



WashU Continuing & Professional Studies

2025–26

Bulletin

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About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies, and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; Public Health; and Social Work & Social Policy.

The *School of Continuing & Professional Studies Bulletin* is the catalog of the School of Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through CAPS.

The 2025-26 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF)
- Art Bulletin (PDF)
- Arts & Sciences Bulletin (PDF)
- Business Bulletin (PDF)
- Engineering Bulletin (PDF)
- Law Bulletin (PDF)
- Medicine Bulletin (PDF)
- Public Health Bulletin (PDF)
- Social Work & Social Policy Bulletin (PDF)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF)

The degree requirements and policies listed in the 2025-26 *Bulletin* apply to students entering Washington University during the 2025-26 academic year. For more information, please visit the Catalog Editions page.

Every effort is made to ensure that the information, applicable key policies, and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2025). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2026. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin*. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page in the About This Bulletin section.

For the most current information about registration, visit the Plan for Next Semester Overview page of the Workday@WashU website. To view current semester course listings, consult the Class Schedule Search on the Office of the University Registrar website.

Degree progress is maintained in the Workday Student information system. Students are responsible for reviewing their academic progress for accuracy and remaining credential requirements. Questions around degree requirements and credit application should be directed to advisors.

Please email the Bulletin editor (bulletin@wustl.edu) with any questions concerning the *Bulletin*.

Bulletin Policies

Policies related to this catalog include the following:

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the Bulletin, please visit the Catalog Editions page (p. 7).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

Discontinued Programs

Students enrolled in programs that discontinue admitting new students during their tenure are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school. Students who leave the university may not be allowed to return to a discontinued program depending on the time frame the university has agreed that the program will teach out remaining students.

Students are held to other policies in effect and as published for the current academic year.

For more information, please visit the Prior Bulletins page (p. 8).

Year of Matriculation

Students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school.

For more information, please visit the Catalog Editions page (p. 7).

Course Numbering

Washington University adopted a new course labeling structure in Fall 2025. The first part is the subject code indicating the area of study: for example, ANTHRO for Anthropology or MEMS for Mechanical Engineering and Materials Science. The second part is a four-digit course number. Course numbers demonstrate a progression of difficulty and/or depth in coursework.

- 1000 to 1999 indicates an introductory undergraduate course, usually without prerequisites.
- 2000 to 2999 indicates an introductory or intermediate undergraduate course, sometimes with prerequisites.
- 3000 to 3999 indicates an upper-level undergraduate course, often with a prerequisite of a prior course or class standing (e.g., junior standing).
- 4000 to 4999 indicates an undergraduate course or seminar with advanced content, in which a graduate student may be eligible to register.
- 5000 to 9999 indicates a graduate course, in which advanced undergraduates may request to register.

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration.

Curriculum Designators

The subject designators shown below are used in Washington University's course descriptions and listed here alphabetically by code.

A

Code	Name
ACCT	Accounting
AFAS	African & African American Studies
AHBR	Applied Health Behavior Research
AMCS	American Culture Studies
ANESTH	Anesthesiology
ANTHRO	Anthropology
APL	Applied Linguistics
ARAB	Arabic
ARC	Archaeology

ARCH	Architecture
ART	Art
ARTARCH	Art History & Archaeology
ASGS	The Graduate School

B

Code	Name
BEYOND	Beyond Boundaries
BIOCHEM	Biochemistry & Molecular Biophysics
BIOL	Biology & Biomedical Sciences
BME	Biomedical Engineering
BMI	Biomedical Informatics
BSDC	Brown School Doctoral

C

Code	Name
CAPS-AFAS	CAPS - African & African American Studies
CAPS-AMCS	CAPS - American Culture Studies
CAPS-ANTHRO	CAPS - Anthropology
CAPS-ARAB	CAPS - Arabic
CAPS-ART	CAPS - Art
CAPS-ARTARCH	CAPS - Art History & Archaeology
CAPS-BIO	CAPS - Biology
CAPS-BUS	CAPS - Business
CAPS-CHEM	CAPS - Chemistry
CAPS-CHINESE	CAPS - Chinese
CAPS-CIM	CAPS - Computers & Information Management
CAPS-CLASSICS	CAPS - Classics
CAPS-COMM	CAPS - Communications
CAPS-COMPLIT	CAPS - Comparative Literature
CAPS-CRM	CAPS - Clinical Research Management
CAPS-CS	CAPS - Computer Science
CAPS-DANCE	CAPS - Dance & Somatic Movement Studies
CAPS-DATASTUDIES	CAPS - Data Studies
CAPS-DRAMA	CAPS - Drama
CAPS-EASIA	CAPS - East Asian Studies
CAPS-ECOMP	CAPS - English Composition
CAPS-ECON	CAPS - Economics
CAPS-EDUC	CAPS - Education
CAPS-ELIT	CAPS - English & American Literature
CAPS-ELP	CAPS - English Language Programs
CAPS-EPSC	CAPS - Earth & Planetary Sciences

CAPS-FILM	CAPS - Film & Media Studies
CAPS-FR	CAPS - French
CAPS-GERMAN	CAPS - Germanic Languages & Literatures
CAPS-GIS	CAPS - Geographic Information Systems
CAPS-GS	CAPS - General Studies
CAPS-HCARE	CAPS - Health Care
CAPS-HEBR	CAPS - Hebrew
CAPS-HINDI	CAPS - Hindi
CAPS-HIST	CAPS - History
CAPS-HRM	CAPS - Human Resources Management
CAPS-IA	CAPS - International Affairs
CAPS-IRISH	CAPS - Irish Studies
CAPS-IS	CAPS - International Studies
CAPS-ISLA	CAPS - Integrated Studies in Liberal Arts
CAPS-ITAL	CAPS - Italian
CAPS-JAPAN	CAPS - Japanese
CAPS-JME	CAPS - Jewish, Islamic, & Middle East Studies
CAPS-JRN	CAPS - Journalism
CAPS-KOREAN	CAPS - Korean
CAPS-LAS	CAPS - Latin American Studies
CAPS-LING	CAPS - Linguistics
CAPS-MATH	CAPS - Mathematics & Statistics
CAPS-MUS	CAPS - Music
CAPS-NPM	CAPS - Nonprofit Management
CAPS-PHIL	CAPS - Philosophy
CAPS-PHYS	CAPS - Physics
CAPS-POLSCI	CAPS - Political Science
CAPS-PORT	CAPS - Portuguese
CAPS-PSYCH	CAPS - Psychological & Brain Science (Psychology)
CAPS-RELST	CAPS - Religious Studies
CAPS-RUSS	CAPS - Russian
CAPS-SCAN	CAPS - Scandinavian
CAPS-SCI	CAPS - Science
CAPS-SOC	CAPS - Sociology
CAPS-SPAN	CAPS - Spanish
CAPS-SPCH	CAPS - Speech
CAPS-SUST	CAPS - Sustainability
CAPS-WGSS	CAPS - Women, Gender, & Sexuality Studies
CFH	Center for the Humanities
CHEM	Chemistry
CHINA	Chinese
CHST	Children's Studies
CLASSICS	Classics
CLNV	Clinical Investigation
CNST	Construction Management

COMPLITHT	Comparative Literature & Thought
CSE	Computer Science & Engineering
CWP	College Writing Program
CYBER	Cybersecurity Management

D

Code	Name
DANCE	Dance
DAT	Data Analytics
DCDS	Division of Computational & Data Sciences
DESIGN	Design
DRAMA	Drama

E

Code	Name
EALC	East Asian Languages & Cultures
ECON	Economics
EDUC	Education
EECE	Energy, Environmental, & Chemical Engineering
EEPS	Earth, Environmental, & Planetary Sciences
EGS	Engineering Graduate Studies
ELIT	English Literature
EMED	Emergency Medicine
EMGT	Engineering Management
ENGR	General Engineering
ENST	Environmental Studies
ESE	Electrical & Systems Engineering
ETEM	Engineering Management

F

Code	Name
FASHION	Fashion Design
FILM	Film & Media Studies
FIN	Finance
FRENCH	French

G

Code	Name
GENETICS	Genetics
GENST	General Studies
GERMAN	Germanic Languages & Literatures
GLOBAL	Global Studies
GNCOUN	Genetic Counseling
GREEK	Greek

H

Code	Name
HBRW	Hebrew
HCO	Health Care Operations
HINDI	Hindi
HISTORY	History

I

Code	Name
IMSE	Institute of Materials Science & Engineernig
INFO	Information Management
INTERD	Interdisciplinary Studies
INTL	International Studies
IPMS	Movement Science
ITAL	Italian

J

Code	Name
JAPAN	Japanese
JCE	Joint Civil Engineering
JCHE	Joint Chemical Engineering
JCS	Joint Intro to Computing
JEC	Joint Engineering Communications
JEE	Joint Electrical Engineer
JEMT	Joint Engineering Math
JIMES	Jewish, Islamic, & Middle East Studies
JME	Joint Mechanical Engineering

K

Code	Name
KOREA	Korean

L

Code	Name
LANDARCH	Landscape Architecture
LATAM	Latin American Studies
LATIN	Latin
LAW	Law
LAWO	Law Online
LING	Linguistics
LWST	Legal Studies

M

Code	Name
MAIR	Military Aerospace Science
MARM	Military Science
MATH	Mathematics & Statistics
MBIO	Molecular Biology
MBIOPHARM	Molecular Biology & Pharmacology
MEC	Managerial Economics
MEDH	Medical Humanities
MEDICINE	Internal Medicine
MEDINTER	Medicine Interdisciplinary
MEDPHASE 1	Medicine Phase 1
MEDPHASE 2	Medicine Phase 2
MEDPHASE 3	Medicine Phase 3
MEDPHYS	Medical Physics
MEDRSRCH	Medicine Research
MEMS	Mechanical Engineering & Materials Science
MGT	Management
MKT	Marketing
MSB	Biostatistics & Genetic Epidemiology
MUSIC	Music

N

Code	Name
NEUROL	Neurology
NEUROSCI	Neuroscience
NEURSUR	Neurological Surgery
NRSSCI	Nursing Science

O

Code	Name
OB	Organizational Behavior
OBGYN	Obstetrics & Gynecology
OPHTH	Ophthalmology & Visual Sciences
ORTHO	Orthopedic Surgery
OSP	Overseas Programs
OT	Occupational Therapy
OT-M01	Occupational Therapy Program
OTHER	Divisions, Institutes, & Other Categories
OTO	Otolaryngology

P

Code	Name
PACS	Audiology & Communication Sciences
PATH	Pathology
PBPMSTUDY	Biological & Physical Sciences for PBPM
PE	Physical Education
PEDS	Pediatrics
PHCC	Public Health Concentration Courses
PHEL	Public Health Electives
PHFN	Public Health Foundation
PHIL	Philosophy
PHPC	Public Health Practicum
PHRS	Public Health Research
PHS	Population Health Sciences
PHSL	Public Health Skill Lab
PHTPS	Public Health Transdisciplinary Problem Solving
PHYSICS	Physics
PHYSTHER	Physical Therapy Program - Grad
PNP	Philosophy-Neuroscience-Psychology
POLSCI	Political Science
PORTUG	Portuguese
PRJM	Project Management
PSY	Psychiatry
PSYCH	Psychological & Brain Sciences
PUBHLTHSOC	Public Health & Society

R

Code	Name
RADIOL	Radiology
RADONC	Radiation Oncology
RELPOL	Religion & Politics
REPRSCI	Reproductive Science
RESEARCH	Research
REST	Religious Studies
RUSS	Russian

S

Code	Name
SCOT	Supply Chain, Operations, & Technology
SDS	Statistics & Data Science
SLU	Saint Louis University
SOC	Sociology
SPAN	Spanish
SPCN	Social Policy Concentration
SPFN	Social Policy Foundation
SPGN	Social Policy General

SPHR	Speech & Hearing
SURGERY	Surgery
SWCD-S60	Social Work Community Development
SWCP	Social Work Concentration Practicum
SWDT	Social Work Doctoral
SWEL	Social Work Electives
SWEV	Social Work Evaluation
SWFN	Social Work Foundation
SWHS	Social Work History & Professional Theme
SWLM	Social Work Leadership & Management
SWPM	Social Work Practice Methods
SWSL	Social Work Skill Lab
SWSP	Social Policy
SWTH	Social Work Theory

T

Code	Name
TIPM	Industrial Management

U

Code	Name
UMSL	University of Missouri-St. Louis
URBDES	Urban Design
URST	Urban Studies

W

Code	Name
WGSS	Women, Gender, & Sexuality Studies
WRITING	Writing

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing coursework, and new policies are initiated by the appropriate institutional departments, committees, or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements, such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of the needed information.

2024-2025

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)

- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2010-2011

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (PDF)

2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

2009-2010

- Medicine Bulletin (PDF)

2008-2010

- Undergraduate Bulletin (PDF)

2008-2009

- Medicine Bulletin (PDF)

2006-2009

- Graduate Arts & Sciences Bulletin (PDF)
and accompanying 2008 Update (PDF)

2006-2008

- Undergraduate Bulletin (PDF)

About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis — a medium-sized, independent university — is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and it draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the About WashU page of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, a charter member of the university's Board of Directors, to endow the chancellorship. Soon after this endowment was received, the position was renamed the "Hudson E. Bridge Chancellorship."

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. The dates listed here are the outline of the standard semester calendar, applicable to traditional undergraduate and many graduate programs. Certain schools or programs may have varying calendars due to the nature of particular fields of study. Please refer to the Office of the University Registrar's website for more information.

Fall Semester 2025

Date	Day	Description
August 25	Monday	First day of classes
September 1	Monday	Labor Day (no classes)
October 4-7	Saturday-Tuesday	Fall Break (no classes)
November 26- November 30	Wednesday-Sunday	Thanksgiving Break (no classes)
December 5	Friday	Last day of classes
December 8-10	Monday-Wednesday	Reading days
December 11-17	Thursday-Wednesday	Final exams

Spring Semester 2026

Date	Day	Description
January 12	Monday	First day of classes
January 19	Monday	Martin Luther King, Jr. holiday (no classes)
March 8-15	Sunday-Sunday	Spring Break (no classes)
April 24	Friday	Last day of classes
April 27-29	Monday-Wednesday	Reading days
April 30-May 6	Thursday-Wednesday	Final exams

Commencement

Date	Day	Description
May 15	Friday	Class of 2026 Commencement

Summer Semester 2026

Date	Day	Description
May 18	Monday	First Summer Session begins
May 25	Monday	Memorial Day (no classes)
July 3	Friday	Independence Day (no classes)
August 13	Thursday	Last Summer Session ends

Washington University recognizes the individual student's choice in observing religious holidays (PDF). Students are encouraged to make arrangements with instructors to complete work missed due to religious observance. Instructors are asked to make every reasonable effort to accommodate such requests.

Campus Resources

Student Support Services

The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

Disability Resources

Disability Resources supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or call 314-935-5970 for more information.

TRIO: Student Support Services

TRIO is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

Office for International Students and Scholars

The Office for International Students and Scholars (OISS) is dedicated to fostering an inclusive environment that celebrates our international students' and scholars' diverse experiences, cultures, and aspirations. OISS plays a pivotal role in cultivating a vibrant, intercultural atmosphere on our campus, extending support to international students, scholars, faculty, and staff through immigration sponsorship. OISS commits to ensuring a seamless integration process for those who are admitted, appointed, or employed by Washington University. Grounded in the belief that education can shape global perspectives, the OISS mission is to empower the Washington University international community with the knowledge and resources needed to navigate U.S. immigration compliance while guiding them with care and compassion at every step.

The OISS main office is located on the Danforth Campus, with an additional office located on the Medical Campus. For information about OISS's location, office hours, staff, and services, visit the Office for International Students and Scholars website, email oisss@wustl.edu, or call 314-935-5910.

Office of Military and Veteran Services

This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

WashU Cares

WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

The Writing Center

The Writing Center — a free service — offers writing support to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available.

Student Health and Well-Being Services, Danforth Campus

The Student Health Center - Danforth Campus provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit studenthealthcenter.washu.edu for more information about Health Center services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Student Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Student Health Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. The Health Center accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Student Health (except in an emergency). Call 314-935-6666 or visit the Student Health Center website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

Quadrangle Pharmacy, located in the Student Health Center, is available to all Washington University students and their dependents. The pharmacy accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

The Student Health Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Student Health is completed by LabCorp. LabCorp serves as Student Health's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Student Health Center providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine on or after the age of 16 is required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that before beginning their studies at WashU, all students will have received the tetanus diphtheria pertussis immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Student Health Center website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Summers Recreation Center, consult the Health and Wellbeing Digital Library, follow us on Instagram (@washu_healthpromotion), and/or email

wellness@wustl.edu. In 2018, this department launched the WashU Recovery Community to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access the TimelyCare app and request a "Talk Now" visit.

Located in the Student Health Center-Danforth Campus, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking WashU students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of **every year** in which they wish to be removed from the Student Health Insurance Plan. The Student Health Center provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Student Psychiatric Services; these fees are billable to the students' insurance plans. More information is available on the Habib Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. This fee helps support membership to the Summers Recreation Center, health education/prevention efforts, the Center for Counseling and Psychological Services, and TimelyCare.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. An extensive network of emergency telephones — including more than 200 "blue light" telephones — is connected directly to the University Police Department and can alert the police to a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Bus Plaza and Forsyth/Goldfarb Hall Center every 15 minutes from 7:00 p.m. to 1:00 a.m. and at the top (:00) and bottom (:30) of the hour from 1:00 a.m. to 4:00 a.m. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple iTunes Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

Student Complaints

WashU provides students with different processes to handle complaints depending on the nature of the complaint. The Student Feedback & Complaint Form provides information on the different avenues available, as well as a web-form for submitting complaints. Complaints submitted through the form are reviewed by the Office of the Vice Chancellor for Student Affairs and forwarded to the University office or department that would be responsible for addressing the complaint. Complaints may be made anonymously, but students have the option of providing contact information to receive a response regarding steps taken to resolve the complaint. The University's Whistleblower Protection Policy applies to students making good-faith complaints regarding violations of policy or unethical acts.

