint Louis University

**Diane Saleska**, Associate Teaching Professor  
MSN, University of Missouri-St. Louis

**Darlene Sredl**, Associate Teaching Professor  
Ph.D., University of Missouri-St. Louis

**Vicky Becherer**, Assistant Teaching Professor,  
MSN, Jewish Hospital College of Nursing

**Julie Campbell**, Assistant Teaching Professor  
MSN, University of Missouri-St. Louis  
**Sherry Doney**, Assistant Teaching Professor  
MSN, AP/MH-CNS, Southern Illinois University, Edwardsville  
**Kathy Lee**, Assistant Teaching Professor  
MSN, Jewish Colleges of Nursing and Allied Health  
**Elizabeth Mantych**, Assistant Teaching Professor  
MSN, Saint Louis University  
**Linda Sherman**, Assistant Teaching Professor  
MSN, Southern Illinois University Edwardsville  
**Lanette Tanaka**, Assistant Teaching Professor  
MSN, St. Louis University  
**Jennifer Taylor**, Assistant Teaching Professor  
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**Claudia Valentine**, Assistant Teaching Professor  
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**Yakima Young-Shields**, Assistant Teaching Professor  
MSN, ANP, University of Missouri-St. Louis  
**Beth Dudley**, Lecturer  
MSN, University of Missouri - St. Louis  
**Amanda Finley**, Lecturer  
MSN, University of Missouri - St. Louis  
**Gary Frandsen**, Lecturer  
MSN, University of Missouri-St. Louis  
**Chris Recktenwald**, Lecturer  
MSN, University of Missouri-St. Louis  
**Chris Spencer**, Lecturer and Nursing Lab Assistant  
MSN, University of Missouri - St. Louis

### **General Information**

The College of Nursing offers academic nursing programs 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 fulfill the requirements for the B.S.N. completion option without repetition of previous nursing education. The Master of Science in nursing program, offers studies in the roles of nurse educator and advanced practice nursing. The Ph.D. program in Nursing is offered in cooperation with the Schools of Nursing at University of Missouri Columbia and Kansas City. Admission to the Ph.D. program is available at the post B.S.N. and M.S.N. levels. The Doctor of Nursing Practice program is offered in cooperation with the University of Missouri-Kansas City and prepares students for the highest level of advanced clinical nursing practice.

### **INTERNATIONAL STUDENTS**

All students with International or Permanent Resident status are required to complete an English as a second language (ESL) assessment with the UMSL ESL office. Based upon this assessment students may be required to complete recommended ESL courses before enrolling in nursing courses.

### **CONTINUING EDUCATION-EXTENSION**

Continuing Education offerings in nursing are presented to provide nurses with new information, techniques, and trends within the nursing profession.

### **Undergraduate Studies**

The College of Nursing provides course work leading to the Bachelor of Science in nursing (BSN). The program is accredited by the Commission on Collegiate Nursing Education and approved by the Missouri State 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 and clinical courses (RN/BSN track). An accelerated pre-licensure option is available for qualified persons who hold earned degrees in non-nursing 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. **Students who have been dismissed from another nursing program are not eligible for admission to the pre-licensure BSN program.**

### **Bachelor's of Science Degree in Nursing (BSN) - Traditional 4 Year Track Admission (Pre-licensure)**

#### **BSN Traditional Admission Criteria**

#### **NURSING MAJOR (Pre-clinical)**

Students admitted to the nursing major begin by completing all nursing prerequisites and general education coursework. **Admission to the nursing major does not guarantee enrollment in clinical nursing courses unless a student is admitted into the Freshmen Guaranteed Clinical Major.** In order to be considered for the nursing major students must meet the following criteria:

### **Freshmen Guaranteed Clinical Major**

#### **First-time freshmen and applicants each with fewer than 24 transferable college credit hours:**

- Minimum cumulative G.P.A. of 2.75 on 4.0 scale
- Minimum ACT of 22.
- Must maintain 2.75 cumulative GPA at UMSL (all attempts at all courses calculated)
- Must maintain 2.75 science GPA in Chemistry, Anatomy and Physiology I and II and Microbiology (first attempts calculated only)
- Must maintain minimum full-time enrollment at UMSL

**Note:** Students admitted as Freshmen who are guaranteed a space in the clinical major courses must maintain full-time enrollment at UMSL.

### **General Freshmen Admission Nursing Major (Pre-clinical) Admission Criteria**

First-time freshmen and applicants with fewer than 24 transferable college credit hours:

- Minimum cumulative G.P.A. of 2.5 on 4.0 scale
- Minimum 21 ACT or higher
- Must maintain 2.5 cumulative GPA at UMSL (all attempts at all courses calculated)
- Must maintain 2.5 science GPA at UMSL in Chemistry, Anatomy and Physiology I and II, and Microbiology (first attempts calculated only)

### **Transfer Admission to Nursing Major (Pre-clinical) Criteria**

Applicants with 24 or more transferable college credit hours:

- Minimum 2.5 G.P.A. on 4.0 scale on 24 or more transferable credit hours from an accredited college or university.

### **Clinical Major Admission Criteria for 4 Year Traditional Track**

Spaces for the clinical nursing major are assigned on a competitive and space available basis for each admission period. Applicants must meet the following criteria:

- Minimum 2.5 cumulative G.P.A. on 4.0 scale (all attempts of all transferable courses calculated)
- Completion of all prerequisite courses (minimum grade of C-)
- Minimum 2.5 cumulative G.P.A. in Chemistry, Anatomy and Physiology I & II, and Microbiology (first attempt calculated only)
- Required science courses completed within 10 years prior to enrollment

### **BSN Traditional Application Procedure**

#### **To Apply For Nursing Major (Pre-clinical)**

First-time freshmen and applicants with fewer than 24 transferable college credit hours, send the following:

- Completed University application
- Official high school transcripts or GED score
- Official ACT or SAT score
- Official college transcripts, if applicable

Applicants with 24 or more transferable college credit hours, send the following:

Completed University application  
Official college transcripts

#### **To Apply For Clinical Major in the 4 Year Traditional BSN Track**

To be considered for the clinical major, students must file a separate clinical major application available through the College's website or Office of Student Services and send it directly to the College of Nursing. Students must complete an application for the Clinical Major during their last semester of enrollment in prerequisite coursework and send the following:

- Completed University application
- Completed College of Nursing Clinical Major application
- Official college transcripts

## Application deadlines for the clinical major

To be admitted to the clinical nursing major **all** material must be submitted to the College of Nursing, Office of Student services by the following dates:

- Fall admission – February 1st
- Spring admission – October 1st

### BSN Accelerated Track (Pre-licensure)

#### Accelerated Track Admission Criteria

##### Degree or transfer pathway to accelerated option

- Baccalaureate or degree from a regionally accredited college or university or a minimum of 62 transferable credit hours from a regionally accredited college or university.
- 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 the major in nursing with grade of C or higher.
- Required science courses completed within 10 years prior to enrollment.
- Application deadlines for the Accelerated track.
- To be admitted to the accelerated track that **begins in May of each year only**, all materials must be submitted to the College of Nursing, Office of Student Services by the following dates:  
Early acceptance deadline - September 15th

Regular acceptance - deadline - February 1st

For specific information regarding the B.S.N. degree program, contact Office of Student Services at (314) 516-6066 or 1-888-NURSEUM or visit the College of Nursing website.

#### 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 for B.S.N.

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 pre-licensure baccalaureate track can be completed in four academic years. The pre-licensure accelerated track requires full-time study and can be completed in 15 months. The RN/BSN track is offered at selected metropolitan sites, on-campus, and by Internet. Clinical activities in the RN/BSN Program are community-based and may be completed in the student's home community.

Upon completion of the BSN program, students are expected to have achieved the following learning outcomes:

1. Integrate into practice theories and concepts from nursing, the arts, sciences and humanities to provide comprehensive nursing care in a variety of settings.
2. Integrate critical thinking and problem solving in professional practice.
3. Administer culturally competent, compassionate, holistic care to promote healthy outcomes for diverse clients (individuals, families, communities and populations) during all life phases.
4. Apply best evidence from nursing research and related professions to enhance care and guide professional practice.
5. Utilize interpersonal communication to enhance the nurse/client relationship and the nursing role in an interprofessional health care team.
6. Integrate principles of client education, management and leadership *when* organizing, coordinating, and directing outcome-based professional practice.
7. Assume responsibility and accountability for decisions and actions based on intrapersonal values, ethical and legal obligations, standards of practice, and economics.
8. Participate in professional and community organizations to effect societal change.
9. Exhibit motivation and self-direction in activities that contribute to lifelong personal, professional, and intellectual development.
10. Utilize technology to meet the health needs in a community competent manner within a global society

#### Satisfactory/Unsatisfactory (Pass/Fail) Grading

Undergraduate nursing majors may not take required prerequisite general education or nursing courses on a satisfactory/unsatisfactory basis.

## **Undergraduate Degree Requirements**

### **General Education Requirements**

Nursing majors must complete all general education requirements of the university as outlined in this *Bulletin*.

In addition to meeting the university's general education requirements, the following prerequisite courses must be completed prior to beginning the clinical major. See a curriculum planning guide for specific courses and proper sequencing.

#### **1) Natural science course work**

**BIOL 1131**, Human Physiology and Anatomy I  
**BIOL 1141**, Human Physiology and Anatomy II  
**BIOL 1162**, General Microbiology  
**CHEM 1052**, Chemistry for Health Professions (or equivalent)

#### **2) Behavioral and social science course work**

**PSYCH 1003**, General Psychology  
**PSYCH 1268**, Human Growth and Behavior  
**ECON 1000**, Introduction to American Economy (or equivalent)  
Social science elective

#### **3) Humanities**

Any Philosophy course (as part of the University's 3 humanities requirement)

#### **4) Nursing**

**NURSE 1010**, Orientation to Nursing  
**NURSE 2103**, Nutrition and Health (or equivalent)  
**NURSE 2105**, Communication in the Nursing Profession (or equivalent)  
**NURSE 3799**, Quantitative Analysis in the Health Sciences (or equivalent)

### **Nursing Course Work Requirements**

#### **PRE-LICENSURE - 4 year traditional and accelerated tracks**

**NURSE 2101**, Introduction to Nursing (first offering in Fall 2010; required for traditional track only)  
**NURSE 3101**, Nursing and Health \*  
**NURSE 3106**, Assessment of Clients in Health and Illness\*  
**NURSE 3110**, Pathophysiological Bases of Nursing Practice  
**NURSE 3111**, Pharmacotherapeutics in Nursing Practice  
**NURSE 3205**, Adult Health Nursing I\*  
**NURSE 3206**, Adult Health Nursing II\*  
**NURSE 3214**, Psychiatric Mental Health Nursing\*  
**NURSE 3215**, Nursing of Women and Childbearing Families\*  
**NURSE 3216**, Child and Family Health Nursing\*  
**NURSE 3804**, Ethical and Legal Dimensions of Nursing Practice  
**NURSE 3807**, Nursing Research  
**NURSE 3808**, Management and Leadership in Nursing  
**NURSE 3817**, Introduction to Nursing and Health Informatics  
**NURSE 4300**, Community Health Nursing\*  
**NURSE 4310**, Senior Synthesis\*

Nursing elective (required for 4 year traditional track students)

\* Includes a laboratory and/or clinical component

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. Students are required to complete standardized assessment exams throughout the program and at completion as part of the program evaluation.

#### **POST LICENSURE RN to BSN**

The RN to BSN curriculum is designed to be completed in six consecutive semesters and takes two years to complete. The innovative FLEX Program offers flexibility and accessibility in a part-time program. The FLEX Program allows students to choose to complete their BSN online, on campus, or at various outreach sites in the St. Louis area.

#### **Admission Requirements RN to BSN include:**

- Admission to the University.
- 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 a minimum of 30 transferable credit hours (excluding nursing course work)

**RN to BSN FLEX required nursing courses**

- NURSE 3807**, Nursing Research (or equivalent)
- NURSE 3808**, Management and Leadership in Nursing
- NURSE 3817**, Introduction to Nursing and Health Informatics
- NURSE 3900**, Dimensions of Professional Nursing
- NURSE 3920**, Health Assessment\*
- NURSE 4901**, Family and Community Nursing\*
- NURSE 4905**, Values in Professional Nursing
- NURSE 4911**, Synthesis in Nursing Practice\*

\* Includes a laboratory and/or clinical component

RN to BSN students are required to complete a standardized assessment exam during the final nursing course as part of the program evaluation.

## **Graduate Studies**

### **Master of Science in Nursing**

The College of Nursing offers master's degree nursing studies in two functional roles: nurse educator, and advanced practice nurse. Students with master's degrees in nursing who wish to pursue one of the nurse practitioner specializations may complete a Post-MSN graduate certificate option. Our MSN programs are offered cooperatively with the University of Missouri-Kansas City and the University of Missouri-Columbia. All MSN students complete the MSN core curriculum and functional role required courses.