If a student has a complaint related to distance education, as a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), WashU follows the SARA policy that provides for the resolution of complaints resulting from distance education courses, activities, and operations provided by WashU to students who participate in such courses outside of the state of Missouri (including the District of Columbia, Puerto Rico, and the US Virgin Islands, but excepting California, which is not a member of NC-SARA). Under NC-SARA Policy Section 4.5 (Process for Resolving Complaints), students are asked to seek resolution of complaints first through WashU, as described above. If the complaint is not resolved, distance education students should contact the Missouri State Portal Entity:

Joshua Fischer, Program Specialist
Email: joshuafischer@dhewd.mo.gov
Phone: 573-751-2361
Missouri Department of Higher Education and Workforce Development
PO Box 1469
Jefferson City, MO 65102-1469

Students who participate in distance education courses and who reside in California may contact the Bureau for Private Postsecondary Education.

Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website and on the university's Compliance and Policies page. Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

Application to Graduate

Students are required to file an Application for Program Completion in Workday prior to the semester in which they intend to graduate in order to be eligible for degree conferral. Additional information is available from the Office of the University Registrar.

Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester of approximately 16 weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as "units." A semester-long 3-unit undergraduate lecture class may meet three times per week for 50 minutes per session or twice per week for 80 minutes per session. Teaching and learning take many forms; online and hybrid classes require considerable time in the form of digital engagements such as discussion board activities, asynchronous webinar-type instruction or other online interactions. For all modalities of learning, the University assigns 3 units of credit when at least 9 full hours of standard academic work per week are expected of students.

Washington University credit for School of Law programs on the semester calendar is awarded in credit hours as outlined by the "American Bar Association (ABA) Standards and Rules of Procedure for Approval of Law Schools" document, further noted on the School of Law website.

Courses in the Washington University School of Medicine MD program are scheduled in weeks, and credit is awarded as credit hours such that each week of instruction is valued at 1 unit of credit. A week of instruction represents at least 45 hours of direct instruction and out-of-class related academic work.

For the full policy, visit the Office of the Provost website.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email

address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity Policies

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.
 - a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
 - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
 - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
 - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.
2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

Involuntary Leave Policy

Policy Statement

The primary goals of this Involuntary Leave Policy ("policy") are to protect the well-being and safety of Washington University students and the university community and to preserve the integrity of the university's academic, residential and administrative functions.

An involuntary leave under this policy will not be invoked unless the student's behavior is of such a serious nature that the continued presence of the student at the university is judged to threaten the safety, well-being or health of that student and/or others in the WashU community, or the ability of that student or others to engage in customary functions and activities at the university.

Examples of circumstances where this policy may be invoked include: suicidal threats; self-starvation or purging behavior; substance abuse or addiction; threats of harm to self or others; or disturbing, disruptive or destructive behavior.

This policy is not intended to replace disciplinary actions taken in response to violations of other university policies, including the university Student Conduct Code (SCC). A student who commits a violation of any university policy before taking voluntary leave or being placed on involuntary leave may be required to defend such charges before being considered for re-admission. Temporary suspension may also be issued in accordance with the SCC and this policy.

Policy Procedures

The vice chancellor for student affairs, the dean of any school or the designees of any of the aforementioned (referred to herein as "administrator") may be alerted to a student's concerning behavior from a variety of sources on campus including the student's advisor, a college dean, residential life staff, student affairs staff, health care providers or other faculty members. If the administrator deems it appropriate, the following procedures may be initiated.

1. **Notification:** Whenever possible, the administrator will notify the student that involuntary leave is under consideration and attempt to meet with the student to discuss his or her behavior. The administrator will provide the student with a copy of this policy. During the meeting, the administrator may choose to encourage the student to take a voluntary leave of absence, thereby eliminating the need to complete the procedures for involuntary leave. If the administrator believes that the student's well-being may be in imminent danger, he or she may proceed with a case conference without notifying and/or meeting with the student.
2. **Assembly of Case Conference Committee:** If the student is unable or chooses not to meet with the administrator, or if the student chooses not to take a voluntary leave of absence and the administrator still believes that involuntary leave may be appropriate, the administrator will convene a Case Conference

Committee (“committee”) of appropriate individuals or their designates to conduct a case conference regarding the need for an involuntary leave of absence. The committee may include the following:

- The dean of the student’s college or school
- The assistant/associate vice chancellors for student affairs
- Student conduct administrator
- Director of the Student Health Center, Danforth Campus
- director of Counseling and Psychological Services
- Assistant director of sorority and fraternity life
- Executive director of Campus Life
- Chief of police
- Residential Life staff
- Director of the Office of International Students & Scholars
- Office of the General Counsel
- The student’s advisor(s) or academic dean
- Professors, instructors, or staff who have observed the student’s behavior of concern

3. **Committee Consideration:** The administrator should convene a Case Conference as soon as possible. During this conference, the committee should address whether and to what extent the student engages in, or is judged to be likely to engage in, behavior described in this policy. Where deemed necessary by the committee to facilitate a more informed recommendation, the committee may consult with other university administrators, faculty or staff familiar with the student. The committee may seek additional information from the student or enlist the assistance of other university faculty or staff members familiar with the student to consult with the student on behalf of the committee. If contacted, the student may refuse to provide information, but such refusal shall not limit the right of the committee to make a recommendation under this policy, nor limit the right of the university to mandate an involuntary leave.
4. **Committee Recommendation:** Following the Case Conference and the review of relevant information, the committee will make a written recommendation to the administrator. In lieu of recommending involuntary leave, the committee may make recommendations as to other conditions and/or requirements under which the student may remain at the university.
5. **Decision:** After review of the committee’s recommendation, the administrator will decide whether to mandate an involuntary leave of absence, to mandate other requirements if the student remains at the university, or to permit the student to remain at the university with no additional requirements. The administrator will give the student written notice of this decision. This notice will provide (1) a brief summary of the reasons for decision, (2) the duration of the leave or a description of the requirements for the student to remain on campus, and (3) the steps that the student must take to request readmission if involuntary leave is invoked. The administrator may notify a parent or guardian, in accordance with the Family Educational Rights & Privacy Act (“FERPA”). Pursuant to FERPA, the administrator may also notify a spouse or partner upon obtaining the student’s consent. Where an involuntary leave is mandated, the student must leave campus

within the time frame established in the notice. In that event, the student’s parent(s), guardian(s) or other persons may be asked to make arrangements for the safe removal of the student from the university community.

Option of Voluntary Leave: At any time prior to the administrator’s decision, the student may choose to take voluntary leave. The university expects students to notify family members when they voluntarily withdraw from the university. However, when permitted by FERPA, the university retains the discretion to notify parents, guardians, spouses or partners if the student chooses to leave.

Records and Tuition: Leave may affect academic grades, credits and access to university housing or other facilities. Tuition, financial aid, and housing costs will be refunded in accordance with university policy. Regardless of whether leave is voluntary or involuntary, the student’s status at the university will be updated in student systems to reflect a leave of absence, which includes a notation on the transcript indicating: “Leave of Absence” and the start date. When involuntary leave is not mandated, but a student is required to fulfill certain requirements to remain on campus, the student’s in-progress status is unchanged and no notation will be made on the transcript.

Safety and Security: In cases involving serious and imminent threat to the safety, well being or health of the student or other members of the campus community, or to the ability of others in the university community to conduct their customary university functions and activities, the administrator may take immediate action to remove the student from the university community. In such event, the administrator may immediately notify the student’s parent, guardian, spouse, partner, or other relevant individuals in accordance with FERPA. The parent, guardian or other person may be asked to make arrangements for the safe removal of the student from the university community pending a decision on involuntary leave.

Request for Re-Enrollment

When a student is placed on involuntary leave or accepts voluntary leave, a letter from the administrator to the student will outline the conditions for re-enrollment. Conditions for re-enrollment are at the discretion of the administrator. If the leave was for health or medical reasons, the administrator will work with the director of health services or his/her designate to formulate appropriate conditions of return, which may include requirements and/or guidance regarding treatment. A copy of this letter will be forwarded to the academic dean of the student’s college or school and, where health-related, to the director of the Student Health Center.

When a student’s voluntary or involuntary leave is not health-related, the procedures to request re-enrollment will be outlined in the administrator’s letter.

The following process will guide re-enrollment for all students taking involuntary or voluntary leave of absence for a health-related reason:

1. The student must contact in writing both the academic dean and the director of the Student Health Center to request re-enrollment between June 1 and July 1 for the upcoming fall semester or November 1 and December 1 for the spring semester.

2. The student's health status must be reviewed by the director of the Student Health Center or his/her designate. As part of the review, the student may be asked to present written evidence that the student has been evaluated and completed follow-up measures recommended by the student's treating health care professional. This evidence may include a recitation of the health care professional's credentials, a description of their contact with the student, the evaluation method, the diagnosis, the recommended follow-up measures and the student's efforts to complete them. The student's efforts to complete those follow-up measures will be evaluated to determine whether the student used the time away from the university to address the issues that led to the separation and to acquire skills to facilitate a successful return to the university.
3. A recommendation regarding medical eligibility for re-enrollment will be made by the director of the Student Health Center or his/her designate and forwarded to the student's academic dean and the administrator. The academic dean, in consultation with the administrator, will determine academic eligibility for re-enrollment and will communicate in writing the final decision and any conditions to the student.

Appeal of Administrator Decisions

A student may submit, within 24 hours of receiving the written decision from the administrator, a written appeal to the provost who will review the written record only. A decision to affirm or reverse the administrator's decision will be rendered within 48 hours. The decision of the administrator will be affirmed if supported by substantial information appearing in the record of the case. The decision of the provost is final.

Confidentiality

The university will strive to protect, to the greatest extent possible, the confidentiality of students involved in matters of voluntary or involuntary leave. Because the university has an obligation to preserve the security of its community, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully matters which may threaten a student's health or safety or the safety and security of the university community. When some disclosure of the university's information or sources is necessary, that disclosure will be limited to the extent possible. Medical records of a student will be protected in accordance with the WashU Student Health Center Notice of Privacy Practices. The university will, to the extent permitted by law, keep confidential all records of committee reviews. The records maintained by the Case Conference Committee will be available only to the administrator and other university officials in accordance with FERPA. All records will be destroyed after a period of ten (10) years from the date of final decision on involuntary leave or the student's decision to take voluntary leave.

Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, treatment during, or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination; it violates university policy and will not be tolerated. In some circumstances, such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment is available on the Human Resources website.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

Discrimination and Harassment Response Coordinators

Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity
Phone: 314-935-2846
chalana.ferguson@wustl.edu

Gillian Boscan, Director, Investigations and Conflict Resolution, Office of Institutional Equity
Phone: 314-935-1139
oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130

WashU Confidential Concern Reporting Portal

Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the Provost

Phone: 314-935-3118

jwkennedy@wustl.edu

Office: Umrath Hall, Room 001

Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts of their academic records from the Office of the University Registrar. Current students may print unofficial transcripts for their personal use from Workday. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

Student Conduct

The Washington University in St. Louis Student Conduct Code ("the Code") sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university's academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University's Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University's Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete Tobacco-Free Policy is available on the Human Resources website.

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Student Health Center - Danforth Campus. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they must obtain the required vaccinations and tests at the Student Health Center - Danforth Campus or in the community. Students will be assessed the cost of the vaccinations and/or tests. Students will be unable to complete registration for classes until all health requirements have been satisfied.

Noncompliant students may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the student portal on the Student Health Center - Danforth Campus website. All students who have completed the registration process should access the student health portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Student Health Center - Danforth Campus. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services website.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will have their Washington University email addresses remain active, and they will retain access to Workday to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to re-enter their programs. In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

Undergraduate Student Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and the work of a student that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

Violations of This Policy Include but Are Not Limited to the Following:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product, and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments Without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another's work or to permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as their own.

5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.

- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

Reporting Misconduct

Faculty Responsibility

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity coordinators in the Office of the Provost in a timely manner (normally within five business days of discovery) so that the incident may be handled fairly and consistently across schools and departments. Teaching assistants and assistants in instruction are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic integrity violations in their courses.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resources staff, if applicable.

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Academic Integrity Board made up of faculty and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Academic Integrity Board panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a student code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- Impose suspension or expulsion.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision resulted in suspension or

expulsion, the appellate officer will be the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education. For all other cases, the appellate officer will be the Chair of the Student Conduct Board. Appeals are governed by Section VI of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

*Endorsed by the Faculty Senate Council on March 16, 2010
Effective July 1, 2010
Updated December 4, 2014*

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Updated April 18, 2024*

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity
- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
(Founding member)
- Council of Graduate Schools
(Founding member)

- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association of MBAs
- Association to Advance Collegiate Schools of Business International
(Charter member since 1921)
- EQUIS

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association
- Media Law Resource Center

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium
- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- Liaison Committee on Medical Education

Membership

- Association of American Medical Colleges

School of Public Health

Accreditation

- Council on Education for Public Health

Affiliation

- Association of Schools and Programs of Public Health

Brown School

Accreditation

- Council on Social Work Education

School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries

Graduate Study

Policies & Guidelines

Academic Load Status for Financial Aid, Immigration and Enrollment Verification

Graduate (Fall, Spring):

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

Graduate (Summer):

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

Postdoctoral Training

According to the National Institutes of Health and the National Postdoctoral Association, a postdoctoral appointee is an individual holding a doctoral degree who is engaged in a temporary period of mentored research or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of their choosing. At Washington University in St. Louis, postdoctoral appointees conduct advanced research training with a faculty mentor and are supported by either research grants, individual fellowships, or institutional training grants.

Under the purview of the Office of the Vice Chancellor for Research, the Office of Postdoctoral Affairs (OPA) serves postdoctoral research associates and postdoctoral research scholars on both the Danforth and Medical campuses. The OPA helps postdoctoral appointees reach their career and professional development goals, advocates for postdoctoral issues, acts as a resource for information regarding postdoctoral life and recruitment, and, in collaboration with the Washington University Postdoc Society (WUPS), creates a lively postdoctoral community. Washington University in St. Louis is an institutional member of the National Postdoctoral Association.

For more information, visit the OPA website.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri–St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.

University PhD Policies & Requirements

Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

PhD Student Support Policies and Resources

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program. A leave of absence pauses the academic clock.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

Financial Policies

PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both Washington University in St. Louis and the students admitted/enrolled. Washington University in St. Louis typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship, the McDonnell International Scholars Academy, or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2025-26 academic year is \$37,853 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not usually eligible for this minimum financial award.

PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award **may not** combine or "stack" the external award with the university financial support.* Students receiving an external fellowship or stipendiary award have two options.

Option 1: Supplementation of an External Fellowship or Stipendiary Award

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

Option 2: Deferral of University Fellowship or Stipendiary Award

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

- * Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

PhD Student Employment

Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.

Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

Implications for International Students

International students attending Washington University in St. Louis on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

Tax Implications

Please visit Washington University in St. Louis's Financial Services site for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

PhD General Requirements and Policies

To earn a PhD at Washington University in St. Louis, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate in Workday Student. **Note:** Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied.

Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive*, or *major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

Mentored Experience Requirement

As part of the university-wide degree requirements, PhD students and some master's students (i.e., MFA in Writing and MFA in Dance) at Washington University in St. Louis must complete a department-/program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each department/program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored

activities focused on the development of skills relevant to individual, intended career and professional outcomes). Students enroll in Mentored Teaching Experience courses and/or Mentored Professional Experience courses to signify progression toward completing the MER.

Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.

Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Washington University in St. Louis doctoral students may initially request to embargo the public release of their dissertation for a specified period of six months, one year, or two years. Renewals beyond the initial embargo may be granted by the Vice Provost for Graduate Education. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate

record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

Degree Candidacy Extension

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the

support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

PhD Mentored Experiences

Mentored Experience Requirements (MERs)

As part of the university-wide degree requirements, PhD students and students in certain master's programs (i.e., MFA in Writing and MFA in Dance) at Washington University in St. Louis must complete a program-defined Mentored Experience Requirement (MER). The MER is an accomplishment that is noted on the student's academic record when complete. Each program established a Mentored Experience Implementation Plan (MEIP) in which required MER units and pathways for completion are defined and specified. The MEIP typically consists of Mentored Teaching Experiences (mentored activities designed to achieve competencies in teaching at basic and advanced levels) and/or Mentored Professional Experiences (mentored activities focused on the development of skills relevant to individual, intended career, and professional outcomes). Students enroll in Mentored Teaching Experience (MTE) courses and/or Mentored Professional Experience (MPE) courses to signify progression toward completing their MERs.

Mentored Experience Implementation Plan (MEIP)

An MEIP is a program-defined plan for students to complete their MERs and engage in mentored teaching activities and/or mentored professional activities. MEIPs include the philosophy related to the role of teaching or professional experiences within the discipline, the program's plan for preparatory engagement, the normal sequence of opportunities for a student, and the number of MER units required. Each of these terms are defined within this section.

MEIPs were updated by programs during the 2024-25 academic year, and new plans are available under each program's "Mentored Experience Implementation Plan" tab in the *Bulletin*. New plans are effective as of Fall 2025 and apply to all students who have yet to complete their MERs.

Preparatory Engagement

Preparatory Engagement activities represent an introduction to the foundational skills associated with teaching or communication.

Preparatory Engagement represents an important foundational component to training in pedagogy. As such, all MEIPs contain required pedagogical preparation before students are permitted to engage in assisting or teaching in a classroom.

Mentored Teaching Experiences (MTEs)

An MTE represents a collaborative engagement between a student and a faculty mentor wherein the student reflects on and interprets disciplinary knowledge; identifies multiple ways to represent disciplinary content; adapts content to students' abilities and prior

knowledge; and develops methods to assess and improve the teaching and learning process in a discipline. A student engaged in an MTE will have an assigned faculty mentor supporting the student's development into an educator able to communicate and/or evaluate disciplinary knowledge.

Two categories of MTE exist at Washington University: Assistantships in Instruction and Mentored Independent Teaching. Each MTE engagement is weighted by MER units to recognize the different levels of effort involved.

Assistant in Instruction (AI)

An AI experience is one in which the student is directly engaged in the organization, instruction, and/or support of a semester-long course *primarily taught by a faculty member*. During the AI, the student receives mentorship from the faculty member in best practices in classroom engagement, instruction in the field, interpersonal engagement, and other relevant skills. Students receive regular informal feedback or evaluation from the mentor throughout the semester, as well as a final evaluation from the mentor and course evaluations from students enrolled in the course as part of the normal course evaluation process.

The student is formally listed as instructional support via Workday in the course listings. In general, AI assignments connect to undergraduate courses or to lower-level graduate courses that the student has taken previously.

MER units for AI experiences are determined by the program based on the level of activity needed for each assignment:

- 5 MER units are equivalent to an average of 5 hours per week of engagement; students enroll in their program's course 8005 during the semester of engagement.
- 10 MER units are equivalent to an average of 10 hours per week of engagement; students enroll in their program's course 8010 during the semester of engagement.
- 15 MER units are equivalent to an average of 15 hours per week of engagement; students enroll in their program's course 8015 during the semester of engagement.

Mentored Independent Teaching (MIT)

An MIT is a semester-long experience for students who engage as the primary instructor or co-instructor of a course *under the mentorship of a faculty member* as part of their MER. Throughout the semester, students receive regular feedback from a faculty mentor based on classroom observation conducted a few times per semester or other acceptable review mechanisms. The student should ask for guidance and support from the faculty mentor while navigating the responsibilities of independent teaching. Faculty mentors are also required to complete the final evaluation for the student.

An MIT experience may not be a requirement or option under every program's MEIP. Each MIT engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and consultation each PhD student needs to engage in as part of this introductory experience toward acquiring the skills required for independent teaching. Students enroll for the semester of engagement under their program's course 8020.

Mentored Professional Experiences (MPEs)

MPEs are unpaid experiences that allow students to develop skills and experiences relevant to their intended career outcomes. These experiences could include, for example, opportunities in industry, communication and outreach, government or policy, consulting, or higher education administration. The duties and responsibilities of the MPE should be intellectually substantive and offer opportunities for the student to develop new skills and experiences.

An MPE experience may not be a requirement or option under every program's MEIP. Each MPE engagement will equate to 20 MER units. The 20 MER unit assignment accounts for the considerable level of preparation and time needed for this engagement. An MPE should involve at least 150 hours (and not more than 180 hours) per engagement. Students enroll for the semester of engagement under their program's course 8120.

Optional MER Activities

Some programs allow for students to participate in additional, optional MTE or MPE engagements. If allowed, the program's MEIP will list the requirements for a Teaching Intensive Pathway (TIP) or a Professional Intensive Pathway (PIP).

Teaching Intensive Pathway (TIP)

The TIP is an optional pathway for those students whose career interests lie in academia or another field that would benefit from extended MTEs. This immersive experience allows students to further explore the breadth and depth of teaching best practices and pedagogy related to their respective field. Students who are interested in participating in this elective experience must formally request to participate, which is subject to program approval. Due to this experience being an elective, unpaid experience, students who participate in the TIP will not receive compensation.

Professional Intensive Pathway (PIP)

The PIP is an optional pathway for those students whose career interests lie outside of academia or want to benefit from MPEs. An MPE is an unpaid professional experience for PhD students that allows students to develop skills and experiences relevant to their intended career outcomes. Students and mentors complete a mentorship plan prior to the start of each MPE. Students who are interested in participating in this elective experience must

formally request to participate, which is subject to program approval. Similar to normal MPE experiences, students who participate in the PIP do not receive compensation associated with their MPE.

Post-MER Completion Teaching Activities

To be eligible to participate in an additional teaching activity at WashU, students must have completed their entire MER as defined by their Program's MEIP prior to undertaking elective instructional activity.

Instructional Support

At the completion of the student's MER as defined in the MEIP, students may elect to pursue additional instructional opportunities at WashU as a non-MTE AI or a similarly situated role. These additional opportunities are subject to the approval of their primary advisor and their department/program as well as the existence of such a position. These students will be paid an hourly rate.

Instructor or Co-Instructor of Record

At the completion of a student's MER requirements as defined in the MEIP, the student may elect to pursue instructor opportunities at WashU as an independent instructor. These opportunities are subject to the approval of the student's primary advisor and their department/program as well as the existence of such a position. Students who have completed their MERs must demonstrate the requisite experience and training in pedagogy to engage in teaching at the fully independent level. These students are eligible for compensation in accordance with the adjunct professor collective bargaining agreement.

Current MEIPs

Arts & Sciences

(see Cross-Interdisciplinary Programs below for DBBS)

- Anthropology, PhD, Archeology Concentration
- Anthropology, PhD, Biological Anthropology Concentration
- Anthropology, PhD, Sociocultural Anthropology Concentration
- Art History & Archaeology, PhD
- Chemistry, PhD
- Classics, PhD
- Comparative Literature, PhD
- Dance, MFA
- Earth, Environmental, and Planetary Sciences, PhD
- East Asian Languages and Cultures, PhD
- Economics, PhD
- Education, PhD
- English and American Literature, PhD

- English and Comparative Literature, PhD
- French and Comparative Literature, PhD
- French Language and Literature, PhD
- German and Comparative Literature, PhD
- Germanic Languages and Literatures, PhD
- Hispanic Studies and Comparative Literature, PhD
- Hispanic Studies, PhD
- History, PhD
- Mathematics, PhD
- Music, PhD, Music Theory Concentration
- Music, PhD, Musicology Concentration
- Philosophy, PhD
- Philosophy-Neuroscience-Psychology, PhD
- Physics, PhD
- Political Science, PhD
- Psychological & Brain Sciences, PhD
- Sociology, PhD
- Statistics and Data Sciences, PhD
- Writing, MFA

Business

- PhD Program

Engineering

- Biomedical Engineering PhD
- Biomedical Engineering PhD-MD
- Computational & Data Sciences, PhD
- Computer Engineering, PhD
- Computer Science, PhD
- Electrical Engineering, PhD
- Energy, Environmental, & Chemical Engineering, PhD
- Imaging Science, PhD
- Materials Science & Engineering, Interdisciplinary PhD
- Mechanical Engineering, PhD
- Systems Science & Mathematics, PhD

Medicine

- Medical Physics, PhD
- Movement Science, PhD
- Nursing Science, PhD
- Rehabilitation and Participation Science, PhD
- Speech and Hearing Sciences, PhD

Public Health

- Public Health Sciences, PhD

Brown School

- Social Work, PhD

Cross-School Interdisciplinary Programs

Division of Biology & Biomedical Sciences

- Biochemistry, Biophysics & Structural Biology, PhD
- Biomedical Informatics & Data Science, PhD
- Cancer Biology, PhD
- Computational & Data Sciences, PhD
- Developmental, Regenerative, & Stem Cell Biology, PhD
- Ecology and Evolutionary Biology, PhD
- Immunology, PhD
- Molecular Cell Biology, PhD
- Molecular Genetics & Genomics, PhD
- Molecular Microbiology & Microbial Pathogenesis, PhD
- Neurosciences, PhD
- Plant & Microbial Biosciences, PhD

Additional information including forms, resources, and FAQs are available on the Mentored Experiences page of the Office of the Provost website.

School of Continuing & Professional Studies - Graduate

WashU Continuing & Professional Studies (CAPS) is the professional and continuing education division at Washington University in St. Louis. The division offers a wide range of courses in a variety of interdisciplinary and professional areas of study. Part-time and full-time study options in undergraduate degree programs, master's degree programs, and certificate programs are available. CAPS is also home to the WashU Prison Education Project (PEP), which offers credit-bearing college courses and degrees to incarcerated students at two regional Missouri prisons. For more information, visit the School of Continuing & Professional Studies website.

Since 1931, WashU Continuing & Professional Studies (CAPS) has been a cornerstone of career advancement and professional development in the St. Louis region. Their mission is to empower modern learners—those balancing education with work and personal responsibilities—with flexible, high-quality educational pathways to career success.

CAPS offers a variety of degree and certificate programs tailored to meet the demands of the regional job market. The dynamic curriculum, developed in collaboration with industry leaders, ensures students gain the skills and knowledge employers are seeking. Whether a student is looking to upskill, reskill, or achieve a new qualification, CAPS's programs provide the practical, career-focused education they need to thrive.

Flexible learning options—including online courses, hybrid programs, and in-person classes—allow students to pursue their educational goals on their terms. CAPS is committed to supporting students' success with a range of resources and personalized advising. With the support of dedicated instructors, recruiters, student success navigators, and career specialists, students will have the resources and guidance needed to succeed.

Graduate Study

WashU Continuing & Professional Studies (CAPS) administers several master's degree programs (p. 36), generally consisting of 30 to 36 units of graduate-level coursework.

Graduate Degrees in WashU Continuing & Professional Studies

- Master of Applied Computer Science (MACS) (p. 38)
- Master of Arts (AM) in Human Resources Management (p. 44)
- Master of Arts (AM) in International Affairs (p. 47)
- Master of Arts (AM) in Nonprofit Management (p. 54)

- Master of Arts in Teaching and Learning (MATL) (p. 57)
- Master of Data Analytics & Applications (MDAA) (p. 42)
- Master of Science (MS) in Clinical Research Management (p. 39)

Contact Information

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Fax: 314-935-6744
School of Continuing & Professional Studies website
Email: caps@wustl.edu

Master's Degrees

WashU Continuing & Professional Studies (CAPS) administers several master's degree programs, generally consisting of 30 to 36 units of graduate-level coursework.

A maximum of six units of related, comparable, graduate-level coursework, completed with a grade of B or higher, may be transferred from another university or from a related graduate program at WashU with the approval of the program director. These must be graduate-level courses not used to fulfill undergraduate degree requirements. Approval by CAPS is required.

Only courses taken for a letter grade may be applied to a graduate program of study. Courses taken as Pass/No Pass or audit will not count toward a graduate program of study.* Grades below C will not count toward a graduate program of study. Students are responsible for knowing the specific grading criteria and course requirements set by individual instructors. A minimum cumulative grade point average of 3.0 and at least a C in all field-of-study courses are required to graduate.

CAPS offers the following master's degrees, all of which are eligible for financial aid.

Master's Programs

- Applied Computer Science (p. 38)
- Clinical Research Management (p. 39)
- Data Analytics & Applications (p. 42)
- Human Resources Management (p. 44)
- International Affairs (p. 47)
- Nonprofit Management (p. 54)
- Teaching and Learning (p. 57)

Admissions Requirements

Admission into a graduate program must include the following minimum requirements:

1. Applicant has earned a baccalaureate degree or equivalent from an accredited U.S. institution of higher education or its equivalent from a foreign institution.
2. Applicant has earned a 3.0 GPA or better in all coursework attempted to fulfill baccalaureate degree requirements *or* earned a 3.0 GPA or better in the last 60 hours of coursework attempted to fulfill baccalaureate degree requirements.

Each graduate program may have additional requirements for admission, which can include the following:

1. Letter(s) of recommendation
2. Resume or CV
3. Writing sample
4. Personal, goal, or professional statement
5. Test scores
6. Other relevant supporting materials approved by CAPS

If the student's transcripts are from a college or university outside of the United States, a course-by-course transcript evaluation is required. Evaluations will be accepted from World Education Services (WES), Spantran, or another member institution of the National Association of Credential Evaluation Services (NACES). For Spantran evaluations, students must use this Evaluation Request Form.

In addition to the above requirements, international students must show proficiency in written and spoken English. For more information about WashU's English Language Proficiency requirements, please visit WashU's English Language Proficiency page.

Admission to a program may be offered in one of two categories: regular or contingent.

1. **Regular status:** The applicant has met all requirements and has no additional requirements for admission.
2. **Contingent status:** If the applicant has not met the minimum requirements for admission, they may be required to successfully complete 6-9 hours of graduate course work either within or outside of the core requirements of the program, with a grade of B or higher, before being converted to regular admission. If the applicant has met all minimum admission requirements but is missing one or more of the required documents (e.g., the final transcript), the applicant must fulfill the relevant condition(s) before the end of their first semester.

Applicants may appeal an admissions decision through CAPS's general appeal policy.

A maximum of 6 units of related, comparable, graduate-level course work, completed with a grade of B or higher, may be transferred from another university or from a related graduate program at WashU with the approval of the program director. These must be graduate-level units not used to fulfill undergraduate degree requirements. CAPS approval is required.

Only courses taken for a letter grade may be applied to a graduate program of study. Courses taken as Pass/No Pass or Audit will not count toward a graduate program of study.* Grades below C will not count toward a graduate program of study. Students are responsible for knowing the specific grading criteria and course requirements set by individual instructors. A minimum cumulative grade point average of 3.0 and at least a C in all field-of-study courses are required to graduate.

Non-Degree-Seeking Status

Those seeking to enroll in graduate-level courses outside of formal application to a program must apply for admission to CAPS as graduate non-degree-seeking student. These applicants must meet the minimum admissions requirements and include the following supporting documentation:

1. Professional Statement
 - a. Please include answers to the following questions, in a statement that is 2 pages or shorter.
 - i. What are your areas of interest?
 - ii. Are there any specific courses in which you plan to enroll? Why?
 - iii. What are your personal/professional or academic strengths?
 - iv. If applying for contingent admission (if you do not meet the minimum requirements for admission), why should we consider you for admission?

Please visit the CAPS website or call 314-935-6700 for more detailed information, requirements, and policies concerning specific graduate degree programs.

* WashU Continuing & Professional Studies (CAPS) students may apply a maximum of 6 units of Pass/No Pass credit from graduate-level coursework in the Olin Business School to a master's degree program at CAPS. The coursework must be authorized by CAPS, and the student must have received a grade of Pass or High Pass in the Olin course. Courses with grades of Low Pass are not eligible. This policy applies only to courses completed on a Pass/No Pass basis in the Olin Business School prior to a student's admission to a CAPS graduate program of study administered and conferred by CAPS. Once admitted to a CAPS program of study, students who are authorized to take courses in Olin Business School and apply them toward their program of study are required to convert Pass/No Pass grades to letter grades at the time of registration.

Reinstatement

Graduate students who decide to not enroll continuously as full-time or part-time students will have holds placed on their records. If a student wishes to resume their program of study, they must apply for reinstatement by completing a Returning Student Form and meet with a Student Success Navigator before they will be allowed to register. For further reinstatement information, they should contact caps@wustl.edu. Students seeking reinstatement may be required to submit additional documentation.

Applied Computer Science

Computer and information technology occupations are projected to grow 15% from 2021 to 2031, much faster than the average for other occupations. The **Master of Applied Computer Science (MACS)** degree is designed to provide a strong, interdisciplinary foundation in computer science for working professionals who come from non-mathematical or non-engineering disciplines and who want to enter the field of computing.

CAPS also offers and **Advanced Certificate in Applied Computer Science**: a two-part bridge program for those seeking an introduction to computer science without committing to a master's degree.

Offered in collaboration between the McKelvey School of Engineering's Sever Institute and WashU Continuing & Professional Studies (CAPS), these flexible online programs will help working professionals acquire the skills they need to advance in the field of computer science.

The program focuses on in-demand, practical, and hands-on computational skills including databases, networks, web development, security, systems administration, and software development. Online course delivery provides a flexible educational experience for working adults.

Contact: Kallie Reyes
Email: kallie@wustl.edu
Website: <https://caps.washu.edu/programs/graduate-programs/master-of-applied-computer-science/>

Degree Requirements

Master of Applied Computer Science

The Master of Applied Computer Science consists of 30 units of graduate coursework.*

Required courses (21 units; these courses are new, and related course numbers are TBD):

- Foundations of Object-Oriented Programming (3 units; Bridge II course*)
- Foundations of Data Engineering (3 units; Bridge II course*)
- Introduction to Cloud Computing (3 units; Bridge II course*)
- Full-Stack Software Development (3 Units)
- Database Programming and Development (3 Units)
- Introduction to Agile Development and Scrum (3 Units)
- Applied Computer Science Practicum (3 Units)

In addition, students are required to take 9 units of elective courses from the following list:

Elective courses (select 9 units; these courses are new, and related course numbers are TBD):

- Modern Data Architecture (3 Units)
- Introduction to Development Security Operations (DevSecOps) (3 Units)
- Web Development (3 Units)
- Introduction to Machine Learning (3 Units)
- Introduction to Cybersecurity (3 Units)
- Applied Research Study (3 Units)

Advanced Certificate in Applied Computer Science

The Advance Certificate in Applied Computer Science consists of 15 units of graduate coursework.*

- CAPS-CS 5000: Foundations of Computer Science and Programming (3 units; Bridge I course*)
- CAPS-CS 5001: Foundations of Foundations of Discrete Math and Structures (3 units; Bridge I course*)
- Foundations of Object-Oriented Programming (This course is new, and its course numbers is TBD. 3 units; Bridge II course*)
- Foundations of Data Engineering (This course is new, and its course numbers is TBD. 3 units; Bridge II course*)
- Introduction to Cloud Computing (This course is new, and its course numbers is TBD. 3 units; Bridge II course*)

These programs are offered fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

* New students without evidence of programming and discrete math proficiency will be required to take up to two introductory bridge courses (Bridge part I). The two bridge courses will provide necessary knowledge for students with no previous education in computer science through foundational coursework in programming and relevant math. Additional bridge courses (Bridge part II) are included as the first three core courses required in the program. Upon successful completion of the Bridge part I courses, the student is automatically admitted to the Master of Applied Computer Science program.