This graduate program offers students two functional roles: 1) nurse educators complete a minimum of 38 credit hours with emphasis in the role of the nurse educator; and advanced practice nurses (APN) complete a minimum of 43 credit hours with emphasis in the role of advanced practice nurse (clinical nurse specialist or nurse practitioner). Graduates with advanced practice nurse functional roles will be eligible to apply for national board certification examinations in their specialty areas. Current APN roles include Adult Nurse Practitioner, Family Health Nurse Practitioner, Neonatal Nurse Practitioner, Pediatric Nurse Practitioner and Women's Health Nurse Practitioner. Graduates completing the practitioner functional options are eligible for recognition as advanced practice nurses in Missouri. Graduates with the nurse educator functional role will be eligible to apply for certification by the National League for Nursing after obtaining the experience requirements. Upon completion of the MSN degree requirements, this degree is awarded by the UMSL Graduate School. Building on baccalaureate nursing education, and upon completion of the MSN program or post MSN graduate certificate options, students will be able to:

- Demonstrate integration of advanced knowledge and skills within the context of an advanced professional role.
- Provide leadership with interprofessional colleagues engaging strategic partners to improve health care outcomes and patient safety.
- Integrate informatics in the design, implementation and evaluation of population-specific interventions.
- Evaluate research findings to implement and disseminate evidence based professional nursing practice.
- Provide ethically grounded, culturally competent health promotion\* with diverse populations.

### **MSN and Post-MSN Program Requirements**

- B.S.N. or M.S.N. from a nationally accredited nursing program
- Minimum cumulative grade point average of 3.0 (4.0 scale)
- Current professional licensure with eligibility for Missouri license
- Successful completion of an undergraduate general statistics course
- Successful completion of an undergraduate health assessment course or equivalent
- Two letters of reference regarding the applicant's academic potential (NP or CNS option)
- Narrative outlining goals (NP or CNS functional role)
- Two years of clinical experience with chosen population are preferred prior to starting clinicals. (NP or CNS functional role)
- Computer literacy

### **Neonatal Nurse Practitioner (NNP) students must also submit:**

- Evidence of 2 years of neonatal nursing experience within the last 5 years and a minimum of one year experience in a Level 3 NICU
- Evidence of Neonatal Resuscitation Program certification
- Must reside in the United States

Availability of clinical resources may limit the number of applicants accepted to the practitioner options. Students are required to suggest their own preceptors for the Nurse Practitioner Clinical Courses NURSE 6954 and NURSE 6955. Deadline for fall admission is April 1 or July 1. Deadline for spring

Admission is October 1.

### **Degree Requirements**

#### **MSN Core Courses (required of all MSN students)**

**NURSE 6106**, Policy, Organization, and Financing of Health Care  
**NURSE 6111**, Theoretical Foundations in Nursing  
**NURSE 6120**, Population-based Foundations of Health  
**NURSE 6130**, Research for Evidence-Based Practice

#### **Advanced Nursing Practice with Educator Functional Role**

**NURSE 6309**, Role of the Nurse Educator  
**NURSE 6322**, Evaluation Strategies in Nursing  
**NURSE 6320**, Learning and Curriculum Development in Nursing  
**NURSE 6321**, Instructional Strategies in Nursing Education  
**NURSE 6518**, Pathophysiology for Advanced Nursing Practice  
**NURSE 6739**, Adult Primary Care 1  
**NURSE 6743**, Child Health 1 **OR**  
**NURSE 6746**, Woman's Health 1  
**NURSE 6950**, Advanced Nursing Practice  
**NURSE 6952**, Synthesis Practicum  
**EDUC 6410**, The Adult Learner

#### **Advance Practice Nurse with Nurse Practitioner or Clinical Specialist Functional Role**

(The APN Clinical Nurse Specialist Functional Role is currently suspended and not available at this time.)

(Emphasis areas for adult nurse practitioner, family nurse practitioner, pediatric nurse practitioner, and women's health nurse practitioner)

**NURSE 6509**, Role of the Clinical Nurse Specialist/Nurse Practitioner  
**NURSE 6518**, Pathophysiology for Advanced Nursing Practice\*  
**NURSE 6524**, Health Assessment for Advanced Nursing Practice\*  
**NURSE 6520**, Pharmacology for Advanced Nursing Practice\*  
**NURSE 6530**, Clinical Diagnostics  
**NURSE 6739**, Adult Primary Care I: Diagnosis & Management in ANP **AND**  
**NURSE 6740**, Adult Primary Care II: Diagnosis & Management in ANP **OR**  
**NURSE 6741**, Family Health I: Diagnosis & Management in ANP **AND**  
**NURSE 6742**, Family Health II **OR**  
**NURSE 6743**, Child Health I: Diagnosis & Management in ANP **AND**  
**NURSE 6744**, Child Health II **OR**  
**NURSE 6746**, Women's Health I: Diagnosis & Management in ANP **AND**  
**NURSE 6747**, Women's Health II: Diagnosis & Management in ANP **AND**  
**NURSE 6954**, Advanced Practice Nursing: Internship I  
**NURSE 6955**, Advanced Practice Nursing: Internship II

\*Pediatric Nurse Practitioner students complete the following:

**NURSE 6519**, Advanced Pediatric Pathophysiology  
**NURSE 6526**, Advanced Health Assessment for Pediatric Nursing Practice  
**NURSE 6529**, Advanced Pharmacology for Pediatric Nursing Practice

#### **Advanced Practice Nurses with Neonatal Nurse Practitioner Functional Role**

(Emphasis area: Neonatal Nurse Practitioner). Students in this emphasis area complete the MSN Core Courses on the UMSL campus and the following neonatal specialty courses through UM-KC:

**N5547N** Neonatal Assessment **AND**  
**N5548N** Neonatal Physiology/Pathophysiology **AND**  
**N5549N** Neonatal Pharmacology **AND**  
**N5564N** Neonatal Nursing I **AND**  
**N5566N** Neonatal Nursing II **AND**  
**N5572NI** Preceptorship I **AND**  
**N5574II** Preceptorship II **AND**

Post-MSN requirements are tailored to the individual student, depending on past academic work, experience and the student's goals. Upon completion of the post-MSN requirements, a graduate certificate is awarded by the College of Nursing and Graduate School.

#### **Doctor of Nursing Practice (DNP)**

The focus of the DNP program is preparation, at the highest level, of leaders in clinical nursing who can improve quality of care for individuals and populations through advanced practice and through improving systems of care. The curriculum is based on national standards for DNP education. The DNP

is offered cooperatively with UM-KC and UM-C and is based on the needs of each campus and their communities of interest.

The DNP program is designed for graduates to attain the following program outcomes:

- Generate integrated clinical and translational strategies to improve health care delivery and health outcomes in the region and in complex clinical environments
- Use clinical scholarship and analytical methods in collaboration with multiple disciplines to shape healthcare delivery and policy
- Lead the health care community by providing excellence in advanced clinical nursing practice.

Courses are designed to support nursing science, clinical research, leadership and a specialty area. Concepts woven throughout the courses will include methodologies for translating research into practice, using culturally competent leadership techniques with diverse and underserved populations, advanced nursing science and clinical scholarship, clinical prevention, advanced nursing practice and clinical decision making, understanding organizational systems and change, and policy development. The DNP program is available for currently certified APNs who have completed an accredited MSN degree. This program is administered by the UMSL Graduate School.

Program requirements are listed below.

#### **Admission Requirements**

The deadline for DNP applications for admission is April 1. Admission may be considered at a later date depending on space.

- Graduation from a MSN program with national nursing accreditation
- GPA of 3.0 or higher
- 2 Reference letters
- An identified preceptor who will mentor the student during clinical practica\*
- A proposed DNP project that matches faculty expertise
- Acceptable GRE scores, including writing test
- Graduate level general statistics course
- Interview by invitation
- Evidence of current advanced practice certification and
- Currently practicing in an advanced practice role
- Current APN status in Missouri or eligible to apply for Missouri APN status

\* Preceptors must be approved by faculty based on criteria available from the College of Nursing. The DNP curriculum is divided into 4 general categories:

- Leadership development and change
- Policy
- Practice-focused evaluation/translational research
- Clinical excellence

#### **Degree Requirements**

Completion of the DNP program requires the following courses:

- NURSE 7401 Research Institute I (2)
- NURSE 7200 Nursing Science (3)
- NURSE 7211 Biostatistics I (3)
- NURSE 7220 Leadership in Practice (3)
- NURSE 7230 Epidemiology (3)
- NURSE 7240 Health Informatics (3)
- NURSE 7250 Frameworks for Health Care Delivery (3)
- NURSE 7260 Program and Practice Evaluation (3)
- NURSE 7270 Policy Application for Improved Health Outcomes (3)
- NURSE 7291 Clinical Scholarship 1 (3)
- NURSE 7292 Clinical Scholarship 2 (3)
- NURSE 7293 Clinical Scholarship 3 (3)
- NURSE 7299 DNP Seminar (1-3)

Near the end of the DNP program, students will complete a clinically focused project that satisfies the Graduate School dissertation requirements. This project is completed while the student is enrolled in NURSE 7291, NURSE 7292, NURSE 7293, and NURSE 7299.

Total minimum graduate credit hours 41

#### **Doctor or Philosophy in Nursing (Ph.D.)**

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. Upon completion of all degree requirements, the Ph.D. degree is awarded by the UMSL Graduate School.

The Ph.D. in nursing curriculum is divided into these general categories: nursing science and theory, nursing research methods and statistics, cognates and dissertation. The Ph.D. program is designed for graduates to attain the following outcomes:

- Develop skills and knowledge to establish a program of research and scholarship.
- Design, conduct and disseminate a dissertation that contributes to nursing knowledge.
- Translate nursing research into practice and policy.
- Assume leadership roles in health care by collaborations and partnerships with institutions in the greater St. Louis region.
- Improve the health care quality of life of individuals/families/ communities regionally, nationally and internationally.

#### **Admission Requirements**

The deadline for Ph.D. applications for admission is April 1. Admission may be considered at a later date depending on space. Applicants are evaluated based on the following criteria:

- Graduation from a nationally accredited baccalaureate program with 3.2 minimum GPA (4.0) scale. (post-BSN track) OR from a nationally accredited master's program with a 3.5 minimum GPA (4.0) scale. (post-MSN track)
- Satisfactory Graduate Record Examination (GRE) scores
- Graduate level general statistics course
- Two letters of reference
- Original essay on professional goals and research interests
- Interview by invitation

International applicants must 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 Office.

#### **Degree Requirements**

While each program of study is individualized, Post-BSN students complete a minimum of 72 hours of graduate-level course work. Post-MSN students complete 45 credit hours. A maximum of 30 M.S.N. hours, which support the program of study, are individually evaluated to determine eligibility for the application of candidacy. The overall Ph.D. in nursing program design includes nursing science and theory, research methods and statistics, cognates or support courses and dissertation.

Nursing Science and Theory: 9 or more nursing credits including:

- Nursing science
- Advanced nursing theory development and validation

Nursing Research Methods: 18 or more nursing credits including:

- Quantitative Methods in nursing
- Qualitative Methods in nursing
- Psychometric Methods
- Biostatistics

Cognates: 9-12 credits outside of the discipline of nursing which support the selected dissertation topic. Dissertation: Minimum is 12 credits.

Post BSN students must also complete the core courses in the MSN program as these are pre-requisites for the nursing Ph.D. courses. Students who anticipate becoming faculty members are also encouraged to complete the nurse educator functional role (see the MSN Program).

#### **Professional Organizations**

##### **Sigma Theta Tau International Honor Society for Nursing**

Nu Chi is the College of Nursing's official chapter of Sigma Theta Tau International Honor Society. Membership is offered by invitation to nursing students in the upper third of their class and to nurses 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 the organization is to provide baccalaureate students an opportunity to connect with the nursing profession through service and professional development activities. The organization is open to all nursing majors and clinical nursing majors.

##### **Black Student Nurses' Association**

The College of Nursing is a constituent of the Black Student Nurses' Association. The purpose of this organization is to provide black nursing students in the prelicensure baccalaureate program 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.



# BULLETIN 2009 2010

University of Missouri - St. Louis

## College of Optometry

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#### [College of Optometry Home Page](#)

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 UMSL, please go to the [College of Optometry Home Page](#).

[The College of Optometry Bulletin](#)

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### **General Information**

The UMSL 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 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).

The College of Optometry is a member of the Association of Schools and Colleges of Optometry (ASCO) and is accredited by the Accreditation Council on Optometry Education (ACOE).

### **The Doctor of Optometry (O.D.) Degree**

A student who satisfactorily completes all four years of the professional curriculum will be eligible to receive the doctor of optometry degree. The training and clinical experience optometry students receive at UMSL qualifies graduates to practice optometry in any state in the nation.

### **Center for Eye Care**

The Center for Eye Care provides a patient care environment for upper level optometry students and post-doctoral residents. The Center for Eye Care includes four locations: the University Eye Center on the UMSL South Campus, the Optometric Center in the Central West End of the city of St. Louis, the East St. Louis Eye Center on the campus of East St. Louis Community College, and 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 College of Optometry 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 including primary eye care, contact lens, pediatrics, binocular vision, low vision, and eye health management. Specialized testing of color vision is also available.

Situated in Missouri's largest metropolitan area, the College of Optometry 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 possible a highly diverse programs of clinical training. Another asset of the College is its proximity to the national headquarters of the American Optometric Association, located just a few miles from 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 basic and biomedical sciences and introduces students to optics of the visual system. The second year covers vision science and instruction in eye examination techniques. The third year emphasizes patient care and introduces the student to specialty areas within optometry, such as contact lenses, pediatrics and geriatric vision care, binocular vision and vision therapy, and low vision rehabilitation. The second and third years also include course work and clinical instruction in ocular disease and pharmacology. The fourth year includes six rotations through the externship program, giving the student added experience in the management 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, and 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 with consideration given to the individual student's interest, needs and future practice intentions. Externship Rotations are located at a number of domestic and international sites. In this program, students leave the academic environment and begin working with selected eye care professionals while continuing to be monitored by the faculty through bi-weekly reports of patient encounters, therapies, and activities. The externship rotations are designed to give students exposure in the following areas:

- Pediatric/Binocular Vision Patient Care
- Contact Lens Patient Care
- Low Vision Patient Care
- General (Primary Optometric) Patient Care
- Refractive Management Patient Care
- Eye Health Management Patient Care
- Geriatric Patient Care
- Sports Vision Patient Care
- Optometric Rehabilitation Patient Care

#### **Student Organizations & Activities**

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.

#### **Pre-Optometry Programs**

The University of Missouri-St. Louis offers a four-year program of study leading to the doctor of optometry degree; this professional degree is administered by the College of Optometry. It is one of only 17 currently accredited schools of optometry in the United States and the only one in the state of Missouri. This program,

as a result, makes UMSL an ideal institution for pre-optometry education. Various programs are available for pre-optometry as noted below.

Students may pursue a traditional 4 + 4 program, which is a bachelor's degree followed by the four-year graduate optometry program. In this case, students may pursue any bachelor's degree, as long as the pre-optometry requirements are met in biology, chemistry, math, physics, psychology and English.

Alternatively, the Department of Biology, the Department of Physics and Astronomy, and Department of Chemistry sponsor 3+4 Programs for the UMSL College of Optometry, for which a student may be admitted to the College of Optometry after completing three years (90 semester hours) of study in their respective majors and successful completion of the Optometry Admission Test (OAT). (See your specific department for undergraduate degree requirements.)

The Pierre Laclède Honors College and the College of Optometry also offer the Scholars Program, which allows a student to complete both the undergraduate and doctor of optometry degrees in seven years. To qualify for this program, a student must be a senior in high school; score a minimum composite of 27 on the ACT; and be accepted to the UMSL Pierre Laclède Honors College program. For more information about the Scholars Program, contact the Pierre Laclède Honors College, (314) 516-7769.

For the programs described above (Scholars or 3+4), the undergraduate degree is granted when the student satisfactorily completes the first year of the professional program and has met all of the conditions for the specific undergraduate degree for which the student has applied. 1) All general education requirements and all requirements for the biology or physics major, or other major, except electives, must be completed. 2) Any deficiency in required courses must be remedied with courses taken at UMSL within three years after entering the College of Optometry. 3) Up to 6 hours from the College of Optometry may be substituted for undergraduate degree in Biology with approval of the Department of Biology. 4) Up to six hours is used to satisfy degree requirements in biology, and 14 hours in physics to complete the B.S. in Physics degree. For more information, contact the Department of Biology, (314) 516-6200 or the Department of Physics and Astronomy at (314) 516-5931. The Department of Chemistry offers a similar program, and may require summer research in order to complete the degree requirements for a B.A. or B.S. in Chemistry. For more information, please contact the Department of Chemistry and Biochemistry at (314) 516-5311.

In some cases, students are admitted to the optometry program without a degree.

Note: Math 1800, Analytical Geometry and Calculus I must be taken in the first semester for most 3+4 or Scholars Programs.

## 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** - 2+

\*One semester (or one quarter) of Microbiology with laboratory is a requirement. One semester of Anatomy or Physiology is recommended.

+Courses may be taken and accepted for prerequisite course work AP (Advanced Placement) without a grade if the student receives a 320 or higher on the Reading Comprehension section of the OAT examination (see below, Admission Test and has a GPA of 3.0.

**\*\*One semester of Biochemistry, Cell Biology or Human/Comparative Physiology is recommended.**

**\*\*\*Trigonometry as a prerequisite course for Calculus must be completed either in high school (official high school transcripts required as proof) or college.**

The College of Optometry uses a rolling admissions process. All courses used to satisfy the admission requirements must have been taken at an institution fully accredited by one of the Department of Education regional accreditation bodies. 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. In order to process financial aid awards it is strongly recommended that students complete all prerequisite courses the spring prior to admission. 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**

Students should work with their undergraduate advisors as well as their academic advisor in optometry, to insure that all pre-requisite courses are taken prior to taking the Optometry Admission Test (OAT), which is required prior to being offered an interview for consideration for admission to the College of Optometry.

All applicants are required to take the Optometry Admission Test (OAT). The OAT is now offered through computer sites. As the computerized version may be scheduled at any time, please plan to take the OAT by June of the year you plan to apply in order to be considered for early admission. Official test scores are acceptable for up to three years from the testing date.

Applicants are encouraged to take the examination by June of the year of application to the College of Optometry. If applicants wish to enhance their scores, the examination 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.opted.org>

### **Application Procedures**

The Admissions Committee begins to process applications on July 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:

\*Asterisked items are processed by Centralized Application Service:

1. \*Application through Centralized Application Service.
2. Supplemental Application through UMSL with a \$50.00 non-refundable application fee.
3. \*Official high school and college transcripts, followed by updated transcripts as they become available. (Exception: graduates of international programs see deadline requirement for all transcripts).
4. \*Official Optometry Admission Test (OAT) results.
5. \*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 three letters of recommendation (which includes one letter of recommendation from an optometrist who is not related to you).

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 Centralized Application Service center by the originator. It is the applicant's responsibility to ensure all application materials are received by the Centralized Application Service center by February 15 (International students: transcripts by December 15 year prior) to be considered for admission to the class entering in August of the same year. Facsimile (faxed) application material will be accepted or acknowledged. Application material received after February 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 January 5 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, e.g. merit scholarships, state seat contracts."

### **International Students**

International students whose native language is not English and who have spent less than two of the last three years in an English-speaking country are required to submit scores from an internationally accepted standardized examination before a decision is made on admission.

To complete their credential file, applicants are required to furnish original and official transcripts **before December 15th the year prior to admission** 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 53203-3470  
(414) 289-3400  
Fax: (414) 289-3411  
E-mail: [eval@ece.org](mailto:eval@ece.org)  
Web site: <http://www.ece.org>

World Education Services  
P.O. Box 5087  
New York, N.Y. 10274-5087  
(212) 966-6311  
Fax: (212) 939-6100  
Email: [info@wes.org](mailto:info@wes.org)

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  
[iss@umsl.edu](mailto:iss@umsl.edu)

### **Selection Procedures**

Applications are reviewed beginning in August with interviews scheduled and initiated starting in September. 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, religion, sex, sexual orientation, national origin, age, disability or status as a Vietnam era veteran.

### **Admission Process**

Notices of acceptance may be received as late as July 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. Applicants who do not receive an offer of admission may reapply the following year through the Centralized Application Service.

### **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 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), and maximum government allowable funding under subsidized loans. A completed financial aid application means that the Financial Aid Office has received an official Student Aid Report from the Federal Processing Center. Information about Federal loan programs and FAFSA are available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

The Student Financial Aid Office maintains a Web site at [www.umsl.edu/services/finaid](http://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.

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 college's Handbook of Loans, Scholarships, Grants, and Awards to applicants after being admitted. Many of the College's scholarships are listed on the [College Website](#).

### **Fees**

Detailed information regarding current fees and residency regulations is furnished on the [UMSL Cashier's website](#).

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.

For current fees and costs, please check the fee section of the [Cashier's Website](#) and be certain to select appropriately optometry resident / nonresident.

**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; Student Facility, Activity, and Health Fee; and, if needed, Parking Fee. Please refer to the [Fees Section of the Cashier's website](#) for current fees and caps on fees.

### **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 call (314) 516-5671. For students registered at UMSL College of Optometry, health insurance is available through the [American Optometric Student Association](#).

### **Nonresident Students**

Optometry 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. (314-516-5151) Students are responsible for registering under the proper residence and paying the proper educational fees.

Currently, twelve nonresident positions for all four years are allocated by state reciprocal agreements for residents of Kansas. Individuals who are admitted under these agreements will pay reduced non-resident fees. To apply for this award, applicants must be certified as a bona fide Kansas resident and meet financial

need (FAFSA). Seats are not offered until after FAFSA data is available. Additionally, Kansas residents accepting a seat are required to return to Kansas to practice following graduation or completion of a residency program. For additional information, contact:

Kansas Board of Regents  
Kansas Optometry Service Scholarship  
1000 S.W. Jackson St., Suite 520  
Topeka, KS 66612-1368  
(785) 296-3518.  
[Kansas Board of Regents Website](#)

The College of Optometry currently has a State contract agreement for residents of Nebraska. This contract permits the College of Optometry to admit one eligible Nebraska resident in each entering class to receive the award. For detailed information about the contract and to be certified as a bona fide Nebraska resident, contact:

Dr. Richard Hoffman  
University of Nebraska  
3835 Holdrege  
Lincoln, NE 68583  
(402) 472-7115  
[University of Nebraska Website](#)

### **Four-Year Professional Degree (O.D.) Curriculum**

#### **Curricular Outcomes**

##### **Entry Level Standards**

Doctors of Optometry must have an established knowledge of the basic and clinical sciences in order to provide quality eye and vision care to their patients. The academic foundation must be broad and include the biological, medical, vision and optical sciences, as well as a basic understanding of the health care delivery system. A Doctor of Optometry must recognize the dynamic nature of knowledge and possess the commitment and skills needed to responsibly assess and apply new information and treatment strategies throughout their career.

**The UMSL College of Optometry shall ensure that before graduation each student will effectively utilize and demonstrate a working knowledge in patient care within each of the following areas:**

- basic body systems, with special emphasis on the ocular and visual system and their interrelationships to the body as a whole;
- the impact of genes and their interaction with behavior, diet and the environment on human health;
- the various processes and causes that lead to dysfunction and disease and the effect that these processes can have on the body and its major organ systems, with special emphasis on the ocular and visual systems; the mechanisms of actions of the various classes of pharmaceutical agents, including injectable agents, their interactions, along with their safe and effective use for the treatment of disease and conditions affecting the eye and visual system;
- the structures and processes contributing to the development of refractive error and other optical or perceptual abnormalities of the visual system;
- the optics of the eye and ophthalmic lens systems (including spectacles, contact lenses, and low vision devices) used to correct refractive, oculomotor and other vision disorders;
- visual development and vision function with respect to deviation and enhancement of conditions such as, but not limited to, strabismus, amblyopia, oculomotor, accommodation, and visual perception;
- vision therapy and other rehabilitative methods used for the management of common visual disorders;
- the psychosocial dynamics of the doctor/patient relationship and an understanding of the social, psychological, and economic forces affecting diverse patient populations;
- the practice management structure and strategies as they pertain to various practice settings;
- the critical elements of verbal and written communications and understanding of the need for clear and appropriate documentation of patient encounters;
- the concepts of refractive surgery and its management;
- the conscientious use of current best practices in patient care decision making;
- a broad-based multidisciplinary understanding of patient care;
- an appreciation for and a commitment to lifelong learning;
- information management and technology in the delivery of eye and health care;
- and an understanding of and commitment to uphold the ethical obligations imposed by the tenets of the Optometric Oath of Practice.

##### **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. The College of Optometry does not recognize a "D" grade for courses taken

for degree credit; and for a student enrolled in a patient care course. Therefore, any grade lower than a "C-" will be recorded as an "F" and have "0" grade points. 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. 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 six (6) semesters of first course enrollment and all required courses for the O.D. degree must be completed within six (6) years after the first course enrollment.

### **Graduate Studies**

#### **Vision Science**

Vision science 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 must 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 post baccalaureate 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 (paper based), 213 (computer based), or 80 (internet based) 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. Early applications are encouraged.