Courses

Courses for this new program will be developed and listed soon. Visit the CAPS website for up-to-date program course listings.

CAPS-CS 5000 Foundations of Computer Science and Programming

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition using a contemporary programming language. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-CS 5001 Foundations of Discrete Math and Structures

Introduces elements of logic and discrete mathematics that allow reasoning about computational structures and processes. Generally, the areas of discrete structures, probability, and computational models are covered. Topics include propositional and predicate logic; sets, relations, functions and graphs; finite state machines and regular languages; and introduction to discrete probability, expected value, and variance. Concepts will be reinforced and applied through a contemporary programming language assignments.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

Clinical Research Management

The **Master of Science in Clinical Research Management** is designed for experienced professionals working in academic research centers or private industry who seek greater depth and breadth of study in the science and business of clinical research.

The curriculum encompasses in-depth coverage of essential skills and processes required for the management of studies that develop drugs, devices and treatment protocols for patient care. Major topics include regulatory requirements, ethical issues, product development, the business of clinical research, grant funding and manuscripts, epidemiologic principles and tools, research design, and data analysis, all in the context of human subjects in clinical trials.

This program can be completed entirely online.

Contact: Kallie Reyes
Phone: 314-935-6700
Email: kallie@wustl.edu
Website: <https://caps.wustl.edu/programs/graduate-programs/master-of-science-in-clinical-research-management/>

Degree Requirements

Master of Science in Clinical Research Management

The Master of Science in Clinical Research Management is a 30-unit program that includes 24 units of required coursework and 6 units of authorized electives.

Required Courses: 24 units

Code	Title	Units
CAPS-CRM 5000	Fundamentals of Clinical Research Management	3
CAPS-CRM 5050	Advanced Data & Information Management in Health Sciences	3
CAPS-CRM 5070	Medical Writing for Clinical Research	3
CAPS-CRM 5080	Drug and Device Development	3
CAPS-CRM 5110	Compliance, Legal, and Regulatory Issues	3
CAPS-CRM 5270	Principles of Pharmaceutical Safety	3
CAPS-CRM 5210	Leadership and Change in Health Care Services	3
CAPS-CRM 5230	Epidemiology for Clinical Research	3
Total Units		24

Electives: 6 units

Students choose from authorized electives in Clinical Research Management or other appropriate graduate programs at CAPS that address individual interests such as device trials, ethics, and/or advanced research. Electives may include independent study.

This program is offered fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-CRM 5000 Fundamentals of Clinical Research Management

This course provides the basic foundation for the application, concepts and theories of clinical research. We explore the historical evolution of research, linking it to current regulations and guidelines for good clinical practice. Additional course topics include research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject

protections, and an overview of study conduct. Students will complete institutional review board paperwork, including writing an informed consent and developing source documents. Undergraduate students register for U80 250

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5005 Current and Emerging Topics in Clinical Research

This course will explore current and emerging advances in clinical research design and conduct review and discussion of recent guidance documents from the FDA in response to the 21st Century Cures Act and other sources. Students will gain familiarity with the Act and its implementation via exploration and critical review of recent FDA Guidance Documents and supplemental materials. Additional emerging topics may be identified and explored by the instructor and students. At the conclusion of this course students will be able to effectively communicate recent and emerging innovative and technological advances in clinical research design and conduct, and identify key implications and application. Prerequisite: U80 500 - Fundamentals of Clinical Research Management (note: requirement can be waived for students with established clinical research experience and instructor's approval)

Credit 3 units.

Typical periods offered: Summer

CAPS-CRM 5030 Health and Society

This course examines topics of how public and personal health are affected by societal and institutional forces. We will use a historical perspective to explore the complex interplay between individual genetic susceptibilities and an evolving environment, where traditional metabolic signals are not always operative, often replaced by synthetic materials that the receptors have not encountered before through evolution. We will explore how sleep, food, and leisure have been changed by industrial, economic, political, and cultural developments (globalization). We will take a close look at the roles of urban planning, industrial farming, industrial food production / processing, animal husbandry, and the attendant evolving role of the family as well as the education of the individual. We will scrutinize global climate change, as it influences infectious disease vectors, pandemics, pollution, and related political and economic forces that do not promote societal health and well-being. Finally, we will focus on the role of the mind-brain in communication with the environment and needed in health and healing. Through critical reading of medical journal articles and newspapers we will discuss related ethical and policy questions relevant to disease prevention and public health.

Credit 3 units.

Typical periods offered: Fall

CAPS-CRM 5050 Advanced Data & Information Management in Health Sciences

This course will cover the education and training in data and information management as it applies to Health Sciences, pulling from aspects of different fields: domain specific (clinical or public health) and analytic (biostatistics and database management) using different software tools. We will examine data types and data repositories to include best practices in data acquisition and management. This course will scrutinize tools for data storage and data manipulation and delve into relational and non-relational databases. Concepts in epidemiology and biostatistics will be presented along with discussion on health informatics.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5070 Medical Writing for Clinical Research

This is a graduate-level intensive writing course that will guide students in developing a competitive research grant proposal. Written work, guided by each student's needs and interests, will cover all sections of a research grant application, manuscript writing, progress reports, and other forms of reporting scientific findings to the public. We also will compose mock NIH grant applications. By the end of the course, each student will produce a comprehensive portfolio that includes a grant proposal, manuscript, and press release to the public.

Credit 3 units.

Typical periods offered: Spring

CAPS-CRM 5080 Drug and Device Development

This course will provide an overview of the commercial development pathways for both pharmaceuticals and medical devices, from inception to market. Through lectures and discussions, students will gain an appreciation for the role clinical study programs play in the broader scope of product development. Class topics will include preclinical, clinical, regulatory, and marketing factors which influence discovery and development of new medical products.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5110 Compliance, Legal, and Regulatory Issues

This course will examine the legal framework governing clinical research with human subjects in the United States. An overview of the legal system including U.S. sources of law, the interplay between the federal and state systems and the role of case law, legislatures and regulatory agencies in shaping current law and policy will be provided. Federal and state law governing clinical research from proposal to completion will be examined. At the conclusion of this course, students will be able to identify the current sources of law, policy and persuasive authority in clinical research compliance. Students will also be able to identify areas of concern and potential new or amended regulation in clinical research.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5120 Research Ethics and Regulatory Affairs

This course will provide an understanding of the ethical guidelines, issues, and challenges of conducting research on human subjects. We will explore issues such as conflicts of interest, genetic testing, limits of confidentiality, risk, and the distinction between compliance and ethics. As we learn about protecting research groups and interests and explaining rights and liabilities, we will study health care legislation and regulations, guidelines, contractual matters, and the complex regulatory framework that governs human subject research. Finally, we will learn to use an ethical problem-solving model in clinical research.

Credit 3 units. UColl: ML

Typical periods offered: Spring

CAPS-CRM 5125 Drug-Induced Diseases: Detection, Prevention, and Management

A drug-induced disease (DID) is the unintended effect of a drug that results in mortality or morbidity with symptoms sufficient to prompt a patient to seek medical attention and/or require hospitalization. There have been great advances in drug therapy that have had tremendous beneficial impact on patient outcomes. However, the effects of drugs are not always beneficial; drugs are also capable of causing new diseases or exacerbating those that already exist. Some of these diseases are well known and transient (e.g., diarrhea, weight gain). Others, like liver disease and diabetes, are neither. This course will explore these issues in a novel, disease-specific way that will be accessible to a wide range of students: clinical research managers, medical students, nurses, pharmacists and other allied

health professionals. The course will include weekly readings from the textbook or other sources. Regular group discussions will be important, addressing how this new knowledge can be applied to students' professional or personal practices.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5140 Introduction to Biomedical Informatics and Its Application to Clinical and Translational Research

Biomedical Informatics (BMI) is a multidisciplinary field that encompasses individual areas of bioinformatics, computational biology, translational informatics, imaging informatics, medical informatics and hospital informatics. It involves all aspects of management, analysis, organization, and sharing of information in health care and biomedical science. This course aims to provide an overview of biomedical informatics and its application in facilitating clinical and translational research and in accelerating the application of research findings to clinical practice. The course will consist of introductory lectures outlining the principles of biomedical informatics, current use of informatics in clinical and translational research and quality improvement initiatives, and practical hands-on training in the use of local informatics tools to manage and execute biomedical research studies.

Credit 3 units.

CAPS-CRM 5155 Principles of Management in Health Care

This course enables students to explore the theoretical framework and practical application of classic management principles so that they can function effectively in a variety of organizational settings in the provision of health care services. Topics include the management process; managerial decision making and planning; negotiation skills; organization design; and leadership.

Credit 3 units.

CAPS-CRM 5160 The Business of Clinical Research

An overview of the business elements of clinical research, this course covers drug and device development, the regulatory environment, finance, corporate structures, and the clinical trials office. We will consider stakeholders including pharmaceutical and device industries, academic and private research centers, government agencies such as the National Institutes of Health, nonprofit agencies and a variety of other organizations such as American Diabetes Association and the National Cancer Institute. We also will study local, state, and federal regulations, as well as international and global issues that impact the business of clinical research.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5161 Introduction to Project Management in Clinical Research

This course aims to explore basic concepts of project management with direct application to clinical research. Students will better understand criteria defining a project and product (versus operations), roles and responsibilities of a project manager, various methodologies (e.g. agile, waterfall, etc.), and planning tools (e.g. Microsoft Project, Jira, Teams). Student experiences in clinical research will be integrated into course discussions to explore application of project management skills and practice important team-building skills (e.g. effective meeting principles). Additionally, the course will incorporate a variety of learning resources from the Project Management Institute (PMI), LinkedIn, and professional research organizations (e.g. ACRP) into class discussions and project assignments. One or more (modified) research protocols will be used for hands-on experience applying project management strategies.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-CRM 5175 CRM Independent Study: Fundamentals I

This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct. For students in the Master of Science in Clinical Research Management and by advisor permission, only. Students enrolled in U80 550 and 551 join the foundational courses U80 250 and 251 for 1.5 units each, in place of taking U80 500.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-CRM 5178 CRM Independent Study: Fundamentals II

This course focuses on the application of principles and theories covered in Fundamentals of Clinical Research Management I. Students will develop and complete documents for a specific assigned protocol. This will include completing institutional review board paperwork, writing an informed consent, developing source documents, and critiquing research articles. Prerequisite: Fundamentals of Clinical Research Management I or instructor permission. For students in the Master of Science in Clinical Research Management and by advisor permission, only. Students enrolled in U80 550 and 551 join the foundational courses U80 250 and 251 for 1.5 units each, in place of taking U80 500.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-CRM 5210 Leadership and Change in Health Care Services

Students engage in the advanced study of leadership, integrating theory, research, and application in a diagnostic approach. Leadership skills for managing planned organizational change are developed through group discussions, class exercises, case studies, and the application of organizational approaches to change and innovation. Topics include personal effectiveness, team building, and creating learning environments in organizations.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 5220 Building High Performance, Team-Based Organizations

This course examines the factors that are most critical in developing high-performance, team-based organizations. We pay particular attention to the assessment of organizational climate, and analyze steps organizational leaders must take to make the transition to a team-based approach. We also examine important systems and processes that support this design.

Credit 3 units.

CAPS-CRM 5230 Epidemiology for Clinical Research

The purpose of this course is to provide individuals an understanding of the use of epidemiological concepts and methods both to in clinical research, in clinical issues, and in understanding medical literature concerning these issues. The course includes 1) discussion of theoretical concepts related to the application of epidemiology in clinical research, and 2) practical applications of the concepts covered.

Credit 3 units.

Typical periods offered: Spring

CAPS-CRM 5270 Principles of Pharmaceutical Safety

The purpose of this course is to present fundamentals on pharmacovigilance within the pharmaceutical industry, and application of these approaches within clinical research and for overall patient safety regarding medications and medical devices. Students will learn how pharmacovigilance operates throughout the clinical trial process, as well as throughout the life cycle of a medication or medical device once it is US Food & Drug Administration (FDA)-approved.

Credit 3 units.

Typical periods offered: Summer

CAPS-CRM 5340 The Essentials of Biomedical Scientific Reviewing, Writing, and Presenting

This course will provide the most fundamental techniques for effectively reviewing, writing and presenting scientific information. The goal of this course is to help students understand scientific communication better. They will become familiar with the structure of scientific papers, grants and presentations and will learn to critically evaluate each form of communication. Students will learn the characteristics of outstanding scientific writing and presenting, including academic style, coherence, clear data presentation and word choice through classroom exercises and mock presentations. Classes will consist of a lecture (1 hour) followed by a classroom exercise (1.5 hours). Students will be graded on classroom exercises and writing assignments. Prerequisites: General Biology I and General Biology II. Credit 3 units.

CAPS-CRM 5999 Independent Study in Clinical Research Management

For Graduate Students. Requires completed proposal form, permission of Department Coordinator and Dean in University College.

Credit 1-3 units.

Typical periods offered: Fall, Spring, Summer

Data Analytics & Applications

Data is an essential component of many industries, and creating meaningful insights from the information pulled from that data can lead to better processes and outcomes. If a professional is looking to advance their career in this field, the Master of Data Analytics & Applications will provide the knowledge base and expertise they need to construct data systems that improve efficiencies and profit margins for organizations.

Offered in collaboration between the McKelvey School of Engineering's Sever Institute and WashU Continuing & Professional Studies (CAPS), this flexible online program will help working professionals acquire the skills they need to advance in a data-driven environment.

In this program, modern learners will acquire relevant and practical knowledge of the data analytics and applications field, improve their critical thinking and communication skills, and develop the leadership acumen needed to be successful in demanding senior management roles.

This program can be completed entirely online.

Contact: Dorris Scott
Phone: 314-935-5498
Email: d.scott@wustl.edu
Website: <https://caps.wustl.edu/items/mdaa/>

Degree Requirements

The Master of Data Analytics & Applications program requires the successful completion of 30 units of graduate course work, including 21 units of required core courses and 9 units of electives. New students without evidence of math and programming proficiency will be required to take 6 units of bridge courses.*

Required Courses: 21 units

Code	Title	Units
CAPS-DATASTUDIES 5025	Enterprise Data Management	3
CAPS-DATASTUDIES 5030	Analytics Applications	3
CAPS-DATASTUDIES	Applied Data Science for Practitioners (new course coming soon!)	3
CAPS-DATASTUDIES 5035	Data Engineering Foundations	3
CAPS-DATASTUDIES 5013	Data Visualization and Storytelling	3
CAPS-DATASTUDIES 5300	Introduction to Relational Databases and SQL Programming	3
CAPS-DATASTUDIES 5040	Applied Machine Learning	3
Total Units		21

Elective Courses: 9 units

Choose from options such as the following:

Code	Title	Units
CAPS-DATASTUDIES	Applied Natural Language Processing (new course coming soon!)	3
CAPS-DATASTUDIES	Applied Simulation Modeling (new course coming soon!)	3
CAPS-DATASTUDIES	Architectural Data Analytics and Applications (new course coming soon!)	3
CAPS-DATASTUDIES	Special Topics in Data Analytics and Applications (topic, # varies)	3
CAPS-DATASTUDIES	Applied Research Study	3
CAPS-DATASTUDIES 5045	Applications of Deep Neural Networks	3
CAPS-DATASTUDIES 5750	AI/ML Ops	3

This program is offered fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS)

cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

* Proficiency in 1) introductory statistics and linear algebra and 2) basic programming is required for admittance into the program. There are two introductory bridge courses covering these subject areas. Students who have earned a 3.0 GPA or better in introductory statistics and linear algebra and a programming course can have the two bridge courses waived.

1. Foundations of Programming for Data Analytics & Applications (CAPS-DATASTUDIES 5001)
 - a. Students with proficiency in Python may have the requirement to take Foundations of Programming for Data Analytics & Applications waived. Proficiency is established with a B or better in an introductory Python programming course or relevant work experience (as evaluated by the program director or delegated evaluator).
2. Foundations of Mathematics for Data Analytics & Applications (CAPS-DATASTUDIES 5002)
 - a. Students with proficiency in introductory statistics and linear algebra may have the requirement to take Foundations of Mathematics for Data Analytics and Applications waived. Proficiency is demonstrated with a B or better in Introduction to Statistics and Linear Algebra courses.

Courses

CAPS - DATASTUDIES 5001 Foundations of Programming for Data Analytics & Applications

Programming is an increasingly important skill, whether you aspire to a career in software development or in other fields. This course introduces core programming concepts and problem-solving using Python. Students will learn the principles of software development, style, and testing. Topics include an operational model of Python execution, procedures and functions, iteration, recursion, lists, strings, algorithms, exceptions, object-oriented programming, and GUIs (graphical user interfaces). As the course progresses, students will learn to work with packages, data structures, object-oriented programming, and tools for data science and cybersecurity.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 5002 Foundations of Mathematics for Data Analytics & Applications

This course introduces the fundamental concepts, theorems, and tools used in data science and machine learning, including probability, optimization and calculus, linear algebra, discrete mathematics, and statistics. Applications of the theory to data science and machine learning will be developed with mathematical concepts being applied in Python.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 5013 Data Visualization and Story Telling

This course begins with a review of human perception and cognition, drawing upon psychological studies of perceptual accuracy and preferences. The course reviews principles of computational graphic design, what makes for a good graph, and why some data visualizations effectively present information and others do not. It considers visualization as a component of systems for data analytics and applications and presents examples of exploratory data analysis, visualizing time, networks, and maps. Students learn methods for static and interactive graphing and become familiar with tools for building web-browser-based presentations. Prerequisites: None

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 5025 Enterprise Data Management

Organizations have begun generating, collecting, and accumulating more data at a faster pace than ever before. The advent of Big Data has proven to be both opportunity and challenge for contemporary organizations who are awash-even drowning-in data but starved for knowledge. Unfortunately, organizations have not developed comprehensive enterprise data management (EDM) practices that treat data as a strategic imperative. EDM is a comprehensive approach to defining, governing, securing, and maintaining the quality of all data involved in the business processes of an organization. EDM enables data-driven applications and decision-making by establishing policies and ownership of key data types and sources. The ultimate goals are to create a strategic context for the technology underpinnings of data life cycle management and ensure good stewardship of an organization's data. This course will cover the critical components of building an enterprise data management practice including, but not limited to, data strategy, data governance, data security, data architecture, data quality, data ownership, and metadata management. This course includes case studies, lectures, and group activities to enhance the textbook material.