#### **Master of Science in Vision Science**

##### **Curricular Outcomes**

The graduate of the **Masters of Science in Vision Science degree program** will:

1. Demonstrate an understanding of concepts across a number of cores disciplines in Vision Science.
2. Show an ability to critically analyze the primary literature in Vision Science
3. Understand how to analyze and interpret scientific data in Vision Science
4. Conduct, analyze and defend a thesis project

For the Master's degree students must complete the 5 core courses (6400, 6401, 6402, 6403, 6404). Students must take 15 more credits and successfully defend their Master's Thesis. Students are expected to present their research both on campus (department seminars or Graduate Research Fair) (Outcome 2, 3). The capstone experience is a public defense of the thesis as well as a written and oral defense of the thesis from the thesis committee (Outcome 4).

#### **Degree Requirements**

The M.S. degree requires 30 semester hours of course work, including the core courses. At least 24 of these hours will normally be taken from courses offered by the College of Optometry, with no more than 10 of these in VIS SCI 6490, Graduate Research in Vision Science. Each M.S. student will be required to teach at least two semesters in areas determined by the Graduate Committee in Vision Science.

The **core courses** for this program are:

**VIS SCI 6400**, Sensory Processes and Perception

**VIS SCI 6401**, Visual Optics

**VIS SCI 6402**, Ocular Anatomy and Physiology

**VIS SCI 6403**, Psychophysical Methods and Experimental Design

## **VIS SCI 6404, Sensory Neuroscience**

Special Topics, Individual Studies, and Advanced Topics courses in Vision Science 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 vision science.

## **Ph.D. in Vision Science**

### **Curricular Outcomes**

The graduate of the **PhD in Vision Science degree program** will;

1. Demonstrate an understanding of concepts across a number of cores disciplines in Vision Science;
2. Show an ability to critically analyze the primary literature in Vision Science
3. Understand how to analyze and interpret scientific data in Vision Science
4. Develop skills and knowledge to establish a program of research in vision science
5. Design, conduct and defend a dissertation that contributes to the vision science literature and shows independent creative thought.

Upon completing the core courses a PhD candidate must pass a Qualifying Exam covering topics in 4/5 core course areas: Visual Optics, Psychophysical Methods, Experimental Design Ocular Anatomy and Physiology, Sensory Neuroscience, and Sensory Processes and Perception. Members of the graduate committee who were involved with the core courses will submit questions to be answered and grade the exams. The successful completion of the Qualifying exam establishes the student's Ph.D. candidacy. Students are expected to present their research both on campus (department seminars or Graduate Research Fair) (Outcome 2, 3, 5). Students are also expected to present their work at a national meeting (e.g. ARVO, AAO, VSS, SFN). The capstone experience is a public defense of the dissertation as well as a written and oral defense of the dissertation from the dissertation committee (Outcome 6).

### **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 Vision Science. Students will be required to teach at least two semesters in areas determined by the Graduate Committee in Vision Science.

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:

**VIS SCI 6400**, Sensory Processes and Perception

**VIS SCI 6401**, Visual Optics

**VIS SCI 6402**, Ocular Anatomy and Physiology

**VIS SCI 6403**, Psychophysical Methods and Experimental Design

**VIS SCI 6404**, Sensory Neuroscience

Special Topics, Individual Studies, and Advanced Topics courses in Vision Science 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 nutrition, 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 re-licensure.

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**

Doctors of optometry are independent primary health care providers who examine, diagnose, treat and manage diseases and disorders of the visual system, the eye and associated structures as well as diagnose related systemic conditions. They examine the internal and external structure of the eyes to diagnose eye diseases like glaucoma, cataracts and retinal disorders; systemic diseases like hypertension and diabetes; and vision conditions like nearsightedness, farsightedness, astigmatism and presbyopia. Doctors of Optometry also do testing to determine the patient's ability to focus and coordinate the eyes, and to judge depth and see colors accurately. They prescribe eyeglasses and contact lenses, low vision aids, vision therapy and medicines to treat eye diseases.

As primary eye care providers, Doctors of Optometry are an integral part of the health care team and an entry point into the health care system. They are skilled in the co-management of care that affects the eye health and vision of their patients and an excellent source of referral to other health care professionals.

The scope of optometric 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 30,000 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 criterion.

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, and computer usage among all people including young 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.

As a result the patients have more varied and challenging needs. On any given day, a Doctor of Optometry could be involved in restoring functional 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.

# BULLETIN 2009 2010

University of Missouri - St. Louis

## School of Social Work

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### **General Information**

The School of Social Work at the University of Missouri-St. Louis includes the Social Work and Gerontology programs. The faculty this School are distinguished scholars committed to excellence in teaching and research in a wide range of specialties. These include child welfare, gerontology, community organization, addictions, social service policy, and international social work. The School's programs work closely with the agencies in the St. Louis region, and students are able to select internships from more than 400 area social service agencies.

Social work prepares students for professional practice in schools, juvenile and adult courts, hospitals, community development agencies, counseling agencies, agencies serving older adults, state social service agencies, and other organizations and agencies serving individuals, families, groups and communities.

Gerontology is an interdisciplinary program with faculty from anthropology, biology, education, economics, nursing, optometry, psychology, social work and sociology. Students may also take courses in Business Administration or Nonprofit Management.

### **Degrees offered**

#### **Bachelor of Social Work (BSW)**

**Masters in Social Work (MSW)** with concentrations in:

- Family Practice
- Social Work Leadership and Management
- Gerontology

#### **Master of Science in Gerontology (MSG)**

- Undergraduate Certificate in Gerontological Studies
- Graduate Certificates in Gerontology and Long-Term Care Administration

Courses may be completed through day or evening coursework (BSW) or through evening courses (MSW, MSG). Credit courses are also offered off-campus through University Outreach.

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# BULLETIN 2009 University of Missouri - St. Louis 2010

## School of Social Work: Gerontology

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### **Gerontology Programs Home Page**

### **Faculty**

**Meuser, Thomas M.**, Associate Professor, Social Work and Gerontology and Director

Ph.D., University of Missouri-St. Louis

**Tang-Martinez, Zuleyma**, Professor, Biology \*

Ph.D., University of California, Berkeley

**Hurwicz, MargoLea**, Associate Professor, Anthropology and Gerontology

Ph.D., University of California Los Angeles

**Isaac-Savage, Paulette**, Associate Professor, Education\*

Ph.D., University of Georgia

**Porterfield, Shirley L.**, Associate Professor, Social Work

Ph.D., University of Wisconsin-Madison

**Steffen, Ann M.**, Associate Professor, Psychology and Gerontology

Ph.D., Indiana University

**Usui, Chikako**, Associate Professor of Sociology\*

Ph.D., Stanford University

**Hsueh, Kuei-Hsiang (Grace)**, Assistant Professor, Nursing

Ph.D., University of Arizona

**King, M. Denise**, Assistant Professor, Social Work

Ph.D., University of Maryland, Baltimore

**Pickard, Joseph G.**, Assistant Professor, Social Work \*

Ph.D., Washington University

**Boland, Kathleen**, Clinical Assistant Professor, Optometry \*

O.D., University of Missouri-St. Louis

\*Faculty affiliated with the Gerontology Program based on teaching and/or research interests in the field of aging.

Faculty from 11 departments, colleges 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, nursing, psychology, sociology, social work, public policy administration, and optometry. Courses are offered primarily in the evening to accommodate part time as well as full time students.

### **Admission Requirements**

#### Learning Outcomes

- A detailed appreciation for the aging process with respect to successful aging, health status, physical functioning, cognition and capacity, psychosocial involvement, diversity, cultural influences and competence, and public policy;
- An ability to integrate theoretical perspectives on aging with the practical needs and concerns of individuals in various living environments;
- An ability to interpret and appropriately utilize research findings to inform daily practice, especially with respect to screening, assessment, intervention, and referral activities;
- Professional competence in the areas of ethical practice, participation in multidisciplinary teams, communication with clients and families, assessment and intervention.

Program applicants must have the following:

- Baccalaureate degree.
- 3.0 or B average (students with exceptions should contact the director of the gerontology program).
- Official transcripts of all previous undergraduate/graduate work.
- 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:**  
**GERON (P P ADM, POL SCI) 6443.** Health Care Policy

**B. Health and Physical Aspects of Aging - 3 credits from the following:**  
**GERON 5610 (SOC WK 5610),** Mechanics of Aging I: The Aging Body (1 credit hour)  
**GERON 5611 (SOC WK 5611),** Mechanics of Aging II: The Aging Brain (1 credit hour)  
**GERON 5612 (SOC WK 5612),** Mechanics of Aging III: Diseases of Aging (1 credit hour)  
**GERON 6441,** Aging and Health Behavior  
**GERON 6497,** Interdisciplinary Geriatric Care

**C. Psychosocial Aspects of Aging-3 credits from the following:**  
**GERON (SOC) 4361,** Social Gerontology  
**GERON (PSYCH) 4376,** Mental Health and Aging  
**GERON (PSYCH) 5376,** Psychopathology of Aging  
**GERON (ANTHRO) 5440,** Cultural Aspects of Aging  
**GERON (SOC) 5361,** Advanced Social Gerontology  
**SOC WK 6120,** Theory & Practice with Older Adults

**D. Practica in Gerontology, 6 credits from the following:**  
**GERON 6495,** Practicum in Gerontology  
**GERON 6496,** Advanced Practicum in Gerontology

**E. Gerontology Electives - 9 credits (see Electives listed below)**

**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:

- Baccalaureate degree.
- 2.75 grade point average (students with exceptions should contact the director of the gerontology program).
- Official transcripts of all previous undergraduate/ graduate work.
- Two letters of recommendation.

### **Distribution Requirements**

**A. Public Policy-3 credits from the following:**  
**GERON (P P ADM, POL SCI ) 6443,** Health Care Policy

**B. Health and Physical Aspects of Aging-3 credits selected from the following:**  
**GERON 5610, SOC WK 5610,** Mechanics of Aging II: The Aging Brain (1 credit hour)  
**GERON 5611, SOC WK 5611,** Mechanics of Aging II: The Aging Brain (1 credit hour)  
**GERON 5612, SOC WK 5612,** Mechanics of Aging III: Diseases of Aging (1 credit hour)  
**GERON 6441,** Aging and Health Behavior  
**GERON 6497,** Interdisciplinary Geriatric Care

**C. Psychosocial Aspects of Aging - 3 credits selected from the following:**  
**GERON (SOC) 4361,** Sociology of Aging  
**GERON (PSYCH) 4376,** Mental Health and Aging  
**GERON (PSYCH) 5376,** Psychopathology of Aging

**GERON (ANTHRO) 5440**, Cultural Aspects of Aging  
**GERON (SOC) 5361**, Advanced Social Gerontology  
**SOC WK 6120**, Theory & Practice with Older Adults

**D. GERON 6495**, Practicum in Gerontology -3 credits

**E. Electives in Gerontology** - 6 credits

**Graduate Certificate in Long-Term Care Administration (18 credit hours)**

The graduate certificate in long-term care administration is designed for individuals who either work in or wish to consider entering the field of long-term care administration. This field (home, community, and institutionally-based) is the fastest growing segment of the health care industry, and there is a critical need for professionally trained personnel with the knowledge and skills to address the complex issues in gerontology. This program can be applied towards meeting nursing home administration licensure requirements. (Missouri contact hour requirements vary with education and long-term care experience. Please check with the Missouri Board of Nursing Home Administration, Jefferson City, MO 573-751-3511 for a copy of licensure eligibility requirements.)

The graduate certificate can be earned by itself or in conjunction with the pursuit of the Master of Science in Gerontology, the Master's in Social Work, or a graduate degree in another field.

The graduate certificate in long-term care administration requires the completion of 18 graduate credit hours which will apply toward the Master of Science in Gerontology for students who elect to continue their graduate studies in gerontology at UMSL.

**A. Six of these 18 hours are gerontology courses:**

- o **GERON 6441**, Aging and Health Behavior (3 hours) or **GERON 6443** Health Care Policy (3 hours) (same as SOC WK 6443, P P ADM 6430, or POL SCI 6443)
- o **GERON 6498**, Advanced Seminar in Gerontology: Long-term Care Administration (3 hours)

**B. Nine of these hours are in management. Students must choose the selection of courses in either Business Administration (1) or Nonprofit Management (2).**

1. 9 hours of coursework in Business Administration consisting of:

1. **MGMT 5600**, Organizational Behavior and Administrative Process (3 hours) (same as P P ADM 6600)
2. **ACCTNG 5400**, Financial Accounting: Theory and Practice (3 hours)
3. **MGMT 5621**, Managing Human Resources (3 hours)

or

2. 9 hours of coursework in Nonprofit Management, consisting of:

- A. **P P ADM 4940**, Leadership and Management in Nonprofit Organizations (3 hours)
- B. **P P ADM 4960**, American Philanthropy and Nonprofit Resource Development (3 hours)
- C. **P P ADM 4911**, Management Issues in Nonprofit Orgs.: Staff Management Issues (1 hour)
- D. **P P ADM 4912**, Management Issues in Nonprofit Orgs.: Legal Issues in Governing and Managing Nonprofit Orgs. (1 hour)
- E. **P P ADM 4913**, Management Issues in Nonprofit Orgs.: Financial Issues (1 hour)

**Three hours of internship (Practicum in Gerontology, GERON 6495)**, are also required.

Graduate students who already have professional field experience equivalent to the internship may request an exemption. Any request for an exemption from the internship requirement must be approved by the gerontology 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 elective coursework from the gerontology program offerings.

Requirements of admission to the graduate certificate program are the same as those required for admission to the Graduate School: an undergraduate degree, 2.75 or better GPA, and three letters of recommendation.

**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, 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**

**GERON (PHIL) 2256**, Bioethics

#### **Social Sciences**

**GERON (INTDSC) 1220**, Special Topics in Gerontology

**GERON (INTDSC) 2170**, Aging in America Concepts and Controversies

**GERON (PSYCH) 2272**, Developmental Psychology: Adulthood and Aging

**GERON (ANTHRO) 3215**, Growing Old in Other Cultures

**GERON (SOC) 4361**, Social Gerontology

**GERON (PSYCH/SOC WK) 4376**, Mental Health and Aging

#### **Career Outlook**

With our growing aging population, the career outlook for gerontology is strong and will continue to be for decades to come. Professionals with specialized training in gerontology find meaningful work in a variety of settings, including management and marketing positions in the senior housing and long-term care industries, program coordination and direct service positions in nonprofit, government and for-profit senior service organizations, in the growing field of Geriatric Care Management, as counselors and support group leaders, and as members of multidisciplinary teams in hospice organizations and other healthcare organizations.

#### **Course Descriptions**

##### **GERON 1220 Special Topics in Gerontology (1-3)**

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.

##### **GERON 2170 Aging in America : Concepts and Controversies (3)**

Same as SOC 2170, SOC WK 2670, and INTDSC 2170. This course examines the major theoretical and service issues connected to the study of older adults and their families, using multidisciplinary perspectives. Students are provided with an introduction to the field of aging through an examination of current social issues and controversies. This course emphasizes student involvement through class discussion, and is appropriate for students in the arts and sciences, business, communication, education, and nursing.

##### **GERON 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.

##### **GERON 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.

##### **GERON 2280 Psychology of Death and Dying (3)**

Same as PSYCH 2280. Prerequisite: PSYCH 1003. A beginning exploration of end-of-life issues.

##### **GERON 4361 Social Gerontology (3)**

Prerequisite: SOC 1010 and junior standing or consent of instructor. Same as Sociol 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.

##### **GERON 4376 Mental Health and Aging (3)**

Prerequisites: 9 hours of psychology, graduate standing or consent of instructor. (Same as PSYCH 4376 and SOC WK 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.

##### **GERON 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.

**GERON 5361 Advanced Social Gerontology (3)**

Prerequisites: Graduate Standing. An advanced examination of sociological theories of aging, technological and social change and its effects on the environment of older adults. It includes the study of prejudice and discrimination against the elderly.

**GERON 5376 Psychopathology and Aging (3)**

Prerequisites: Graduate Standing. Recent theory and research in mental health issues for older populations. The primary focus is on major psychological disorders prevalent among older adults and in assessment and treatment approaches for aging populations.

**GERON 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.

**GERON 5610 Mechanisms of Aging I: The Aging Body (1)**

Prerequisites: Graduate standing and BIOL1102 or equivalent. Same as SOC WK 5610 and PSYCH 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.

**GERON 5611 Mechanisms of Aging II: The Aging Brain (1)**

Prerequisites: GERON 5610 or SOC WK 5610 or PSYCH 5610 or equivalent or consent of instructor. Same as SOC WK 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.

**GERON 5612 Mechanisms of Aging III: Diseases of Aging (1)**

Prerequisites: GERON 5610 and GERON 5611 or SOC WK 5610 and 5611 or PSYCH 5610 and PSYCH 5611 or equivalents or consent of instructor. (Same as SOC WK 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.

**GERON 5620 Dying, Grief & Death in Older Adulthood (3)**

Same as SOC WK 5620. Prerequisites: Six hours of graduate level gerontology, psychology, counseling and/or social work, or special approval from the instructor. Undergraduates in their senior year may also request approval for entry from the Director of Gerontology. For those planning to work with older adults in counseling, healthcare, hospices, and/or community support settings. Will examine trajectories to death in older age, the dying process, influences of medical and aging-related conditions, euthanasia and suicide, life extension and longevity, personal beliefs and existential responses, how individuals and families cope, ethical concerns, and strategies for supportive intervention. Topics are addressed from clinical, supportive care, and interdisciplinary perspectives.

**GERON 6130 Interviewing Older Adults & Life Review (3)**

Prerequisites: Graduate standing. Same as SOC WK 6130. This course combines training in interviewing techniques with video production. Students will learn how to conduct life review interviews with older adults, and then take these skills into the community by interviewing older adults living in various settings. Students will learn how to use a digital video camera and edit video clips on the computer. Student-conducted interviews will be viewed by the instructor and classmates, issues associated with aging will be discussed, and constructive feedback provided. Some of the video clips developed in the course will become part of an educational video clip library.

**GERON 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.

**GERON 6443 Health Care Policy (3)**

Prerequisites: Graduate standing and consent of instructor. Same as POL SCI 6443, P P ADM 6430, Sociol 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.

**GERON 6444 Seminar in Public Policy and Aging (3)**

Prerequisite: Consent of instructor. Same as PP ADM 6444, POL SCI 6444 and SOC 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.

**GERON 6449 Issues in Retirement (3)**

Prerequisite: Graduate standing. Same as SOC 5449. 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.

**GERON 6450 Gerontological Assessment (3)**

Prerequisites: Graduate Standing. Same as SOC WK 6450. This course provides an overview of psychosocial assessment with older adults and their family caregivers. Major areas of gerontological assessment practice are considered, including dementia, mood disorders, suicide, grief, alcoholism, elder abuse/neglect, family caregiving, and interdisciplinary team issues.

**GERON 6460 Long Term Care Administration (3)**

Prerequisites: Graduate Standing. This course provides an overview of long term care programs and services for older adults. Administrative issues are reviewed, including patient services, state licensure requirements, human resource management, and reimbursement practices. Characteristics of well-functioning facilities are addressed, as well as consultation with families during the placement decision process.

**GERON 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.

**GERON 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.

**GERON 6496 Advanced Practicum in Gerontology (3)**

Prerequisites: GERON 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.

**GERON 6497 Interdisciplinary Geriatric Care (2)**

Same as VIS SCI 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.

**GERON 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.)

**GERON 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.)

# BULLETIN 2009 2010

University of Missouri - St. Louis

## School of Social Work

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### Faculty

**Lois Pierce**, Professor, Director  
Ph.D., Washington University

**Uma Segal**, Professor  
Ph.D., Washington University

**Margaret Sherraden**, Professor  
Ph.D., Washington University

**Norman Flax**, Associate Professor Emeritus  
Ph.D., Saint Louis University

**Joan Hashimi**, Associate Professor Emeritus,  
Ph.D., Washington University

**Sharon Johnson**, Associate Professor  
Ph.D., Washington University

**Thomas Meuser**, Associate Professor  
Ph.D., University of Missouri-St. Louis

**Shirley Porterfield**, Associate Professor  
Ph.D., University of Wisconsin - Madison

**Baorong Guo**, Assistant Professor  
Ph.D., Washington University

**M. Denise King**, Assistant Professor  
Ph.D., University of Maryland

**Joseph Pickard**, Assistant Professor  
Ph.D., Washington University

**Patricia Saleeby**, Assistant Professor  
Ph.D., Washington University

**Lori Curtis**, Associate Teaching Professor  
M.S.W., Washington University

**Linda Wells-Glover**, Associate Teaching Professor  
M.S.W., Washington University

**Patricia Rosenthal**, Associate Clinical Professor  
M.S.W., Washington University

**Beverly Sporleder**, Assistant Clinical Professor  
M.S.W., Washington University

### General Information

#### Degrees and Areas of Concentration

The Social Work program offers courses leading to a bachelor of social work (B.S.W.), a master of social work (M.S.W.), and a minor in social work. The B.S.W. and the M.S.W. programs are fully accredited by the Council on Social Work Education. The programs stress the critical, empirical, and applied aspects of social work, incorporating a liberal arts perspective throughout the curriculum. There is a strong accent on community and agency field work as an integral part of the program. Professional social work education enables students to integrate the knowledge, values, and skills of the profession into competent practice.

Students must apply for admission into the B.S.W. and the M.S.W. programs. After admission, undergraduate social work majors and Master's students should obtain a copy of the *Student Handbook* (available on the [social work department's web page](#)). BSW students must meet with a social work adviser for advisement each semester. Students in the B.S.W. or the M.S.W. program must set up an appointment with the practicum office one semester prior to enrolling in the practicum and attend a series of pre-practicum orientation sessions.

### Undergraduate Studies

### **Objectives of the BSW Program**

The BSW program has the following educational outcomes. Students who graduate with a BSW will be generalist practitioners who:

- Have acquired basic theoretical knowledge of individual, family, group, organizational, community, and social systems dynamics and processes.
- Understand that oppression and injustice are endemic to human societies, recognize the forms they take and the mechanisms used to perpetrate them, and become cognizant of strategies of change that advance social and economic justice.
- Are knowledgeable about the roots, origins and history, of social work and about its current structures and issues it faces.
- Can conduct an initial assessment that identifies strengths/resources and problems with individuals, families, groups, organizations and communities.
- Can identify the appropriate level(s) of intervention, including social policy, and conduct entry level intervention(s) at the individual, family, group, organization, and community levels—based on assessments of the relevant problems, strengths, and resources.
- Can use critical thinking skills and the skills of problem solving with individuals, families, groups, organizations and communities.
- Have a realistic understanding of self and impact of self in social work practice, including the ability to use research to critically examine their impact on client systems.
- Have developed theoretical and practical understanding and sensitivity to experiences of diverse population groups (e.g. ethnic, racial, class, gender, sexual orientation, age, ability and religious) and are able to use these skills when interacting with these populations.
- Understand the social work Code of Ethics and are able to apply these guidelines in entry- level social work practice.
- Self identify as social work professionals.
- Gain skills, tools, and resourcefulness to continue developing analytical and substantive abilities as lifelong learners.

### **General Education Requirements**

Majors must satisfy the university and college general education requirements, except that proficiency in a foreign language is recommended but not required.

Courses required for the B.S.W. degree may not be taken on a satisfactory/unsatisfactory basis except SOC WK 4800 and SOC WK 4850.

### **Admission Requirements**

Students entering UMSL as freshman and as transfer students should indicate a pre-social work major. Students must apply to the program concurrently with SOC WK 3100. Admission to the program is conditional upon the successful completion of all necessary requirements.

### **Requirements for Admission to the Social Work program:**

Junior standing  
Submission of:

- Application for admission to social work program.
- Transcripts of all university work.
- Two letters of reference: one from a college or university professor and one other, preferably from a work or volunteer experience supervisor.
- Completion of SOC WK 2000, 2200, and 2201 or their equivalents or completion of an A.A. in Human Services.
- Satisfactory completion of all courses listed as prerequisites for SOC WK 3100, 3210, and 3510.
- Applicants may be asked to meet with the social work Admissions Committee.

### **Bachelor of Social Work**

Students must have a minimum GPA of 2.5 in social work and related-area requirement courses to enter field practicum. Candidates for this degree program must complete the core requirements including the following social work courses:

- SOC WK 2000**, Social Work and Social Problems
- SOC WK 2200**, Social Welfare as a Social Institution
- SOC WK 2201**, Social Welfare as a Social Institution Laboratory
- SOC WK 3100**, Introduction to Interventive Strategies for Social Work Practices
- SOC WK 3210**, Social Issues and Social Policy Development
- SOC WK 3410**, Research Design in Social Work (or SOC 3230, PSYCH 2219, or CRIMIN 2210)
- SOC WK 3510**, Human Behavior in the Social Environment
- SOC WK 3700**, Diversity and Social Justice
- SOC WK4110**, Interventive Strategies for Social Work with Individuals, Families, and Groups
- SOC WK 4300**, Interventive Strategies for Social Work with Organizations and Communities
- SOC WK 4800, and SOC WK 4850**, Supervised Field Experience in Social Work I and II

## **SOC WK 4801 and SOC WK 4851, Integrative Field Experience Seminar I and II**

A minimum of 37 hours or a maximum of 50 hours must be taken in social work. A minimum of 30 hours is required in related area departments.

Evaluation of social work transfer credits will be done by a social work adviser on an individual basis.