Credit 3 units.

Typical periods offered: Spring

CAPS - DATASTUDIES 5030 Analytics Applications

This course focuses on the strategic, operational, tactical, and practical use of data analytics to inform decisions within an organization across a range of industry and government sectors as well as within organizational functions. Students will be introduced to specific analytics techniques that are used currently by practitioners in areas of diagnostic, descriptive, predictive, and prescriptive analytics. Students will learn the critical phases of analytics including data preparation, model development, evaluation, validation, selection, and deployment. In so doing, students will learn to apply data analytics in order to optimize organizational processes, improve performance, and inform decision-making.

Credit 3 units.

Typical periods offered: Spring

CAPS - DATASTUDIES 5035 Data Engineering Foundations

This course provides an overview of the discipline of data engineering. It introduces software and systems for data analytics & applications and software development as required in the design of data-intensive applications. Students learn about algorithms, data structures, and technologies for storing and processing data. Students gain experience with open-source software, text editors, integrated development environments, and cloud systems. Students employ best practices in software development, utilizing tools for syntax checking, testing, debugging, and version control. The course also introduces formal models for algorithm and system performance. Prerequisites: Introduction to Relational Databases and SQL Programming.

Credit 3 units.

CAPS - DATASTUDIES 5040 Applied Machine Learning

This course introduces machine learning with business applications. It provides a survey of statistical and machine learning algorithms and techniques including the machine learning framework; regression; classification; regularization and reduction; tree-based methods; unsupervised learning; and fully connected, convolutional, and recurrent neural networks. Students implement machine learning models with open-source software for data analytics and applications. They explore data and learn from data, finding underlying patterns useful for data reduction, feature analysis, prediction, and classification. Prerequisites: TBD

Credit 3 units.

CAPS - DATASTUDIES 5300 Introduction to Relational Databases and SQL Programming

The purpose of this course is to introduce the essential concepts behind relational databases, and help students acquire and apply foundational knowledge of the SQL language and Relational Database Management Systems (RDBMS). Students will study relational data models and discover how they are created and what benefits they bring, plus how to apply them to their own data. Additionally, students are exposed to other types of datastores like NoSQL and graph databases, and how to work with them. The emphasis in this course is on practical and hands-on learning. Through a series of labs, students will practice building and running SQL queries.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 5740 Foundations of Data Analytics

Organizations are rapidly transforming the way they ingest, integrate, store, and serve data and perform analytics. In this course, students will learn the steps involved with designing and implementing data analytics and applications projects. Topics addressed include ingesting and parsing data from various sources, dealing with messy and missing data, transforming and engineering features, building and evaluating models, and visualizing results. Using Python, as well as other tools, students will complete assignments learning the process of building a data model as well as a variety of analytics techniques and under what situations they are best employed. Through lectures and practical exercises, students will become familiar with the computational mathematics that underpin analytics; the elements of statistical modeling and machine learning; model interpretation and assessment; and structured and unstructured data analysis.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 5750 AI/ML Ops

This course provides students with an advanced understanding of artificial intelligence (AI) and machine learning operations (MLOps). It focuses on the end-to-end lifecycle of AI/ML models, from development to production, covering data engineering, model training, deployment, monitoring, and continuous integration/continuous deployment (CI/CD). Students will learn best practices for scaling AI/ML workflows, building pipelines, monitoring models in production, and managing versioning and reproducibility. Students taking this course should have foundational knowledge of AI/ML algorithms, basic programming skills (Python, Bash scripting), and introductory knowledge of DevOps (containers, CI/CD pipelines). A working knowledge of Databricks Community Edition would also be helpful.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

Human Resources Management

Human resources managers are integral parts of the leadership teams charged with directing complex organizations and a diverse workforce. Managing people and organizations requires both functional skills in human resources as well as expertise in strategic planning and organizational development. The **Master of Arts in Human Resources Management** prepares individuals in a variety of employment settings to join other organizational leaders at the table of decision makers.

The Human Resources Management graduate program provides students with skills and information in key operational areas such as human relations and communications, compensation and benefits, training and development, employee and labor relations, and staffing and retention. In addition, the program teaches professionals how to contribute to organizational development, change, risk management and strategic planning.

This program can be completed entirely online.

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Degree Requirements

Master of Arts in Human Resources Management

The Master of Arts in Human Resources Management consists of 36 units of graduate course work.

Required courses (21 units):

Code	Title	Units
CAPS-HRM 5000	Organizational Behavior and Management	3
CAPS-HRM 5150	Human Resources Management	3
CAPS-HRM 5200	Compensation Management	3
CAPS-HRM 5280	HR Metrics	3
CAPS-HRM 5285	Strategy Formation and Organizational Effectiveness	3
CAPS-HRM 5321	Legal Aspects of Human Resources Management	3
CAPS-HRM 5980	Integrative Capstone for Human Resources	3
Total Units		21

In addition, students are required to take a minimum of 15 units of elective courses. Select from the following list:

Elective courses (15 units):

Code	Title	Units
CAPS-HRM 5015	Consulting Skills for Human Resources and Organizational Development Professionals	3
CAPS-HRM 5081	Coaching and the Modern Organization	3
CAPS-HRM 5110	Organizational Communication	3
CAPS-HRM 5205	Diversity and Inclusion in the Workplace	3
CAPS-HRM 5300	Organizational Development	3
CAPS-HRM 5305	Building High Performance, Team-Based Organizations	3
CAPS-HRM 5332	Principles of Finance	3

This program is offered fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-HRM 5000 Organizational Behavior and Management

This is a survey course focusing on the individual, group, organizational and environmental factors relevant to understanding and managing behavior in complex organizations. It considers behavior from structural, human resources, political and symbolic perspectives. Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-HRM 5002 SHRM Learning System

This course prepares participants to successfully complete the certification examination for the SHRM CP and SHRM SCP which are the standards in the human resources management field. The course covers six major areas that comprise the body of knowledge defined as central to the profession and, accordingly, the information required for certification. These areas, which correspond to the course modules, include: Business Management and Strategy, Workforce Planning and Employment, Human Resource Development, Compensation and Benefits, Employee and Labor Relations, and Risk Assessment. Credit 3 units. UColl: HRP

CAPS-HRM 5005 Human Resources Management

This course develops a comprehensive understanding of the human resources function in an organization. Particular attention is given to selection, performance management, training, wage and salary administration, career development, human resource planning, and the federal regulations impacting on the function. Credit 3 units. UColl: HRP

Typical periods offered: Fall, Spring, Summer

CAPS-HRM 5015 Consulting Skills for Human Resources and Organizational Development Professionals

In this course, we will learn essential internal and external consulting skills. Topics include phases in the consulting process, differences in consulting models, creating a business plan, estimating costs, consulting ethics, and cultivating relationships. Students will acquire the skills needed to build strong partnerships within organizations. This course is designed for people who consult within an organization or who are pursuing consulting as a profession.

Credit 3 units. UColl: HRP

Typical periods offered: Fall, Summer

CAPS-HRM 5020 Market Research and Communications Strategies

This course provides an overview of market research techniques with an emphasis on planning for communications campaigns. The course provides a hands-on look at several popular market research techniques used in supporting communications, such as focus groups and phone surveys. No previous knowledge of statistics is necessary. Recent case studies are used to illustrate how research results have influenced communications campaigns.

Credit 3 units.

CAPS-HRM 5025 21st Century Perspectives on Organization and Human Resources

This course explores the attraction, retention, and development of human resources from several broad perspectives, including psychology, sociology, political science, law, philosophy, history, economics, and business. The objective is to expand the student's understanding of the relationship between the organization and the individuals employed in it. Prerequisites: U87-520 and/or permission of the program coordinator.

Credit 3 units.

CAPS-HRM 5065 Executive Coaching

Executive coaching is an effective leadership development tool often focused on high potential middle- to upper-level managers. It is also used by managers at all levels to develop individuals and teams. Coaching is a collaborative partnership designed to facilitate and hasten the individual's learning and achieve identified business results. This course will compare and contrast executive coaching to other types of remedial approaches; personal coaching; and mentoring relationships. It will review the grounding principles that form the foundation of a coaching partnership; outline the steps in the coaching process; and review the expectations and guidelines for each member of the coaching team-which can include the individual, the coach or manager-coach, organizational sponsors and human resources.

Credit 3 units.

CAPS-HRM 5081 Coaching and the Modern Organization

Coaching overall has seen a dramatic increase in recent years as individuals and organizations have seen the impact coaching can have both personally and professionally. Coaching is a collaborative partnership between the coach and coachee focused on listening and development. It is also used in organizations to support richer conversations and to support ongoing development. In this course you will learn about the ways coaching can be used in modern organizations, the professionalism dedicated to a coaching approach, and the development of your own coaching techniques.

Credit 3 units.

Typical periods offered: Spring

CAPS-HRM 5110 Organizational Communication

This course identifies the major theories and methods of communication at the individual, group, and organizational levels. Particular attention is devoted to the role of communication in achieving long-term organizational effectiveness. Strategy and tactics relevant to interpersonal communication, negotiation, and consensus building are also analyzed. (Same as U87 HRM 475).
Credit 3 units.

CAPS-HRM 5120 Principles of Project Management

Online hybrid version of the course U44 324. This course provides students with a foundation in project management centered on developing their skills and capabilities. Students will gain competencies in planning, controlling, scheduling, resource allocation, budgeting, and performance measurements, utilizing tools and techniques to manage challenges throughout the project life cycle. Students will also examine the roles of the project manager, project teams, and stakeholders in the development of the project scope, up to and until project closure. A hands-on group project will provide students with the experience of managing a project.
Credit 3 units.

CAPS-HRM 5125 Impact of an Aging America

Credit 3 units.

CAPS-HRM 5171 Field Methods in the Study of Organizations

How to do field research in the study of organizations. Historical context provided from the work of Arsenberg, MacGregor, and Shyte; contemporary context from the work of Blau, Gouldner, and Scott. Each student carries out a small field study of an organization. Prerequisite: permission of instructor.
Credit 3 units.

CAPS-HRM 5185 Great Books in Leadership

The definition, role, and impact of leadership is one of the most contested concepts within the organizational behavior, organizational development, and human resources management literature. The objective of this course is to provide students with a forum for discussing the latest books from the leading scholars who are addressing this important topic.
Credit 3 units.

CAPS-HRM 5200 Compensation Management

The methods of rewards for employee availability, capability, and performance. Topics include measures of performance and employment market issues; skill-building and design of compensation packages of money and benefits to improve employees' work quality and productivity.
Credit 3 units. UColl: HRP
Typical periods offered: Fall, Spring

CAPS-HRM 5201 Leadership Integration

Credit 1.5 units. UColl: HRP

CAPS-HRM 5205 Diversity and Inclusion in the Workplace

In this course, we examine the history of diversity in the workplace and the demographic changes that drive diversity. We will study how inclusion affects business outcomes in areas such as talent, engagement, productivity, and innovation. Students will also explore diversity dimensions and unconscious biases in themselves and then apply these findings to the workplace by developing a business case for diversity and inclusion that includes defining return on

investment, strategy, organizational alignment, accountability, and measurement. Successful diversity and inclusion initiatives will be addressed, including best practices for recruitment, development, training, mentoring, resource groups, benefits, and policies.

Credit 3 units. UColl: HRP

Typical periods offered: Spring, Summer

CAPS-HRM 5280 HR Metrics

This course provides a foundation for measuring the effectiveness of human resources management (HRM) policies, programs, and processes. We will study basic measurement indices and research methods to better demonstrate outcomes such as cost savings, cost avoidance, and return on investment for the major HRM functional areas.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-HRM 5285 Strategy Formation and Organizational Effectiveness

This course focuses on developing and implementing a strategy to sustain a competitive advantage in business. The process specifies mission, vision, and values, develops projects and programs, and allocates resources to achieve organizational goals. This course will give special attention to the allocation of human resources to achieve organizational effectiveness. Most principles taught in this course are transferable to nonprofit organizations.

Credit 3 units.

Typical periods offered: Fall, Summer 3, Spring

CAPS-HRM 5293 Human Resource Planning

The linkage between business goals and human resource requirements. Includes environmental scanning, human resource forecasting, strategies, individual assessment, career planning, and individual development techniques.

Credit 3 units.

CAPS-HRM 5295 Group Processes in Organizations

Credit 3 units.

CAPS-HRM 5305 Building High Performance, Team-Based Organizations

This course examines the factors that are most critical in developing high-performance, team-based organizations. We pay particular attention to the assessment of organizational climate, and analyze steps organizational leaders must take to make the transition to a team-based approach. We also examine important systems and processes that support this design.

Credit 3 units.

Typical periods offered: Summer

CAPS-HRM 5321 Legal Aspects of Human Resources Management

This course will provide a general legal framework for human resources practices in organizations. Particular attention will be given to legal issues regarding employment, personnel practices, wages and salary, benefits, family and medical leave, workers with disabilities, terminations and unions.

Credit 3 units. UColl: HRP

Typical periods offered: Fall, Spring

CAPS-HRM 5323 World-Class Human Resources Practices

Credit 3 units.

CAPS-HRM 5332 Principles of Finance

This course offers HR professionals training in basic financial management methods and evaluation techniques used to assess overall organizational financial and business performance. Students will acquire: an ability to evaluate capital investments, capital acquisitions, and capital budgets; an understanding of uncertainty (risk) and risk management; knowledge of cash and credit management techniques; knowledge of the costs of alternative sources of short-, intermediate-, and long-term financing (both debt and equity); and an understanding of financial statement analysis.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HRM 5980 Integrative Capstone Project for Human Resources

The overall objective of this capstone course is for master's students in Human Resources Management to integrate the program course work through a substantial, independent applied project conducted in a host organization. Students will demonstrate their professionalism through a written and oral presentation of their materials. Students should be in their final semester of study or have permission of the program coordinator.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-HRM 5994 Human Resources Internship

Requires signed proposal on file at University College

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-HRM 5999 Independent Study in Human Resources Management

Credit 3 units.

Typical periods offered: Fall, Spring

International Affairs

The **Master of Arts in International Affairs** offers an interdisciplinary approach to understanding global issues. The program draws on teaching and expertise from WashU faculty and experienced practitioners in the St. Louis region, and it provides knowledge and skills for understanding and working with some of the most difficult international and cross-cultural problems faced by states, societies and communities. Students have the opportunity to tailor their studies to explore topics such as global politics, global economics, development, international security and conflict, international business, human rights, the role of gender, the environment and sustainability, and issues of regional importance.

Sweeping changes in political, economic and social relations have taken place over the past several centuries. Living and working in a rapidly changing global environment presents great opportunities to advance the human condition, promote growth and development, create political liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration. This same context also presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders,

encounter environmental degradation, and confront potential decline in personal and social autonomy. Our heightened economic, political, social, cultural and environmental interdependence generates serious challenges in areas such as social justice, health, security, development, human rights, social welfare, inequality, diversity and technology. These challenges create the possibility for conflict, but also for cooperation and compromise.

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Degree Requirements

Master of Arts in International Affairs

Total Units Required: 30 units

Required Core Courses: 12 units

The Master of Arts in International Affairs is a 30-unit program that includes four core courses and a capstone research project. The purpose of the required core courses is to develop a coherent structure underpinning the MA by ensuring some common theoretical foundations, knowledge, and language shared by students in this program and with graduates of similar programs around the world. This contributes to the building of a professional community and identity. Remaining electives may be chosen from International Affairs seminars or from other graduate-level courses approved by WashU Continuing & Professional Studies (CAPS).

One required core course is Process and Design of Research (CAPS-IA 5000), a research writing and methods seminar that helps students develop systematic tools for use as practitioners who write and present their work.

The other three core courses, selected from a list of core courses, provide a theoretical and substantive foundation for the analysis and understanding of international affairs. These courses are designed to enable students to develop expertise and understanding of dominant analytical frameworks, tools, and common language in the field of international affairs so that they are better prepared to engage with other professionals in the field. A selection of three of the core courses, which are overlapping, ensures that this foundation will be sound and robust. Core courses are indicated by the "International Affairs Core" tag in the course listings. Examples include the following:

Code	Title	Units
CAPS-IA 5023	International Organizations	3
CAPS-IA 5050	U.S. Law and International Relations	3
CAPS-IA 5060	The United Nations and International Security	3
CAPS-IA 5071	International Law and Human Rights	3
CAPS-IA 5155	International Growth and Development, Inequality, and Transitional Justice	3

CAPS-IA 5277	National Security Decision-Making	3
CAPS-IA 5311	American Foreign Policy	3
CAPS-IA 5380	Alternative Analytic Techniques for International Affairs	3
CAPS-IA 5560	Politics of Global Finance	3
CAPS-IA 5665	International Relations	3
CAPS-IA 5773	State Failure, State Success and Development	3

Additional International Affairs Courses: 15 units

These courses may be chosen from International Affairs seminars or, with permission, from graduate-level courses in other departments.

Capstone Project: 3 units

After completing formal coursework, all students are required to complete a capstone research project under the supervision of a WashU faculty member.

Courses

CAPS-IA 5000 Process and Design of Research

This course introduces students in the International Affairs Program to research design and methods and to the relationship of theory to research in the Social Sciences, with the aim of preparing students for writing research papers. Areas to be explored include overall research design, case selection, and literature reviews. The importance of theory is stressed.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-IA 5006 Why Were We in Vietnam?

Until the Afghan War, the American war in Vietnam was the United States' longest and most costly war in blood and treasure. This course will investigate the origins and ideological context of this war more than 45 years after its end. How and why did the American commitment begin? How did the conflict unfold? How did it end, and at what price? How did the American effort affect U.S. national security and American interests in Asia?

Credit 3 units.

Typical periods offered: Fall

CAPS-IA 5007 The Mexico-U.S. Paradigm: The Southern Neighbor and the Scenes of Contemporary International Affairs

Since the foundation of both republics and up to the present, the relationship between Mexico and the United States has played a central role in defining a variety of paradigms in international affairs. In addition, Mexico's unique approach to diplomacy is at the core of various economic and diplomatic doctrines influential across the Global South. This course explores the ways in which this relationship helps us think about questions of development, international security, immigration and political intervention. The first part of the course looks at the relationship historically, focusing on the complex relationship between the two countries in the Cold War as well as Mexico's role as a negotiator with Cuba and the Soviet Union. The historical section will also discuss the role that Mexico played in the creation of developmental paradigms from the 1930s onward. The second part of the course looks at the three hot-button issues between the two countries: trade, immigration, and the Drug War. It will discuss the ways

in which Mexico is an essential laboratory for policies related to security and commerce in the United States. The course will allow students to rethink ideas about economics, security, and other questions in international affairs from a unique yet fundamental point of view.

Credit 3 units. UColl: CD

Typical periods offered: Spring

CAPS-IA 5015 Writing Papers for International Affairs

In this course, students will develop skills necessary for effective written communication in international affairs. Students will consider how best to position their writing for a variety of audiences, including the government, the public, and academics. Students will review writing examples in each genre and learn the format, style, and conventions used in each of the genres. In addition, students will learn and practice the necessary skills to focus, organize, write, and revise their own work for each of these audiences.

Credit 3 units.

Typical periods offered: Summer

CAPS-IA 5023 International Organizations

This course examines the role of major international organizations in the modern world--the UN, EU, NATO, IMF, WTO, MERCOSUR, and others. We explore the background for the creation of these organizations, the purposes they serve, and those whose interests they promote. We also consider how they adapt and evolve over time. Our survey centers on three broad areas of investigation: first, we examine how international organizations promote and maintain international security. Second, we consider organizations designed to regulate and promote economic growth and development. This entails a focus upon the process of globalization and the challenges presented in an era of heightened economic interdependence. Finally, we examine growing efforts at regional cooperation through the emergence of organizations such as NAFTA, the EU, and MERCOSUR.

Credit 3 units. UColl: IAC

Typical periods offered: Fall, Summer

CAPS-IA 5030 Levels of Analysis: Thinking Theoretically

A theory is a set of propositions and concepts that combine to explain phenomena by specifying the relationships among the propositions. Theory's ultimate goal is to predict phenomena. Good theory can explain events across space and time (e.g., it works just as well in Iran as in Columbia; and just as well today as in the Peloponnesian War). Theories provide a framework through which to understand everyday events in international relations, and to answer the basic foundational questions in the field--how can human nature be characterized? What's the relationship between the individual and society? What are the characteristics and role of the state? How's the international system organized? Theories abound in international relations: classical realism, structural realism, liberalism, constructivism, Critical Theory, Feminism, English School, post-structuralism, post-modernism, to name some of the more prominent ones. These different theoretical approaches help us see international relations from different viewpoints. No single approach can capture all the complexity of contemporary world politics. The list of possible explanations a theory provides can be usefully organized according to three levels of analysis--individual, state, international. Dividing the analysis of international politics into levels helps orient our questions and suggests the appropriate type of evidence to explore. Each level privileges certain variables, while abstracting others. This workshop explores the value of thinking theoretically in international relations; highlights what we gain (and lose) with theory; and analyzes the utility of each level of analysis for what it illuminates (and what it neglects). The written assignment will involve applying the three levels of analysis to a contemporary event.

Credit 1 unit.

CAPS-IA 5050 U.S. Law and International Relations

This course examines how law and politics interact to define the limits on government authority in foreign policy. Separation of powers is a key tenet of the U.S. political system, and nowhere is this principle challenged more than in the realm of foreign policy. All three branches of our government struggle with the inherent tension between the need for decisive action and secrecy on the one hand and the desire for democratic deliberation and accountability on the other. These tensions have been with us since the beginning of the nation, but they have become even more prominent with recent changes in technology, new international threats, and increased globalization.

Credit 3 units. UColl: IAC

Typical periods offered: Summer

CAPS-IA 5054 Cultural Policy and the Politics of Culture in Latin America

This course will examine cultural policy making in Latin America, which has developed from the close relationship between the state and a nation's writers, intellectuals, and artists. Focusing on case studies from Mexico, Argentina, and Brazil, we will explore ways in which the arts have connected with civil society and the public sphere, in turn becoming engines of economic development, political mobilization, and social intervention. We also will examine the evolution of Latin American media and the manner in which public intellectuals have shaped public opinion in the region. Authors include Mary Coffey, George Yudice, Néstor García Canclini, Nicola Miller, and Anne-Marie Stock, among others.

Credit 3 units. UColl: CD

Typical periods offered: Spring

CAPS-IA 5055 Politics of the European Union

This course provides a political overview of the European Union and its 27 member states. Attention is paid to the emergence of European supranational governance in the 1950s and its trajectory to the present day. We also consider the interplay of geographical, economic, and cultural factors, together with an assessment of the EU and its place in the larger global political sphere.

Credit 3 units. UColl: PSC, PSI

Typical periods offered: Spring

CAPS-IA 5060 The United Nations and International Security

The aim of this course is to gain a deeper understanding of the United Nations (UN) and its role in world politics. Beginning with an examination of the history of the UN and its precursors, we will discuss the UN's structure and its three-part mission as outlined in the UN Preamble: international peace and security; human rights; and development. We will assess the strengths and weaknesses of the UN and its agencies in these three substantive areas, within the context of a rapidly shifting geopolitical climate. Attention will be paid to the ongoing debate among proponents and detractors of the UN, and the unique role played by the US in this debate.

Credit 3 units. UColl: IAC, PSI

Typical periods offered: Spring

CAPS-IA 5065 Statistics and Research Design in Nonprofit Management

This course emphasizes the application of basic behavioral and social science research methods in the evaluation and management of nonprofit programs. Students learn the tools available to evaluate and report the effectiveness of programs and organizations, including program evaluation, survey design, and qualitative and quantitative research methods.

Credit 3 units.

CAPS-IA 5071 International Law and Human Rights

This course takes a critical perspective of international law and human rights, by examining the foundational codes and conventions, and asking how relevant they are today in light of a changing society. It will consider how paradigms have shifted regarding who is deserving of human rights, as well as the problems of enforcement when state governments are themselves perpetrators of human rights violations. Readings, films, and interactive data sets will focus on human rights as embedded in intersectionalities of class, caste, race, ethnicity, gender, sexuality, and disability. Topics will include issues like: How was Facebook implicated in the genocide of Rohingya in Burma? Why has the Chinese government confined millions of ethnic minority Uighurs in concentration camps? What are food deserts and food apartheid? Have transnational agribusinesses solved world hunger, or have their pesticides and genetically-modified seeds compromised the global ecosystem? Why is the legal system making so little progress on labor and sex trafficking?

Credit 3 units. UColl: CD, IAC, ML

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-IA 5075 New Cold War, 1991-2018

Credit 3 units. UColl: HTR, HUS

CAPS-IA 5085 International Trade and Globalization

This course will explore globalization in the context of international trade and cross-border investments. Course topics include: forces driving globalization; economic consequences; trends in international trade and investment; effects of protectionism; government's role in world trade; international institutions such as World Trade Organization, European Union, and International Monetary Fund. In each of these areas we will consider how current global events and questions impact the international business environment.

Credit 3 units. UColl: CD

CAPS-IA 5123 Humanitarian Intervention in International Society

One of the more striking features of post-Cold War international society has been the development of a theory and practice of humanitarian intervention. This course explores the background, causes, nature, and limits of these changes. The course is interdisciplinary in nature, combining legal, moral, and political analysis, with an emphasis on the legal question of whether today there is so-called legal right of humanitarian intervention. The course does not assume prior background in international relations. We therefore also spend time introducing a few central concepts and issues in international relations, in order to provide a theoretical framework for our substantive inquiries into humanitarian intervention.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-IA 5155 International Growth and Development, Inequality, and Transitional Justice

This course will explore contemporary trends in transnational inequality, and the strategies proposed to address them. We'll look at the expanding wealth divide between global north and south countries, and inquire about the sources. Why is there a rising number of billionaires (who can end global poverty seven times over), and what are the policies that enable them to park and hide their wealth internationally? Do lending institutions like the World Bank and International Monetary Fund help rectify these problems, or make them worse? Will small dose micro-credit loans help women and their families out of poverty? How have population programs derailed women's reproductive power, and supported heteronormative

conceptions of the family? We will critically examine why development continues to be the main model for international aid programs. In addition, we'll ask about the alternatives, and how can we move from development to social and economic justice.

Credit 3 units. UColl: IAC

Typical periods offered: Summer

CAPS-IA 5182 International Economics

This course provides an analysis of the international economy, the economic theories that help explain it, and analysis of important current issues of international economic policy. When David Ricardo proposed his famous theory of comparative advantage in 1821, he set out to explain why England exported cloth to and imported wine from Portugal. Today, international trade is much more complex. Apple devices are designed in Silicon Valley while their most expensive component, the hard drive, is manufactured by Toshiba in Philippines before it is finally assembled in China. Can Ricardo's theory explain today's patterns of international production and trade? Today, the number of these currencies has been reduced through the formation of the European Union. What are the cost and benefits of currency unions?

Credit 3 units. UColl: IAC

Typical periods offered: Summer

CAPS-IA 5224 Latin American History and Culture

A survey of Latin American history and culture from the time of the European conquest to the present. A focus on specific periods and events, including the conquest, the wars of independence, the emergence of authoritarianism, the Mexican and Cuban Revolutions, and the struggle to establish democratic institutions. Designed to acquaint students with the evolution of Latin American culture within an historical framework. Course materials include historical texts and essays, fictional literature, and videos. (Same as U85 IA 475).

Credit 3 units.

CAPS-IA 5233 The Law of the Sea: Governing the Oceans and Marine Resources

Credit 3 units.

CAPS-IA 5234 Portraits of Indigenous People in Latin American Culture and Literature

Credit 3 units. UColl: CD, HUM

CAPS-IA 5243 Data Analysis for International Affairs

This course is an introduction to the concepts, tools, and procedures for quantitative analysis that is specifically tailored for application in International Affairs. Students will learn to locate, collect, clean, and store quantitative data relevant to international affairs; download, install, and perform basic tasks using the statistical software R; use descriptive statistics to visualize data for a variety of professional formats including oral presentations, written memos, and public websites; and understand the basic principles of statistical analysis to fit models of data using ordinary least squares and generalized linear models. The course is designed for adult learners and addresses the fear of math that prevents them from developing these important skills. It serves as an optional Part II for the mandatory Process and Design of Research course, preparing students for their directed research projects and developing their competency in a high-demand skill that will broaden their employment opportunities after graduation.

Credit 3 units.

Typical periods offered: Spring

CAPS-IA 5265 Environmental Ethics

Credit 3 units.

CAPS-IA 5274 Palestine, Israel, and the Arab-Israeli Conflict

This course examines the history of the Arab-Israeli conflict from the mid-nineteenth century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Credit 3 units.

CAPS-IA 5276 Diplomacy

Students in this course will delve into the world of US diplomacy and the role it plays in international affairs. They'll be introduced to the diplomatic profession through readings, simulations and frequent interaction with professionals in and around the US government. Through multi-party negotiations, case studies, press briefings and cable writing, students will emulate the work of those building relationships to address complex issues and advance American interests in a dynamic world.

Credit 3 units.

Typical periods offered: Spring

CAPS-IA 5277 National Security Decision-Making

This course will both simulate and seek ways to improve our national security decision-making process. Students will embody the various perspectives and priorities of strategic decision-makers, gaining an appreciation for the interagency process and the challenges of making foreign policy in a complex and fast-paced environment. Students will hone professional writing, oral presentation, negotiation and collaboration skills as we explore complicated challenges in cyber, climate and human security. We will explore both traditional and newer, more diverse voices in the international relations realm, in an effort to broaden both our concept of national security and the ranks of those who are making decisions about it.

Credit 3 units. UColl: IAC

Typical periods offered: Fall, Spring

CAPS-IA 5300 Modern Middle East

This course will explore the rapidly changing role of the media in Arab and Muslim societies in reporting about revolts and conflicts, the 'Arab Spring,' and the chronic impasse between Israel and the Palestinians. We will study the impact of social media, which have afforded greater access to 'real-time' images of the Syrian civil war than was possible with previous conflicts. We will investigate the formation of public opinion in the Arab and Muslim worlds-- in particular, the role of state-supported media operations such as Al Jazeera. We will compare the style and substance of Israeli and Arab media sources and the role of professional versus citizen journalists in covering newsworthy events.

Credit 3 units.

Typical periods offered: Fall

CAPS-IA 5311 American Foreign Policy

This course begins with a survey of the historical foundations of American foreign policy. Having established a broad understanding of the issues that have confronted the nation, we closely examine the current political climate and the challenges that the United States faces in terms of its economic and physical security. Finally, we consider strategies for dealing with the threats and challenges that beset this nation.

Credit 3 units. UColl: IAC

Typical periods offered: Spring

CAPS-IA 5312 Environmental and Energy Issues

This course considers the major issues in these increasingly important areas of public policy. We discuss the importance of political processes and actors on such phenomena as global warming, endangered species, and public lands. This course emphasizes the American experience but also considers international implications.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-IA 5353 Post-Conflict Reconstruction and International Coordination

This is an intensive, two-day seminar examining the practice and theory of post-conflict reconstruction and nation-building. The centerpiece of the seminar is a simulation centered on the case of Afghanistan circa 2002 in which students will play the roles of various international and local actors. Prior to the seminar, students will complete readings from academic and policy sources covering the primary elements of reconstruction and background information specific to the case of Afghanistan. Students also will be provided with materials on their specific role and will submit a position paper prior to the simulation. Day one is a full-day simulation. Students will play their roles to coordinate on major issues in reconstruction including conflict resolution, constitutional design, electoral systems, rule of law, security issues, human rights, and economic development. Day two is a seminar and debrief. Students will analyze their decisions in light of the academic and policy literature and compare their decisions to those made in the real world. Following the seminar, students will submit a final reflection essay drawing on the reading, the simulation, and the seminar to communicate lessons learned and make policy recommendations for future post-conflict reconstruction issues.

Credit 1 unit.

CAPS-IA 5355 NGOs in the International System

Over the past several decades, NGOs (non-governmental organizations) have become an integral part of international politics, addressing crucial problems pertaining to environmental degradation, human rights, immigration, poverty, disease, and so forth. This course will explore ways in which NGOs influence the shaping and execution of policy in international affairs. We will first consider the rise of NGOs and the rationale for their emergence, then examine - through case studies in Africa, Asian, South America, and the former Soviet Union - how they have approached their mission and whether they have succeeded.

Credit 3 units.

Typical periods offered: Summer

CAPS-IA 5375 The Global Village in the 21st Century

More than 50 years ago, McLuhan predicted that humans across the globe would become part of a global village linked by various forms of communications. With the internet and telecommunications, that day has arrived. This online course will explore how global communications systems have evolved, how they work, and how they affect vital policies of nation-states as well as central banks, political leaders, and ordinary citizens. We will explore the ways in which hackers can penetrate secure systems (e.g., elections) and create misleading images and impressions as well as how to counteract those actions. A research paper is required.

Credit 3 units.

Typical periods offered: Summer

CAPS-IA 5380 Alternative Analytic Techniques for International Affairs

This course instills analytic rigor and imagination into the consideration of our most pressing national security issues. Based on structured analytic techniques employed in the Intelligence Community, students in this course will hone critical thinking skills, consider overlooked ideas and develop unique perspectives. Students will be given the

tools to recognize and overcome biases, mental shortcuts and unstated assumptions, and challenge conventional wisdom, through analysis of US foreign and counter-terrorism policy and current events in the Middle East, China and North Korea.

Credit 3 units. UColl: IAC

Typical periods offered: Fall, Spring

CAPS-IA 5383 Introduction to Public Policy

In this course students will learn the structures, processes, and actors comprising policy making in the United States at the national and state level. Using various models of the policy process students will gain understanding of policies in a variety of policy arenas. The core project of the course will help students develop their analytic and writing skills by applying the models learned in class to a specific policy debate within one of the areas discussed in the course.

Credit 3 units. UColl: PSA

CAPS-IA 5395 Indian Barbie, Asian Tigers, and IT Dreams: Politics of Globalization and Development in South Asia

This course will explore how South Asia is at the heart of current debates about globalization, development, empire, gender, sexuality, and ethnic identity. We'll ask how changes in technology, medicine, and the economy correspond with those in society and human rights. Topics include the growth of markets, religious fundamentalism, bio-piracy and water wars, farmer suicides, consumerism, and reproductive technology. Readings, films, and discussions will take us to countries of Bangladesh, Nepal, Pakistan, Sri Lanka, and India. Assignments include weekly written critiques of the readings, and several short papers.