### **Related Area Requirements**

The following courses, or their alternatives, are required:

#### **Biology**

One course from the following:

**BIOL 1102**, Human Biology  
**BIOL 1131**, Human Physiology and Anatomy I  
**BIOL 1141**, Human Physiology and Anatomy II  
**BIOL 1202**, Environmental Biology

**ECON 1000**, Introduction to the American Economy  
**POL SCI 1100**, Introduction to American Politics  
**PSYCH 1003**, General Psychology

#### **Sociology:**

**SOC 1010**, Introduction to Sociology  
**SOC 2160**, Social Psychology  
**SOC 3220**, Sociological Statistics (or PSYCH 2201 or CRIMIN 2220 )

At least 9 additional hours must be taken in social work, sociology, political science, psychology, women's and gender studies, anthropology, criminology and criminal justice, or economics at the 2000 level or above. Hours taken in social work will apply toward the maximum of 50 hours that may be taken in social work courses. The Social Work program may require students to pass a placement test to enroll in the next level course, provided this test or its equivalent is administered to all students seeking to enroll in that course.

Social work majors must have a cumulative grade point average of 2.5 or better in all course work specifically required for the major, with satisfactory grades in practicum.

**Note** Taking anthropology, biological sciences, economics, and Spanish courses is strongly recommended by graduate schools of social work.

### **Requirements for the Minor in Social Work**

Candidates must complete the following **social work** courses:

**SOC WK 2000**, Social Work and Social Problems  
**SOC WK 2200**, Social Welfare as a Social Institution  
**SOC WK 3100**, Interventive Strategies in Social Work Practice  
**SOC WK 3210**, Social Issues and Social Policy Development  
**and one additional social work course at the 3000 level or above.**

## **Graduate Studies**

### **Objectives of The Master of Social Work**

The goals of the M.S.W. program of the University of Missouri- St. Louis are consistent with the land-grant public service mission of the University, the MSW feasibility study, and the educational mission statement of CSWE and are to:

- Prepare professional social workers to engage in ethical professional practice.
- Prepare social work students with a commitment to public or non-profit service.
- Provide a professional public university social work education to a diverse body of students, many of whom are non-traditional and place-bound.
- Prepare graduate level professional social workers with an appreciation for and ability to pursue life-long learning.
- Provide educational opportunities and diverse learning environments in partnership with public and private graduate social work and related programs.
- Contribute to solving local, regional, and global problems and to promoting social change through teaching, research, and service.

### **Master of Social Work**

#### **Admission Requirements**

Admission to the M.S.W. Program requires admission to the University of Missouri-St. Louis Graduate School **and** acceptance by the School of Social Work. Applicants to the program must meet the following

requirements to be considered for admission:

Completion of a bachelor's degree from a college or university accredited by a recognized regional accrediting organization.

Completion of a liberal arts education including courses in the humanities, the social and behavioral sciences, and the physical sciences. These courses must include one in human biology and one in statistics.

Attainment of a cumulative grade point average of at least 3.0 on a 4.0 scale for all undergraduate course work and a grade point average of 3.0 on a 4.0 scale in the major field.

Submission of the following documents by the admission deadline:

- A completed application to the UMSL Graduate School and a completed M.S.W. supplemental application
- Three written essays.
- Three letters of reference. – One from a professor in your major field of study, and one from a work or volunteer supervisor or other professional reference. Letters from employees/supervisees, friends, and family may not be used.
- Official transcripts from all colleges and university attended.
- Applicable fees.

### **Application Deadline**

The deadline for application to the MSW program is February 15 for admission in the following fall semester. (See School of Social Work's website, for more details on additional deadlines.)

### **Admissions to the Advanced Standing Program**

Applicants with a B.S.W., B.A.S.W., or B.S.S.W., from an accredited social work program may be given up to 24 credit hours of advanced standing for foundation social work courses. Admission to the advanced standing program is available to applicants who meet the general admission requirements and who: (1) have earned a bachelor's degree in social work accredited by the Council on Social Work Education within five years of applying to the M.S.W. Program, and (2) have earned a grade point average of at least 3.0 on a 4.0 scale in the social work foundation curriculum, and no less than a B in all courses that are applicable.

### **Course Waivers**

A student who does not have a bachelor's degree in social work but who can document successful completion (with at least a B) of foundation courses from an accredited B.S.W. program within the last five years will be given course waivers and be allowed to replace these courses with electives.

Students from nonaccredited B.S.W. programs or students who have taken comparable course work in other undergraduate programs may take place-out examinations for select foundation courses; waivers will be given if students successfully pass place-out examinations. The waiver does not provide graduate credit; it is a mechanism for allowing elective courses to be substituted for required foundation courses.

Academic credit cannot be given for life experience and previous work experience, in whole or in part, in lieu of field practicum or foundation year courses.

### **Degree Requirements**

The M.S.W. is a two-year program comprising a foundation year and a concentration year. All students are required to take the foundation year courses. These provide a common base of knowledge across all practice settings and populations. Beyond the general requirements of the Graduate School, the department requires a minimum of 60 semester hours of course work, of which 45 must be at the 4000 or 5000 level and 45 must be in social work or crosslisted with social work, including the following foundation courses:

- SOC WK 5100**, Generalist Social Work Practice
- SOC WK 5200**, Social Policy and Social Services
- SOC WK 5300**, Community Practice and Social Change
- SOC WK 5350**, Social Work and Human Service Organizations
- SOC WK 5410**, Research Methods and Analysis I
- SOC WK 5450**, Research Methods and Analysis II
- SOC WK 5500**, Foundations of Human Behavior in the Social Environment
- SOC WK 5700**, Diversity, Social Justice & Social Work Practice
- SOC WK 5800**, Graduate Field Practicum I
- SOC WK 5801**, Graduate Field Practicum Seminar

Upon completion of the 30 credits of foundation year requirements, students move into a year of specialization, called the concentration. The concentration year requires 30 hours of course work that includes 12 hours of elective graduate-level courses approved by the adviser. Students plan their degree program to reflect their career interests in the following concentration areas:

**Family Practice  
Social Work Leadership and Management  
Gerontology**

To remain in good standing, students must maintain a cumulative GPA of 3.0 or better.

The field practicum is an integral part of the concentration year. Students will complete 300 hours (two days of full-time work each week) of M.S.W. supervised practice in an agency during the Winter semester of the foundation year, and 660 hours total (three days of full-time work per week) in the concentration year. A student must receive a grade of B or better in the first-year field practicum course in order to be eligible to enter the second year field practicum. S/U grades are given for the concentration practicum.

**Part Time Status**

Students who enter the program as part-time students complete the foundation year in two years and the concentration course work in an additional two years.

All students must complete the M.S.W. in four years.

**Career Outlook**

The bachelor of social work program prepares persons for entry-level employment in social welfare agencies, schools, hospitals, correctional institutions, social action and community organizations, and day care, geriatric, or rehabilitation and residential centers. The master of social work program prepares professionals for advanced social work practice with individuals, families, groups, organizations, and communities. Individuals currently working in social welfare can develop skills and increase employment and job advancement opportunities with the B.S.W. and M.S.W. degrees.

**Course Descriptions**

**SOC WK 2000 Social Work and Social Problems (3)**

Prerequisites: SOC 1010 or PSYCH 1003. Examination of the network of social programs and services developed in response to social problems in modern urban communities and the various roles and functions performed by helping professions. Introduction to basic values, skills, and training involved in a helping relationship, as well as characteristics of clients seeking help and professional engaged in the helping process.

**SOC WK 2102 Introduction to Women's and Gender Studies (3)**

Same as HIST 2102, SOC 2102 and WGST 2102. This core class is required for all Women's and Gender Studies Certificate earners. This class introduces students to cultural, political and historical issues that shape gender. Through a variety of disciplinary perspectives in the humanities, social sciences, and natural sciences, the course familiarizes students with diverse female and male experiences and gendered power relationships.

**SOC WK 2200 Social Welfare as a Social Institution (3)**

Prerequisite: SOC WK 2000 or consent of instructor. A study of the: 1) development of social welfare services and the philosophy underlying the present practices and systems; 2) present social welfare programs with particular emphasis given to public income-maintenance provisions; 3) special welfare needs of blacks, aged, women, Hispanics, and Native Americans; and 4) the development of social work as a profession. This course may be taken by non-social work majors.

**SOC WK 2201 Social Welfare as a Social Institution Laboratory (1)**

Prerequisites: Simultaneous with SOC WK 2200. The lab session will be used for field trips to social agencies. This course is required for all Social Work majors.

**SOC WK 2330 Asians in Migration (3)**

Prerequisites: None. This course is a comparative analysis of the social and cultural diversity of the peoples of East, South, and Southeast Asia. Study focuses on their reasons for migration and the extent and quality of the social and cultural connections they maintain to their homelands. Implications of these cultures for students in a variety of disciplines are explored. This course satisfies the cultural diversity requirement.

**SOC WK 2670 Aging in America: Concepts and Controversies (3)**

Same as SOC 2170, INTDSC 2170, and GERON 2170. This course examines the major theoretical and service issues connected to the study of older adults and their families, using multidisciplinary perspectives. Students are provided with an introduction to the field of aging through an examination of current social issues and controversies. This course emphasizes student involvement through class discussion, and is appropriate for students in the arts and sciences, business, communication, education, and nursing.

**SOC WK 3100 Introduction to Interventive Strategies for Social Work Practice (3)**

Prerequisites: SOC WK 2200, SOC 1010 and PSYCH 1003, or permission of instructor. A presentation of basic knowledge, skills, and theory used for entry-level professional practice, such as problem assessment, interviewing skills, crisis intervention, and referral procedures. The course objectives also will be to teach

students how to help clients negotiate systems effectively, and to use resources, services, and opportunities.

**SOC WK 3210 Social Issues and Social Policy Development (3)**

Prerequisites: SOC WK 2200, POL SCI 1100, and ECON 1000. The identification of issues concerning governmental provisions to meet contemporary social needs, with analysis of the principles and values underlying alternative solutions. A study of the processes by which citizen opinions and public policies evolve and are implemented in areas such as income maintenance, crime and delinquency, employment, family and child welfare, and public mental health.

**SOC WK 3410 Research Design in Social Work (3)**

Prerequisites: Satisfaction of Math Proficiency requirement and either SOC 3220, CRIMIN 2220, or PSYCH 2201. Students explore research concepts and procedures (hypothesis testing, sampling, measurement, and design) emphasizing issues in social work research. Students learn to collect, analyze and present data.

**SOC WK 3510 Human Behavior in the Social Environment (3)**

Prerequisite: BIOL 1012 and SOC 2160 or PSYCH 2160 or permission of instructor. This course 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, and community systems.

**SOC WK 3700 Diversity and Social Justice (3)**

Same as WGST 3700. Prerequisite: SOC 1010 or equivalent. Analyzes the structure, dynamics, and consequences of social and economic injustice, and the impact on diverse groups in American society. Examines theoretical models and practice principles for work with diverse groups.

**SOC WK 4110 Interventive Strategies for Social Work with Individuals, Families, and Groups (3)**

Prerequisites: SOC WK 3100, and SOC WK 3510. This course continues the presentation of basic knowledge and practice skills for entry level professional practice begun in SOC WK 3100. It builds on the generalized helping model, incorporating specialized skills for working with specific groups of clients (e.g., children, aged, mentally ill, and physically handicapped), with families and small groups.

**SOC WK 4300 Interventive Strategies for Social Work with Organizations and Communities (3)**

Prerequisites: SOC WK 3210 taken prior to or concurrently, senior standing. Continuation of basic practice skills with emphasis given to analysis and intervention at the organization and community levels. Includes assessment of available services, organization of client groups, efforts to modify resources for a client group unable to intervene effectively on its own behalf. Also emphasis on helping the practitioner evaluate the impact of intervention.

**SOC WK 4376 Mental Health and Aging (3)**

Same as GERON and PSYCH 4376. Prerequisites: 9 hours of psychology, graduate standing, or consent of instructor (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.

**SOC WK 4601 Abused and Neglected Children (3)**

Prerequisite: SOC WK 3510 or equivalent. This course explores the major concepts necessary for understanding abused and neglected children and their families. Emphasis is placed on (1) defining the problem, including societal stresses which contribute to the abuse and neglect; (2) examining existing practice methods; and (3) understanding the role of the social worker on interdisciplinary teams.

**SOC WK 4602 Child Welfare Practicum Seminar (3)**

Prerequisites: SOC WK 4800, and consent of instructor. This seminar allows students to integrate previous course work with their experience in child welfare agencies. Classroom discussion will emphasize core competencies needed for child welfare practice.

**SOC WK 4610 Domestic Violence: Theory, Problems & Practice (3)**

Same as WGST 4610. Prerequisites: SOC WK 3510 Focuses on theoretical and empirical understanding of domestic violence in US society and social work practice with battered women and their families. This course addresses direct services, community organizing, and public policy changes to help end violence against women. Relationships between violence against women and other forms of oppression (e.g., racism, economic exploitation, heterosexism and social class) are explored.

**SOC WK 4620 Addictions: Assessment and Intervention in Social Work Practice (3)**

Prerequisites: SOC WK 4110 or SOC WK 5100 or equivalent (or are taking concurrently), or consent of instructor. This class examines the interface of psychological, physical, social, and spiritual aspects of addiction. This practice class is designed to deepen students' abilities to address clients' issues related to addiction and addictive behaviors, including: prevention, assessment, and intervention. It builds on the generalized helping model within systems perspective, and it introduces specialized skills for working with individuals, with specific groups of clients, with families, and with small groups.

**SOC WK 4630 Women's Social Issues (3)**

Same as WGST 4630. Prerequisite: SOC WK 3510 or equivalent. This course will help students become more sensitive to the social and welfare concerns of women. The topics include work, education, family responsibilities, violence against women, and special health and mental health service needs. Emphasis will be placed on understanding how social action can be used to bring about positive change.

**SOC WK 4650 Forensic Issues in Mental Health (3)**

Same as CRIMIN 4650. This is an intensive course, investigating the intersection between the legal system and mental health. Students will explore issues involved in civil and criminal trial proceedings such as insanity defenses, diminished capacity, and competency to stand trial, civil commitment, battered women and rape trauma syndrome, sexual abuse of children, child custody, and domestic violence. In addition, the course will examine the roles of mental health practitioners as forensic evaluators, trial consultants, and expert witnesses in a variety of mental health related cases.

**SOC WK 4655 Health and Mental Health of Racial and Ethnic Minorities (3)**

Prerequisites: SOC WK 3700 or equivalent and graduate standing or approval of the instructor. This course explores the major health and mental health conditions that adversely affect the well-being and social functioning of racial and ethnic minorities. The course will explore the assessment of health and mental health conditions among varying minority groups, the availability of services to treat these conditions, the accessibility of services, and the quality of care provided to these groups. Traditional barriers to care will be explored including cost of care, societal stigma, client fears, and language differences. The course will also help students develop culturally competent approaches to working with racial and ethnic minorities that are individualized to a target population.

**SOC WK 4670 Cross Cultural Perspectives on Social Policy (3)**

Prerequisite: SOC WK 3210 or equivalent. This course examines social policies in different countries, which may include social insurance, social assistance, health care, and social services. Using a comparative framework, the course examines the nature of government involvement, and public and private sector relations. It examines adequacy, equity, inclusiveness, comprehensiveness, effectiveness, and efficiency of social policies in the countries being studied.

**SOC WK 4800 Supervised Field Experience in Social Work I (4)**

Prerequisites: SOC WK 4110 must be taken prior to or concurrently, SOC WK 4801 must be taken concurrently, consent of instructor. This course provides students practice experience in social service agencies. Students work at the agencies approximately 20 hours per week. The purpose of this experience is to familiarize students with agency operations. Selection of the agency is based on student education needs.

**SOC WK 4801 Integrative Field Experience Seminar I (2)**

Prerequisites: Consent of instructor and concurrent registration in SOC WK 4800. This seminar provides an opportunity for students to integrate previous course work with their experience in social work agencies. Classroom discussion will emphasize direct practice issues.

**SOC WK 4850 Supervised Field Experience in Social Work II (4)**

Prerequisites: SOC WK 4800, SOC WK 4801, and consent of instructor. This is a continuation of agency practice experience. Students work at the agency approximately 20 hours per week and may continue at the same agency as SOC WK 4801, or change agencies with the consent of the instructor.

**SOC WK 4851 Integrative Field Experience Seminar II (2)**

Prerequisites: Consent of instructor and concurrent registration in SOC WK 4850. This seminar is a continuation of SOC WK 4801. Classroom discussion will emphasize administration and community organization issues.

**SOC WK 4900 Special Study (1-10)**

Prerequisite: Consent of instructor. Independent study through advanced readings in method and philosophy on a topic of particular interest, or field research in an agency.

**SOC WK 4911 Management Issues in Nonprofit Organizations: Staff Management Issues (1)**

Prerequisite: Junior Standing. Same as POL SCI 4911 and P P ADM 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.

**SOC WK 4912 Management Issues in Nonprofit Organizations: Legal Issues in Governing and Managing Nonprofit Organizations (1)**

Prerequisite: Junior Standing. Same as POL SCI 4912 and P P ADM 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.

**SOC WK 4913 Management Issues in Nonprofit Organizations: Financial Issues (1)**

Prerequisite: Junior Standing. Same as POL SCI 4913 and P P ADM 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.

**SOC WK 4940 Leadership and Management in Nonprofit Organizations (3)**

Prerequisite: Junior standing. Same as P P ADM 4940, POL SCI 4940, 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.

**SOC WK 4950 Seminar in Social Work Issues (1-3)**

Prerequisite: Consent of instructor. A variable-credit course examining current and future considerations in designing and implementing social work service and delivery arrangements. Issues will be selected according to interests of the class. Course may be taken more than once for credit as different topics are offered.

**SOC WK 4960 American Philanthropy and Nonprofit Resources Development (3)**

Prerequisite: Junior standing or consent of instructor. Same as POL SCI 4960 and P P ADM 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, from planning through donor relations.

**SOC WK 5100 Generalist Social Work Practice (3)**

Prerequisite: SOC WK 4110 or equivalent or admission to the MSW program. Using a problem-solving approach, students develop theoretical and empirical understanding and practical application of generalist social work methods. Students gain knowledge and skills that include interviewing, assessment, crisis and short-term intervention, contracting, resource development, and case documentation needed for competent direct practice with diverse populations.

**SOC WK 5200 Social Policy and Social Services (3)**

Prerequisite: SOC WK 3210 or POL SCI 2420 or POL SCI 3460 or equivalent or admission to the MSW program. Covers the history and development of social welfare policies, legislative processes, and existing social welfare programs. Examines frameworks for social policy analysis, analyzes how social and economic conditions impact the process of social policy development and implementation, and introduces policy practice in social work.

**SOC WK 5300 Community Practice and Social Change (3)**

Prerequisites: SOC WK 4300 or SOC 4344 or equivalent or admission to the MSW program. Focuses on economic, social, and political theory and research on communities and social change. Examines conceptual models of community practice within the generalist model and develops skills in organizing, advocacy, and planning.

**SOC WK 5350 Social Work and Human Service Organizations (3)**

Prerequisites: SOC WK 3510 and 4300 or PSYCH 3318 or 3611 or equivalent or admission to the MSW program. Students develop theoretical and empirical understanding of groups and organizations, including concepts such as power and authority, structure, goals, membership, leadership, motivation, technology and organizational culture. Using organizations as settings for social work practice and as targets for change, students learn strategies and skills for assessment and intervention.

**SOC WK 5410 Social Work Research Methods and Analysis I (3)**

Prerequisites: SOC WK 3410 or SOC 3230 and 3231 or equivalent and SOC 3220 or equivalent or admission to the MSW program. The first of a two-course sequence designed to provide students with the knowledge base and skills for using scientific method to advance social practice, knowledge and theory. Focuses on research methods at different levels (e.g., individual, group, organization, and community). Covers quantitative and qualitative methods, research design, sampling, measurement, use of results, impact of research, and ethical considerations.

**SOC WK 5450 Social Work Research Methods and Analysis II (3)**

Prerequisites: SOC WK 5410 or equivalent. Advanced course, focusing on analysis of qualitative and quantitative data to advance social work practice, knowledge and theory. Students learn to use and interpret various statistical procedures for analyzing quantitative data, including bivariate and multivariate analysis, and content and statistical analysis for qualitative data. Students apply these analytic techniques to social work case material using computer software applications.

**SOC WK 5500 Foundations of Human Behavior in the Social Environment (3)**

Same as WGST 5500. Prerequisites: SOC WK 3150 or equivalent or admission to the MSW program. Focuses on theoretical and empirical understanding of human behavior in the social environment using a life-span perspective. Introduces biological, behavioral, cognitive, and sociocultural theories of individuals, families, and small groups, and their implications for the professional social worker's understanding of socioeconomic status, gender, disability, ethnicity, race, and sexual orientation.

**SOC WK 5610 Mechanisms of Aging I: The Aging Body (1)**

Prerequisites: Graduate standing and BIOL 1102 or equivalent. (Same as GERON 5610 and PSYCH 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.

**SOC WK 5611 Mechanisms of Aging II: The Aging Brain (1)**

Prerequisites: SOC WK 5610, GERON 5610, PSYCH 5610 or equivalent or consent of instructor. (Same as GERON 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.

**SOC WK 5612 Mechanisms of Aging III: Diseases of Aging (1)**

Prerequisites: SOC WK 5610 and SOC WK 5611 or GERON 5610 and GERON 5611 or PSYCH 5610 and PSYCH 5611 or equivalent or consent of instructor. (Same as GERON 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.

**SOC WK 5620 Dying, Grief & Death in Older Adulthood (3)**

Same as GERON 5620. Prerequisites: Six hours of graduate level gerontology, psychology, counseling and/or social work coursework, or special approval from the instructor. Undergraduates in their senior year may also request approval for entry from the Director of Gerontology. For those planning to work with older adults in counseling, healthcare, hospice, and/or community support settings. Will examine trajectories to death in older age, the dying process, influences of medical and aging-related conditions, euthanasia and suicide, life extension and longevity, personal beliefs and existential responses, how individuals and families cope, ethical concerns, strategies for supportive intervention. Topics are addressed from clinical, supportive care, and interdisciplinary perspectives.

**SOC WK 5700 Diversity, Social Justice & Social Work Practice (3)**

Same as WGST 5700. Prerequisites: Graduate standing. Analyzes the structure, dynamics, and consequences of social and economic injustice, and the impact on diverse groups in American society. Examines theoretical models and practice principles for work with diverse groups.

**SOC WK 5800 Graduate Field Practicum I (2-4)**

Prerequisites: Graduate standing and consent of instructor. Provides integrative field experience in generalist social work practice. May be taken for 2 or 4 credit hours depending on time in agency during semester; 75 contact hours = 1 credit hour. May be repeated once. A maximum of 4 credit hours will apply to the M.S.W. degree.

**SOC WK 5801 Foundation Field Practicum Seminar (2)**

Prerequisite: Graduate standing and consent of instructor. Integrates academic content from foundation course work and experiential learning in field placements. Goals are to conceptualize the problem solving process in field practice, synthesize theory into a social work approach that encourages creative use of self, and underscore ethics and service to diverse groups in practice.

**SOC WK 6100 Theory and Practice with Children and Youth (3)**

Prerequisite: SOC WK 5100 or equivalent or consent of instructor and graduate standing. Examines theory and empirically-based assessment and intervention models for work with children and adolescents. The effects of family, peers, and societal context (e.g., poverty, racism) will be stressed in understanding youth problems such as drug abuse, academic failure, delinquency, adolescent pregnancy, and gang participation. The course will emphasize a multi-disciplinary approach using inter-agency collaboration and negotiation skills.

**SOC WK 6120 Theory and Practice with Older Adults (3)**

Prerequisites: SOC WK 5410 or equivalent. (MSW students normally take all foundation courses prior to enrolling in this course.) Examines theory and empirically-based assessment and intervention models for work with the elderly. It includes the life circumstances of older adults and how that differs from younger adult populations; how ethnicity, gender, social class, and sexual orientation interact with age and create special intervention issues; discussion of ethical and value issues (e.g., client autonomy, rationing of health care); examination of family and community resources in providing care, and interventions with physically or mentally disabled elders and elders in residential settings.

**SOC WK 6130 Interviewing Older Adults & Life Review (3)**

Prerequisites: Graduate standing. Same as GERON 6130. This course combines training in interviewing techniques with video production. Students will learn how to conduct life review interviews with older adults, and then take these skills into the community by interviewing older adults living in various settings. Students will learn how to use a digital video camera and edit video clips on the computer. Student-conducted interviews will be viewed by the instructor and classmates, issues associated with aging will be discussed, and constructive feedback provided. Some of the video clips developed in the course will become part of an educational video clip library.

**SOC WK 6150 Theory and Practice with Families (3)**

Prerequisites: SOC WK 5100 or equivalent, graduate standing and departmental approval. Examines theoretical approaches to social work with families, including the impact of the social environment. Skills will include assessment, and multidisciplinary intervention with multi-problem families. Special emphasis will be given to poverty, chemical dependency, intra-familial violence, physical and mental illnesses, and working with family members of diverse cultures, socioeconomic backgrounds, races, sexual orientation, and ability. Values and ethics will be emphasized.

**SOC WK 6160 Advanced Interventive Strategies Across the Life Span (3)**

Prerequisites: SOC WK 5100 or equivalent or consent of instructor. Examines theory and empirically-based assessment and intervention strategies for diverse populations across the life span. Students will gain basic mastery of behavioral, cognitive-behavioral, brief therapeutic and supportive psychotherapeutic techniques and their appropriate use with children, adolescents, and young, middle, and older adults. The course will also consider the effects of family, peers and societal context (e.g., poverty, racism, and ageism) in understanding psycho-social stressors particular to each life era, including academic failure and delinquency, substance abuse, physical and mental illness, family disruption and instability, and grief and loss issues.