Credit 3 units. UColl: CD

CAPS-IA 5415 Drones, Surveillance, and Biometrics: Global Cyberwar in the 21st Century

This course examines how the practice of militarism is changing worldwide through the development of new technologies. How are governments reshaping the practice of war and diplomacy with the use of unmanned drones to fight wars, biometric eye and finger scanners to patrol borders and immigration, wiretapping on civilian populations to conduct surveillance of foreign terrorists, etc.? How are civilians and nonstate actors engaging in cyberwar, as in the network attacks from China on major corporations like Google? What does it mean that anyone (from militants to humanitarian groups) can now buy drones on the market from private firms? How has a former judge in Montana posed online as an Iraqi cyberspy for the US government? We will assess theories and implications of these developments in readings from sociology, international relations, and science and technology studies. Guest speakers will be invited from institutions around the St. Louis region, such as the National Geospatial-Intelligence Agency, Boeing, legal specialists, and privacy advocates.

Credit 3 units.

Typical periods offered: Fall

CAPS-IA 5483 International Environmental and Resource Management

Interdisciplinary seminar on prudent management of global environment and resources. Strategy and policy issues and options. Corporate environmentalism; economic globalization and environment. Problems and potential of international treaties; the role of U.N. agencies; resource wars. Population, resources, and environment. Common property resource management. Climate change and energy futures; transboundary pollution; ocean and coastal resource degradation; global deforestation and land degradation; fresh water scarcity. Food security, genetic resources, and species diversity. (Same as U85 IA 445).

Credit 3 units.

CAPS-IA 5485 Current Issues in International Affairs: China and Its Changing Role in Asia

Topic varies from semester to semester.
Credit 3 units.

Typical periods offered: Spring

CAPS-IA 5512 Social Entrepreneurship

This course links the passion of a social mission with the discipline and skills of successful business performance to explore the issues, concepts, and processes associated with social entrepreneurship. Students learn to design an economically sustainable business model that also addresses an existing social problem. In learning to apply skills and strategies that produce a successful bottom line, both financially and socially, each student develops a business plan for a social entrepreneurial venture or evaluates the business model of an existing social entrepreneurial business venture.
Credit 3 units.

CAPS-IA 5524 Planetary Problems: International Competition and Cooperation in Outer Space

This course will explore the crucial role of outer space in global affairs and the challenge of confronting potentially dire consequences of an increasingly crowded orbital environment. We will study three key decisions that shaped the American manned space program: Kennedy's Apollo program; Nixon's space shuttle; and Reagan's space station. We will also examine the role of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS). Most broadly, we will consider the growing importance of space to humanity at large and the attendant challenges that confront the international community.
Credit 3 units.

CAPS-IA 5554 Geopolitics in the 21st Century

In this course we undertake a conceptual history of geopolitics. The term geopolitics emerged near the end of the 19th century in relation to new forms of nationalism and imperialist competition in Europe and beyond. During the Cold War, geopolitics was used to denote a global struggle between the capitalist Western bloc and the Soviet Eastern bloc, which finally ended with the collapse of the Soviet Union. Today, geopolitics is more relevant than ever as new global power struggles characterize the post-post-Cold War world. The realm of geopolitics has expanded in the 21st century to include issues and questions previously ignored during the Cold War: civilizational clashes, global warming, social movement struggles, global finance, and transnational communication networks. Geopolitics now implicates global environmental degradation and ethnonationalism. We will examine the history, concepts, policies, and practices of geopolitics from the late 19th century to the present. We will also critically investigate the new geopolitics of an emerging multipolarity, the return to Great Power politics, and the renewed interest in geopolitical narratives of the 21st century.

Credit 3 units.

Typical periods offered: Fall

CAPS-IA 5556 Leadership in the Nonprofit Sector

Students will examine leadership in the nonprofit sector and develop their own leadership style. Students will study traditional leadership styles including authoritarian, participative, and delegative; examine the differences in leadership in the nonprofit, for-profit, and government sectors; and explore the distinctive roles of nonprofit leaders, including the relationship between the nonprofit executive director and the board of directors, and the relationship between nonprofit leaders, volunteers, and staff. In addition to readings, student research will include interviews and discussions with real-world nonprofit leaders.

Credit 3 units.

CAPS-IA 5560 Politics of Global Finance

Global finance has undergone stunning transformations over the past 40 years. These changes contribute to interdependence, challenge national sovereignty, alter state-society relations, affect economic development, and influence the distribution of wealth and power in the global political economy. This seminar examines the political economy of monetary relations, the globalization of capital markets, and their effects upon domestic and international affairs.
Credit 3 units. UColl: IAC

CAPS-IA 5562 Tropical Field Biology and Primatology

Credit 0 units.

CAPS-IA 5582 Domestic Politics and U.S. Foreign Policy Decision Making

This course examines U.S. foreign policy from the perspective of domestic politics, with the aim of understanding how our political institutions affect foreign policy outcomes. The first section of the course provides an overview of the paradigms that have been used to understand foreign policy decision-making and examines the electoral and interest group pressures that influence decisions. The second section studies the chief political branches of government (executive, legislative, judicial) and their role in foreign policy. The final section covers the major bureaucratic agencies involved in foreign policy decisions.

Credit 3 units.

CAPS-IA 5595 Inside the Intelligence Community

This class will provide an in-depth look at the United States Intelligence Community (IC) - the different agencies of which the IC is composed, and their varying missions, priorities and resources - and how intelligence informs national security decision-making. Students will analyze long-term national security issues on which the government would like to focus, and the short-term crisis issues on which the government must focus. We will write strategic analytical products and simulate inter-agency coordination and testimony before Congress.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-IA 5600 The Nativist Dimension in Modern Japanese Culture

This course will explore the domain of nativist expression in modern Japan. Through a wide-ranging survey of cultural artifacts and texts that promote the notion of Japanese uniqueness, we will consider the question of Japanese identity and the key role of invented traditions in its construction. Our study will take into account the evolving historical context within which the discourse on nativism was played out. We will also consider the manner in which foreigners have contributed to this uniqueness discourse over the past 150 years.

Credit 3 units.

CAPS-IA 5625 Globalism and Neoliberalism in Latin American Culture

This course examines the ways in which Latin American culture has engaged with new global realities and the neoliberal policies of the 1990s. We will use political, economic and cultural theory to assess various artistic explorations of newly globalized Latin America cultural identities from the Caribbean to Argentina. The course will include extensive theoretical readings and a series of novels and films that create productive dialogues with that theory. Authors to be considered include, among others, Fredric Jameson, Edmundo Paz Soldán, Ricardo Piglia, Junot Díaz, and Alberto Fuguet.

Credit 3 units. UColl: CD

CAPS-IA 5644 The Indochina Wars

The Vietnam wars of the twentieth century were more accurately Indochinese wars. They were intimately intertwined with broader Indochinese anti-colonial and anti-imperialist struggles, civil wars, and socialist and communist revolutions. This course will probe deeply into the causes, processes, and outcomes of the Indochina wars and will highlight the roles of regional states (Vietnam, Cambodia, Laos, Thailand) and non-state actors (e.g. social, cultural, and anti-imperialist networks and movements). It will elucidate the influence of imperial powers (France, Japan, US, China) while prioritizing the agency, experience, perceptions, and understandings of Vietnamese, Laotian, Cambodian, and Thai peoples. The articulation of ethnic, gender, class, religious, and national identities, the Cambodian genocide, and the postwar development of Southeast Asia in the 21st century will also receive analytical treatment.

Credit 3 units. Arch: HUM Art: HUM BU: IS EN: H

CAPS-IA 5653 Korea: History, Culture, and People

This course will provide a comprehensive overview of Korea-- its long history, its cultural heritage, its people-- and the complexity of Korea's place within East Asia and in the larger global context. Topics will include: the Korean War and its aftermath, the fraught North-South relationship, national and cultural identity, the gender question, collective memory, and the tension between tradition and modernization/globalization.

Credit 3 units. UColl: CD

CAPS-IA 5665 International Relations

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of international relations. In a small group seminar we will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.

Credit 3 units. UColl: IAC

Typical periods offered: Fall

CAPS-IA 5700 Global Leadership

This course will study leadership issues in various global and multicultural settings. We will focus on developing an understanding of global leadership skills and the means of fostering such skills. Attention will be paid to practices that advance ethical awareness, diversity, and effective conflict management. We will discuss exemplary leaders such as Bill Clinton, Bill Gates, and Nelson Mandela. The course will feature an in-depth coverage of relevant theories and research on leadership in global and multicultural organizations. We will discuss team leadership and team collaboration skills within a culturally diverse world, as well as current events relating to global leadership.

Credit 3 units.

CAPS-IA 5701 Topics in Politics: The United States of Europe?

Credit 3 units. UColl: PSC

CAPS-IA 5773 State Failure, State Success and Development

This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. We will look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world, or data. In so doing we will recognize that how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the ideological screeds that often dominate public discourse.

Credit 3 units. UColl: IAC

CAPS-IA 5800 Modern Russia and the International Community: New Cold War

The Cold War supposedly ended in the late 1980s, yet the United States and Russian Federation are on the brink of another period of escalating tensions. In a recent press conference the President of the Russian Federation, Vladimir Putin, issued a dire warning to the United States and its NATO allies. He said the forward deployment of U.S. Aegis Ashore missiles in Romania posed an offensive threat to Russia, and for this reason the world is in great danger. This course examines how this new era of strained relations between nuclear powers came to pass with special emphasis on U.S.-Russian relations from 1989 to 2016. Ancillary topics include the Ukraine crisis and Erdogan's volte-face with Moscow.

Credit 3 units.

CAPS-IA 5851 Topics in Jimes: Israeli Politics in an Era of Polarization

This course is an introduction to Israeli politics, set within the tension between a Jewish, liberal, and democratic nation-state and serving as a case study for politics in polarized and divided societies. Following an introduction to the Jewish and democratic state, the course will include three main sections: a theoretical introduction to Israeli society, an overview of the Israeli political system, and a focus on several policies illuminating challenges within polarized and divided societies. Throughout the course, we will analyze various policy drivers, mechanisms, and implications and discuss their relevance for other democratic states with divided societies. Together, we will try to make sense of real-time news coming from Israel as we deepen our knowledge of polarization, politics, and Israel and gain skills to participate in political conversations. Please note: L75 385 is intended for Undergraduate students; L75 585A is the section for Graduate Students.

Credit 3 units. Arch: HUM Art: HUM BU: IS EN: H

CAPS-IA 5863 Virtual Money Makes the World Go Round: Paypal, Bitcoin, and the Global Politics of Demonetization

Markets are shifting from paper to virtual currencies, but are the benefits experienced evenly around the world? This course will examine the transformation to cryptocurrencies like Bitcoin and mobile payment systems like Paypal. It will ask how state governments and policymakers are responding and the impact for communities of the poor, ethnic minorities, and women in the global south. Can mobile money circumvent broadscale governmental corruption, or does it solidify the power of elites? Are farmers in Kenya able to use their phones to get better prices for their harvests, or do mobile payment apps submerge them in debt to financial institutions? Why does the demonetization program in India, which removed lower-currency paper bills from circulation, rob rural women of their life savings? Who are the hidden workers of these new industries, like villagers in outsourcing centers who process financial data for the global north? What is the impact on the environment, as Bitcoin servers around the world collectively consume as much energy as the country of Denmark? What does it mean that widespread cryptocurrencies are operating completely outside of state regulations and oversight? We will bring

in financial and international development experts and explore local debates in St. Louis, such as the role of our tech hub in designing mobile payment apps and the activist campaigns against payday lenders.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-IA 5882 Against Development: International Affairs

Otherwise

One of the key tenets of 20th-century geopolitics -- from various models of modernization theory to contemporary understandings of neoclassical and neoliberal theory -- has been the ideal of development as a key goal to address economic and political inequalities in the world system. This course focuses on different lines of thinking that challenge this worldview. We examine the work of both global north dissident thinkers and global south traditions of thinking, such as dependency theory, decolonialism, and liberation philosophy. The course will depart from critiques of the idea of development as an extension of colonialism and imperialism by authors like John Patrick Leary and Arturo Escobar. It will continue to discuss critiques of the contemporary geopolitical and geo-economic orders from the perspective of global south countries through concepts such as necropolitics (Achille Mbembe), gore capitalism (Sayak Valencia) and slow violence (Rob Nixon). The course will conclude with the study of theories that propose postdevelopmental and counterdevelopmental models of economic organization and political engagement, including decolonialism (Macarena Gómez Barris and others), Epistemologies of the South (Boaventura de Sousa Santos) and Neoliberalism from Below (Verónica Gago).

Credit 3 units. UColl: CD

Typical periods offered: Fall, Spring

CAPS-IA 5883 Israel and the Middle East

Places Israeli political issues and events within the context of existing political theories. Discusses the politics and ideology of pre-state Israel and the foundation of the state. The creation of modern Israel political institutions, elections, and government coalitions. Also, Israeli foreign policy and international involvement. This is a fully online course. Only University College students may receive credit for online courses.

Credit 3 units.

CAPS-IA 5990 Directed Research Project in International Affairs

An independent research project under the direction of a member of the faculty in the International Affairs program. Approved proposal must be presented at the time of registration. Required for M.A. degree. Open only to students admitted to International Affairs Program.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-IA 5991 Masters Thesis

An independent research project under the direction of a member of the faculty in the International Affairs program. Approved proposal must be presented at the time of registration. Open only to students admitted to International Affairs Program. Prerequisite: U85-502.

Credit 3 units.

CAPS-IA 5994 Internship in International Affairs

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-IA 5999 Independent Study in International Affairs

An independent research project under the supervision of a member of the faculty of the International Affairs program. Approved proposal must be presented at the time of registration.

Credit 1-3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-IA 6000 Continuing Masters Research

Required for Master of Arts Students with incomplete work. Must be taken as Audit.

Credit 0 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

Nonprofit Management

Nonprofit organizations confront the challenges and opportunities that mission-driven organizations face today in areas such as succession planning, volunteerism, resource development and competitive funding. The **Master of Arts in Nonprofit Management** addresses these areas, drawing on the expertise of experienced practitioners in the St. Louis area.

The graduate program in nonprofit management provides a range of courses that address the major responsibilities and challenges of nonprofit and human resources management. It prepares students to work effectively in the field, and it enhances the management skills of those seeking careers in related fields. This program is designed for modern learners attending school on a part-time basis.

This program provides students with the skills and resources needed to lead mission-driven organizations as productive examples of social entrepreneurship. Studies are grounded in the historical context of nonprofit management and philanthropy, and students acquire skills in all operational areas of nonprofit management, including financial management, law, grant writing, volunteer management, resource development, research and statistical analysis, and marketing communications. At the strategic level, the program teaches leadership, organization development, strategic planning, and the skills of social entrepreneurship.

This program can be completed entirely online.

Contact:	Shannon Smock
Email:	smock@wustl.edu
Website:	https://caps.wustl.edu/programs/graduate/masters-nonprofit-management

Degree Requirements

Master of Arts in Nonprofit Management

The Master of Arts in Nonprofit Management consists of 36 units of graduate course work covering all aspects of nonprofit administration and management in a combination of nonprofit and human resources management courses; 27 units are required courses and 9 units are chosen from a selection of elective courses.

Required Courses:

Code	Title	Units
CAPS-HRM 5000	Organizational Behavior and Management	3
CAPS-NPM 5015	Management in Nonprofit Organizations	3
CAPS-NPM 5020	Resource Development for Nonprofit Organizations	3
CAPS-NPM 5030	Statistics and Research Design in Nonprofit Management	3
CAPS-NPM 5085	Financial Management of Nonprofit Organizations	3
CAPS-NPM 5145	Leadership in the Nonprofit Sector	3
CAPS-HRM 5150	Human Resources Management	3
CAPS-NPM 5185	Legal Issues Impacting Nonprofit Organizations	3
CAPS-NPM 5980	Integrative Capstone Project for Nonprofit Management	3
Total Units		27

The remaining courses (9 credits total) are nonprofit-related electives of the student's choice.

This program is offered fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-NPM 5015 Management in Nonprofit Organizations

Effective mission-driven leadership is central to the success of a nonprofit organization. This core course provides an overview of fundamental principles of management, governance, and leadership in nonprofit organizations. Particular attention is given to issues of motivation, supervision, evaluation of professional staff and volunteers, and working with the board of directors.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-NPM 5020 Resource Development for Nonprofit Organizations

This course concentrates on effective fund-raising management, accenting the practice, principles, process, and programs of fund raising from the private sector. A special focus of the course is an examination of the historical, legal, ethical, and theoretical contexts for fund raising. A comprehensive review and analysis is provided of annual and major gift programs, together with planned giving and capital campaign strategies. The course includes a choice of a preparation of a 12-month fund-raising plan or a paper chronologically describing a completed capital campaign.

Credit 3 units.

Typical periods offered: Fall

CAPS-NPM 5030 Statistics and Research Design in Nonprofit Management

This course emphasizes the application of basic behavioral and social science research methods in the evaluation and management of nonprofit programs. Students learn the tools available to evaluate and report the effectiveness of programs and organizations, including program evaluation, survey design, and qualitative and quantitative research methods.

Credit 3 units.

Typical periods offered: Spring

CAPS-NPM 5035 Executive Coaching

Executive coaching is an effective leadership development tool often focused on high potential middle- to upper-level managers. It is also used by managers at all levels to develop individuals and teams. Coaching is a collaborative partnership designed to facilitate and hasten the individual's learning and achieve identified business results. This course will compare and contrast executive coaching to other types of remedial approaches; personal coaching; and mentoring relationships. It will review the grounding principles that form the foundation of a coaching partnership; outline the steps in the coaching process; and review the expectations and guidelines for each member of the coaching team-which can include the individual, the coach or manager-coach, organizational sponsors and human resources.