**SOC WK 6200 Family Policy (3)**

Prerequisites: SOC WK 5200 or equivalent or consent of instructor and graduate standing. Examines policy development, implementation and impact of social policies on children, youth, and families. International focus, including topics such as economic support, health national, and state policies that affect basic family needs will be the care, child care and protection, and child and youth development. Intended and unintended consequences of existing policies on the family will be examined as well as future policy directions.

**SOC WK 6250 Social and Economic Development Policy (3)**

Prerequisites: SOC WK 5200 or equivalent or consent of instructor and graduate standing. Examines major trends and alternatives in social and economic development policy and practice in state, national, and international perspectives. Students will develop skills in policy analysis and development.

**SOC WK 6400 Practice and Program Evaluation (3)**

Prerequisites: SOC WK 5410 and 5450 or equivalent or consent of instructor and graduate standing. Provides specialized knowledge in the use of qualitative and quantitative research skills to evaluate the effectiveness of social work practice. Topics will include single system design, group designs, and program evaluation. Students will design and conduct a research project associated with their advanced social work practicum. Results will be presented to the class and the agency. Value and ethical issues, particularly those relevant to client race and gender, will be emphasized as students develop and conduct their research.

**SOC WK 6443 Health Care Policy (3)**

Prerequisites: Graduate standing or consent of instructor. Same as POL SCI 6443, GERON 6443 and P P ADM 6430. (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.

**SOC WK 6449 Human Resources in the Public Sector (3)**

Prerequisites: P P ADM 6600 or consent of instructor. Same as POL SCI 6449 and P P ADM 6490. 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.

**SOC WK 6491 Strategic and Program Planning for Nonprofit Organizations (3)**

Prerequisites: Graduate standing or consent of instructor. Same as POL SCI 6490 and P P ADM 6550. 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.

**SOC WK 6630 Diagnosis and Related Pharmacology for Social Work Practice (3)**

Prerequisites: SOC WK 5100 or equivalent or consent of instructor. Designed for social work students, course

will provide overview of development and treatment of selected mental health disorders classified by the *Diagnostic and Statistical Manual of Mental Disorders*. In particular, course will examine, from a systems perspective, psychological and neuropsychological etiologies of mood, psychotic, personality, and other disorders and their preferred pharmacological treatment.

**SOC WK 6640 School Social Work (3)**

Prerequisites: SOC WK 5100 or equivalent or graduate standing and consent of instructor. Examines role of social worker in school settings and includes work with youth, families, and communities in relation to the child or adolescent's functioning in school.

**SOC WK 6650 Gerontological Assessment (3)**

Prerequisites: Graduate Standing. This course provides an overview of psychosocial assessment with older adults and their family caregivers. Major areas of gerontological assessment practice are considered, including dementia, mood disorders, suicide, grief, alcoholism, elder abuse/neglect, family caregiving, and interdisciplinary team issues.

**SOC WK 6800 Graduate Field Practicum II (2-6)**

Prerequisites: SOC WK 5801 and SOC WK 5800. Provides integrative field experience in students' graduate social work practice concentration. May be taken for 2 to 6 hours' credit depending on time in agency during semester; 55 contact hours=1 credit hour. May be repeated once and/or taken concurrently with SOC WK 6850.

**SOC WK 6850 Graduate Field Practicum III (2-6)**

Prerequisites: SOC WK 6800. Provides advanced integrative field experience in students' graduate social work practice concentration. May be taken for 2 to 6 hours' credit depending on time in agency during semester; 55 contact hours=1 credit hour. May be repeated once and/or taken concurrently with SOC WK 6800.

**SOC WK 6900 Directed Study in Professional Social Work (1-10)**

Prerequisites: Graduate standing and consent of instructor. Independent graduate-level study on a topic of particular interest through readings, reports, and field work under faculty supervision.

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# BULLETIN 2009 2010

University of Missouri - St. Louis

## UMSL/Washington University Joint Undergraduate Engineering Program

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**Bernard J. Feldman**, Associate Dean

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### **General Information**

The Joint Undergraduate Engineering Program of UMSL 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 UMSL and the area community colleges. Pre-engineering and general education courses are offered at UMSL, 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.).

### **Mission Statement**

The mission of the UMSL/WU Joint Undergraduate Engineering Program is consistent with the mission of UMSL which is to provide a high quality education leading to a well-trained, sophisticated work force primarily for the St. Louis region. The program strives to excite and nurture the intellectual, technical, professional and personal development of the students through a partnership which provides a mechanism for Washington University to share its campus, resources and personnel with the UM-St Louis students, many of whom are place-bound individuals. The Joint Program reflects the eagerness of the institutions to work in unison to serve the needs of the St. Louis community.

### **Educational Objectives**

The aspirations of the UMSL/WU Joint Undergraduate Engineering Program are to make positive, substantive and lasting contributions to the lives of our students. In this manner, the students should be able to apply their comprehensive education within the engineering profession or an alternatively related field.

The objectives of the program are structured to impart an education that constitutes the essential ingredients for Civil, Electrical and Mechanical Engineering practice. The alumni of these programs are expected to develop professional skills that facilitate their continued career growth well beyond their graduation. The objectives also build on the fact that the typical nontraditional and traditional students in these programs

often have work experience in or related to engineering practice.

**The principal objectives of the UMSL/WU Joint Undergraduate Engineering Program are:**

To impart an education in the Civil, Electrical and Mechanical Engineering disciplines that inspires the graduates to constantly share their knowledge with others, to continually improve their knowledge and understanding, and to persistently adapt to change in technology and world needs.

Specifically, the goals of the programs are:

1. To have the ability to apply fundamental knowledge in mathematics and science in the solution of technical problems;
2. To have the ability to investigate, carry out and perform all elements of the design process in the respective engineering practice;
3. To understand the need for lifelong learning to remain at the forefront of technology;
4. To understand the societal, health, environmental and human impact on their actions and to act in an ethical and legally responsible manner; and
5. To have an appreciation for and to assimilate the qualities of professional leaders and team players such as communication, networking, and integrity.

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.

**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 an Engineering Math Workshop with a grade of B or better, and then pass J E MATH 3170 Engineering Mathematics in the first year with a C- or better, in order to continue in the program.

**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.

All students must first complete J E MATH 3170, Engineering Mathematics, with a minimum grade of C-. Mechanical and Electrical Engineering majors must also complete J E ENGR 2300, Introduction to Electrical Networks with a minimum grade of C-.

Civil engineering majors must complete either J E ENGR 2300, Introduction to Electrical Networks, or J M ENGR 3200 Thermodynamics, with a minimum grade of C-.

A minimum grade of C- is necessary to meet the prerequisite requirement for any course.

**Pre-Engineering Requirements**

- MATH 1800**, Analytic Geometry/Calculus I
- MATH 1900**, Analytic Geometry/Calculus II
- MATH 2000**, Analytic Geometry/Calculus III
- MATH 2020**, Differential Equations
- CHEM 1111**, Introductory Chemistry I
- CHEM 1121**, Introductory Chemistry II
- PHYSICS 2111**, Physics: Mechanics and Heat
- PHYSICS 2112**, Physics: Electricity, Magnetism and Optics
- ENGR 2310**, Statics
- ENGR 2320**, Dynamics
- ENGL 1100**, Composition

**Humanities and Social Sciences Electives**

The student's choice of humanities and social sciences electives must meet both the UMSL 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**

**J CMP SC 1002**, Introduction to Computing Skills: MATLAB Skills

**CMP SCI 1250**, Introduction to Computing

**J E MATH 3170**, Engineering Mathematics

**ENGL 3130**, Technical Writing

**J M ENGR 3200**, Thermodynamics\*

**J M ENGR 4310/J E ENGR 4410**, Control Systems I\*

**J E ENGR 2300**, Introduction to Electrical Networks\*

**J E ENGR 2330**, Electrical and Electronic Circuits Laboratory \*

\*Required for electrical and mechanical engineering majors only.

#### **Civil Engineering Major Requirements**

**J C ENGR 2160**, Surveying

**J C ENGR 3410**, Structural Analysis

**J C ENGR 3420**, Structural Design

**J C ENGR 3520**, Water and Wastewater treatment

**J C ENGR 3360**, Civil Engineering Materials Lab

**J C ENGR 3760**, Open Channel Hydraulics

**J C ENGR 4190**, Soil Mechanics

**J C ENGR 4200**, Soil Exploration and Testing

**J C ENGR 4740**, Economic Decisions in Engineering

**J C ENGR 4760**, Site Planning and Engineering **OR**

**J C ENGR 4670** Structural Design Projects **or**

**J C ENGR 4820**, Design of Water Quality Control Facilities

**J C ENGR 4840**, Probabilistic Methods in Civil Engineering Design

**J C ENGR 4950**, Fundamentals of Engineering Review

**J C ENGR 4990**, Senior Civil Engineering Seminar

**J M ENGR 1413**, Introduction to Engineering Design: CAD

**J M ENGR 2410**, Mechanics of Deformable Bodies

**J M ENGR 3360**, Material Science

**J M ENGR 3700**, Fluid Mechanics

**J M ENGR 3721**, Fluid Mechanics Laboratory

#### **Civil Engineering Electives**

**J M ENGR 3200**, Thermodynamics **OR**

**J E ENGR 2300**, Introduction to Electrical Networks

**J C ENGR 3460**, Transportation Engineering

**J C ENGR 4600**, Transportation Planning

**J C ENGR 4640**, Foundation Engineering

#### **Electrical Engineering Major Requirements**

**J E MATH 3260**, Probability and Statistics for Engineering

**J E ENGR 2320**, Introduction to Electronic Circuits

**J E ENGR 2600**, Introduction to Digital Logic and Computer Design

**J E ENGR 3300**, Engineering Electromagnetic Principles

**J E ENGR 3320**, Power, Energy, and Polyphase Circuits

**J E ENGR 3510**, Signals and Systems

**J E ENGR 4350**, Electrical Energy Laboratory

**J E ENGR 4650**, Digital Systems Laboratory

**J E ENGR 4980**, Electrical Engineering Design Projects

Electrical Engineering Electives 3000-4990

#### **Mechanical Engineering Major Requirements**

**J C ENGR 4950**, Fundamentals of Engineering

**J E MATH 3260**, Probability and Statistics for Engineering

**J M ENGR 1413**, Introduction to Engineering Design: CAD

**J M ENGR 1414**, Introduction to Engineering Design: Project  
**J M ENGR 2410**, Mechanics of Deformable Bodies  
**J M ENGR 3221**, Mechanical Design and Machine Elements  
**J M ENGR 3250**, Materials Science  
**J M ENGR 3700**, Fluid Mechanics  
**J M ENGR 3710**, Principles of Heat Transfer  
**Review**  
**J M ENGR 3721**, Fluid Mechanics Laboratory  
**J M ENGR 3722**, Heat Transfer Laboratory  
**J M ENGR 4041**, Current Topics in Mechanical Engineering Design Mechanical Engineering Electives  
**J M ENGR 4120**, Design of Thermal Systems  
**J M ENGR 4170**, Dynamic Response of Physical Systems  
**J M ENGR 4180**, Dynamic Response Laboratory  
**J M ENGR 4110**, Mechanical Engineering Design Project  
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.

### **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 UMSL/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 UMSL campus and pay UMSL 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.

### **UMSL/Washington University Joint Undergraduate Engineering Program Course Table For Further Information**

For information about enrolling in this program, please contact the UMSL/Washington University Joint Undergraduate Engineering Program at 314-516-6800, or the Washington University School of Engineering and Applied Science at 314-935-6100.

# BULLETIN 2009 2010

University of Missouri - St. Louis

## Student Conduct Expectations

### UMSL Home

By registering for a class any University of Missouri campus students agree to abide by the following Code of Student Conduct:

### Code of Student Conduct

#### 200.010 Standard of Conduct Amended March 20, 1981; August 3, 1990; May 19, 1994; May 24, 2001

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; May 24, 2001**

### **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 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 (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 to 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 Offenses.** In cases of alleged crimes of violence and non-forcible sex offenses:

- 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.

### **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.

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 four campuses and are available on the UM System website.

#### **320.010 EQUAL EMPLOYMENT OPPORTUNITY PROGRAM**

#### **330.060 SEXUAL HARASSMENT**

#### **240.040 POLICY RELATED TO STUDENTS WITH DISABILITIES**

#### **330.070 AFFIRMATIVE ACTION ON COMMITTEE APPOINTMENTS**

Should a student feel that the campus has not followed these policies, they have access to the University of Missouri Discrimination Grievance Procedure for Students.

Students may contact the Student Advocate in Academic Affairs to lodge complaints or seek information about these procedures.



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University of Missouri - St. Louis

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