Credit 3 units.

CAPS-NPM 5085 Financial Management of Nonprofit Organizations

This course focuses on important financial and accounting principles and techniques, with particular attention to operational and project budgeting, financial statement analysis, cash flow projections, endowment building and investment management, and strategic financial planning. Course content is designed to help non-accountants understand standard accounting concepts and procedures, manage the record keeping function, make effective financial decisions and report financial status to key constituents.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-NPM 5105 Topics in Nonprofit Management: Emerging Research

In this course students read, analyze, and discuss research on the nonprofit sector released within the past five years, compare this new information to the sector's historically identified best practices, and determine how this affects the future success of nonprofit organizations.
Credit 3 units.

CAPS-NPM 5111 Marketing and Communications for Nonprofit Organizations

This course is designed to introduce students to the use of marketing techniques used by nonprofit organizations to create unique brands, reach stakeholders, achieve financial stability, and fulfill their missions. Students will learn to set goals and measurable objectives, assess the competitive landscape and position an organization, understand brand, determine audiences and messaging, and understand the importance of web presence and social media. Students will learn from real-world case studies, meet professionals in the field, and develop a marketing and communications plan for a local nonprofit.

Credit 3 units.

Typical periods offered: Spring

CAPS-NPM 5135 Leading and Engaging Volunteers in Non Profit Organizations

Students will explore and develop practical strategies for effective program planning, volunteer recruitment and retention, staff and volunteer relations, program evaluation, volunteerism trends within a global context, and ethical practices. This course will provide an introduction to the core competencies of volunteer resource management as presented by the Association for Volunteer Administration through its credentialing program.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-NPM 5145 Leadership in the Nonprofit Sector

Students will examine leadership in the nonprofit sector and develop their own leadership style. Students will study traditional leadership styles including authoritarian, participative, and delegative; examine the differences in leadership in the nonprofit, for-profit, and government sectors; and explore the distinctive roles of nonprofit leaders, including the relationship between the nonprofit executive director and the board of directors, and the relationship between nonprofit leaders, volunteers, and staff. In addition to readings, student research will include interviews and discussions with real-world nonprofit leaders.

Credit 3 units.

Typical periods offered: Fall

CAPS-NPM 5165 Group Processes in Organizations

Credit 3 units.

CAPS-NPM 5175 Building High Performance, Team-Based Organizations

This course examines the factors that are most critical in developing high-performance, team-based organizations. We pay particular attention to the assessment of organizational climate, and analyze steps organizational leaders must take to make the transition to a team-based approach. We also examine important systems and processes that support this design.

Credit 3 units.

CAPS-NPM 5185 Legal Issues Impacting Nonprofit Organizations

This course focuses on the opportunities and requirements placed on nonprofit organizations under federal and state laws. We explore how nonprofits are organized, governed, operated, and financed within this legal framework.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-NPM 5194 Introduction to Prospect Research I and II

Credit 3 units.

CAPS-NPM 5196 Studies in American Cultural Identity: The Civil War to the Jazz Age

Credit 3 units. UColl: ACF, ACH

CAPS-NPM 5495 Voices in Action: History and Poetry of Protest in America (1939-Present)

What sparks and sustains people's movements for social justice?

This history and creative-writing course explores the contexts and expressions of 20th century and contemporary protest movements, ranging from labor, civil rights, the Vietnam War, ethnic people and women's movements, to contemporary social and environmental justice movements. We will explore speeches, manifestos, visual and oral texts, songs, and poetry to consider how dissent is voiced in response to specific social contexts and historic events. We will consider the role of personal expression in enacting democracy, focusing on poetry that helps articulate what is at stake in the protest movements of the 20th and 21st centuries. We will examine how language moves people, raising awareness of the facts and felt experiences of injustice, helping to fuel social movements and call forth a public to make change. Assignments include a mix of historical analysis, ethnographic and participatory work, creative writing, and reflection.

Credit 3 units. UColl: ACF, ACH, ACS, HUM

CAPS-NPM 5980 Integrative Capstone Project for Nonprofit Management

This capstone course provides the opportunity to integrate the program course work through 1) a substantial independent project conducted in a host organization, and 2) the review of several important trends affecting organizations and human resources management. If students are interested in taking both U76 514 and U87 510 in the same term, they should first contact the program coordinator. Prerequisite or co-requisite: U76 510.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-NPM 5994 Internship in Nonprofit Management

Credit 3 units.

CAPS-NPM 5996 Nonprofit Management Elective - 500 Level

Credit 0 units.

Teaching and Learning

The **Master of Arts in Teaching and Learning** (MATL) is designed for adult career-changers who are committed to teaching in at-risk schools. The School of Continuing & Professional Studies (CAPS), the Institute for School Partnership, and the St. Louis Teacher Residency (STLTR) program collaborate to train and support aspiring teachers who, in turn, will accelerate student achievement.

The first year of the program is facilitated by STLTR and begins with a one-year residency. Student residents work with an experienced mentor teacher in a high-needs classroom, developing the skills needed to be a leader in the classroom. Residents also take courses focused on the core competencies needed to have a successful career in teaching. By joining STLTR, students make a commitment to serve the learners and families in St. Louis-area public schools.

At the end of the first-year residency, students earn their teacher certification. During the second year, residents teach in their partner school districts while completing their master's degrees at CAPS. Master's pedagogical coursework continues to support and inform the students' classroom teaching, and it is complemented by subject-specific courses. After completing the master's degree, participants commit to teaching for two additional years in their home districts, and they receive continued support from STLTR staff during their early years of teaching.

Experienced teachers in STLTR partner schools who wish to strengthen and deepen their practice and prepare to mentor new teachers may also enroll in the MATL.

Contact: Anne Lamb
Phone: 314-935-6700
Email: annetlamb@wustl.edu
Website: <https://caps.wustl.edu/programs/graduate/masters-teaching-learning>

Degree Requirements

Master of Arts in Teaching and Learning

Required Courses (15 units)

- Educ 5124: Intentional Classroom Planning (3 units)
- One of the following series (3 units total):
 - CAPS-EDUC 5125 & CAPS-EDUC 5130: Advanced Teaching Methods: Elementary
 - CAPS-EDUC 5126 & CAPS-EDUC 5131: Advanced Teaching Methods: Secondary English/Language Arts
 - CAPS-EDUC 5127 & CAPS-EDUC 5132: Advanced Teaching Methods: Secondary Mathematics
 - CAPS-EDUC 5128 & CAPS-EDUC 5133: Advanced Teaching Methods: Secondary Science

- CAPS-EDUC 5040: Advanced Teaching Methods: Project-Based Learning and Assessment (3 units)
- CAPS-EDUC 5140: MATL Capstone Seminar I (3 units)
- CAPS-EDUC 5141: MATL Capstone Seminar II (3 units)

Elective Courses (15 units)

Students tailor their degree by taking additional courses in education or in subject-specific areas such as English, math, or biology.

Students who have completed the St. Louis Teacher Residency (STLTR) year earn 9 credits toward their electives. Visit the STLTR website for more information.

Experienced teachers who would like to qualify to serve as mentor teachers in the STLTR residency program must complete these 6 units as part of their elective coursework:

- Practicum I: Instructional Coaching (1.5 units)
- Practicum II: Instructional Coaching (1.5 units)
- EDUC 4301: The American School (3 units)

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-EDUC 5002 Independent Study

Permission of instructor. Permission to enroll given in McMillan 215. Credit to be determined in each case. Maximum 6 credit units. Credit 6 units.

Typical periods offered: Fall, Spring, Summer

CAPS-EDUC 5004 Educational Psychology

FOR MATL STUDENTS, ONLY. This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5005 Racial Identity and American Popular Music

This course investigates the history of racial identity and American popular music from the mid-18th century to the present day. What can popular music -- a vehicle of entertainment and commercialism, culture and disposability -- tell us about how Americans have experienced and constructed race? How did Blackness and whiteness sonically rub shoulders, even during the heights of segregation? How did Frank Sinatra journey from being a son of Italian immigrants to being an icon of white, American masculinity? Why did Miley Cyrus' twerking cause an uproar? Participants will be trained in listening closely to musical artifacts, and they will be given opportunities to contextualize their own listening history. Our analysis will incorporate methods from the fields of musicology, history, and cultural studies. Student assignments will include reading, listening, writing, and discussion. This course counts toward the American Culture Studies major for day students, and it fulfills the Humanities or Arts distribution requirement for the AMCS MA program. It also fulfills the Writing Intensive requirement for both the Master of Liberal Arts and the Master of Arts in American Culture Studies programs.

Credit 3 units. UColl: ACF, ACH, GWRT

CAPS-EDUC 5008 Teaching the Process of Scientific Investigation

This course is intended for in-service teachers. Participants will engage in the process of scientific investigation while developing hands-on lessons for their students that support their ability to understand the nature of the scientific process of problem solving. The focus will be on pedagogical strategies that help foster independent investigation among students. Classroom project is required. Credit variable, maximum 3 units. This course is fully online. Students enrolled in day classes at Washington University should review the policies of their home division on credit earned for online courses.

Credit 3 units.

Typical periods offered: Spring

CAPS-EDUC 5010 Humanitarian Intervention in International Society

One of the more striking features of post-Cold War international society has been the development of a theory and practice of humanitarian intervention. This course explores the background, causes, nature, and limits of these changes. The course is interdisciplinary in nature, combining legal, moral, and political analysis, with an emphasis on the legal question of whether today there is so-called legal right of humanitarian intervention. The course does not assume prior background in international relations. We therefore also spend time introducing a few central concepts and issues in international relations, in order to provide a theoretical framework for our substantive inquiries into humanitarian intervention.

Credit 3 units.

CAPS-EDUC 5011 MATL Teaching Seminar I

Teaching Seminar I is a survey course that introduces educators to pedagogical practices grounded in the science of learning and educational psychology. Taking inspiration from the approach outlined in McDonald, Kazemi, and Kavanagh (2013), the course melds the knowledge needed for teaching alongside core teacher practices. Participants will follow the learning cycle, first being introduced to core practice, next practicing their application, then implementing the practices in their classrooms, and finally reflecting on their efficacy and areas for continued improvement.

Credit 3 units.

Typical periods offered: Fall

CAPS-EDUC 5012 MATL Content Methods I: Elementary

This module introduces residents to the fundamentals of teaching elementary math. They will learn the components of daily lesson plans, and will get the opportunity to see examples of key points and objectives in order to support them in writing their own key points and objectives. They will learn about formative assessment and how to effectively plan for gradual release during student practice.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5013 MATL Content Methods II: Elementary

This module is designed to build residents' ability to teach skills-based ELA lessons that align with grade-level standards and support student success in literary analysis. The first sessions focus on integrating ELA standards into lesson design, enabling residents to develop effective instructional strategies. In subsequent sessions, residents will delve into teaching literary analysis skills and learn how to identify key points in a text while crafting evidence-based questions to enhance student comprehension. The final sessions introduce various reading systems, such as AIR, Choral Reading, and Read Aloud, offering strategies to engage students and deepen their understanding through shared reading activities.

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5014 MATL Content Methods I: Secondary ELA

This mini-course introduces teachers to the fundamentals of teaching secondary ELA. They will learn the components of daily lesson plans, and will get the opportunity to see examples of key points and objectives in order to support them in writing their own key points and objectives. They will learn about formative assessment and how to effectively plan for gradual release during student practice.

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5015 Intentional Classroom Planning: A Survey of Theory and Application

For MATL students only. Dynamic classrooms that provide individualized support and authentic opportunities to engage in rigorous content require a teacher to intentionally plan for all aspects of the classroom, whether for classroom community, student investment, family involvement, or high-quality lessons. In this survey course, we strive to address the problem of enactment by combining theories of education, teaching, and learning alongside or in partnership with the application of such theories to the classroom. For each of the topics addressed, students will first seek to understand the educational, socio-political, and psychological evidence informing teachers and instructional strategies. Then, students will be asked to use these theories to inform applied intentional planning outputs for use in their classrooms. Topics covered will include goal-setting and progress monitoring, student motivation and investment, family and community engagement, classroom community and culture, backwards planning, and using data strategically to support and differentiate instruction. Students must have instructor approval to register.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5016 MATL Content Methods II: Secondary ELA

This mini-course focuses on Shared Reading and Independent Reading strategies to aid students in analyzing and comprehending texts. Residents will plan an ELA lesson focused on an RL or RI standard, with a focus on choosing the most appropriate reading strategies to support time-on-text and reading comprehension. In this course, teachers will learn about how students become better readers, and the role and importance of the breadth and complexity of texts utilized

in a strong ELA class. They will learn approaches to scaffold reading for all students, but especially for struggling readers, including how to support and balance shared and independent reading, and how to plan scaffolds for comprehension.

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5017 MATL Content Methods I: Secondary Math

This module introduces residents to the fundamentals of teaching secondary math. They will learn the components of daily lesson plans, and will get the opportunity to see examples of key points and objectives in order to support them in writing their own key points and objectives. They will learn about formative assessment and how to effectively plan for gradual release during student practice.

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5018 MATL Content Methods II: Secondary Math

Math residents will learn how to design problem-based lessons in order to develop conceptual understanding and direct instruction lessons to reinforce procedural skills and fluency. Residents will also learn the problem-solving framework for the guided practice portion of their math lessons to increase student understanding of the content.

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5019 MATL Content Methods I: Secondary Science

This course introduces novice teachers to the essential elements for effective middle-grades science instruction, grounded in the NGSS standards and three-dimensional, inquiry driven teaching and learning. Residents will learn about inquiry-driven instruction that supports student engagement in rigorous content. They will take a backwards planning approach to planning for inquiry lessons and cycles, using formative assessment in science to articulate student outcomes. Teachers will consider how to build cohesion across an inquiry lesson by connecting key activities to the AP, and checking for key understandings at the conclusion of each instructional activity

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5020 Advanced Teaching Methods: Elementary - Fall

In this course, students will continue to refine their vision for high quality instruction in an elementary Language Arts and Mathematics classroom. Language Arts: students will build upon their understanding of best practices in elementary literacy by designing the structure for a Balanced Literacy block in their classrooms. These literacy blocks include instructional time devoted to explicit phonics instruction, shared reading, guided reading, read-aloud instruction, and vocabulary instruction. Students will also focus on writing instruction and will implement writing mini-lessons and student conferences in their classrooms. Mathematics: This course will also build on students' understanding of effective mathematics instruction and their knowledge of both direct instruction and inquiry-based approaches to learning. Students will explore effective instructional strategies through the lens of content, with a core focus in Basic Operations (addition, subtraction, multiplication, and division); Geometry, Fractions and Measurement; & Problem-Solving, Algebra, and Graphing. By analyzing instruction through the lens of specific mathematical concepts, students will have the opportunity to design lessons that focus on the connections between mathematical content as well as the standards for mathematical practice. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5021 MATL Content Methods II: Secondary Science

This course will focus on defining critical literacy skills in a science classroom, and building effective pedagogical techniques for supporting and scaffolding literacy development. Teachers will focus on incorporating reading lessons that support fluency and comprehension. They will also learn best practices for vocabulary development, focused on using active practice of the words, building words in context, and working toward active control with retrieval practice.

Credit 1.5 units.

Typical periods offered: Fall Half B, Fall Half A, Fall

CAPS-EDUC 5025 Advanced Teaching Methods: Secondary English/Language Arts - Fall

In this course, students will continue to refine their vision for high quality English/language arts instruction in a secondary classroom. This course will build upon students' understanding of effective novel studies and writing units by focusing on the fundamentals of close reading, word study, embedded non-fiction, and writing for reading strategies. Sophisticated discussions are also one of the hallmarks of advanced practice in ELA classrooms. Middle and high school students must be able to fluently use academic language and internalize habits of discussion. This course will also focus on the role of discussion in an ELA classrooms, and students will implement multiple discussion formats, including Socratic Seminars and Literature Circles. Students in this course will also revisit the concept of rigor in a secondary ELA classroom by discussing the importance of text selection, studying text attributes and leveling systems, and analyzing the text selections embedded in their school's curriculum. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5030 Advanced Teaching Methods: Secondary Mathematics - Fall

In this course, students will continue to refine their vision for high quality mathematics instruction in a secondary classroom. Students will revisit the fundamental design elements present in inquiry-based lessons, focusing on the development of their students' conceptual understandings. The course will also focus on the importance of computational and procedural fluency, and students will create a backwards plan that allows for daily fluency practice within their classrooms. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and implement effective discourse in their mathematics classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5031 Social and Cultural Foundations of Education I

An effective educator needs to develop mastery of disciplinary content and acquire pedagogical skills, but also understand the historical, political, and social context of education. This course explores critical aspects of the educational landscape, including the complexities of school choice, the dynamics of the teaching workforce, the influence of the Standards and Accountability Movement, and the pivotal role of finances in education. Participants will gain a comprehensive understanding of these elements and their implications. The course concludes with a reflective session, encouraging participants to

connect their learnings to broader educational contexts, both within and beyond St. Louis. This course builds on prior work that teachers have done to understand the historical and political factors that have shaped the education landscape in St. Louis, and extends their knowledge to additional areas.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5035 Advanced Teaching Methods: Secondary Science - Fall

In this course, students will continue to refine their vision for high quality science instruction in a secondary classroom. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and implement effective discourse in their science classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5040 Advanced Teaching Methods: Project-Based Learning & Assessment

For MATL students only. This course is designed to strengthen students' pedagogical content knowledge, including an emphasis on authentic assessment design. Students will create cohesive project-based learning units (developed using the Understanding by Design framework) and rigorous assessments that require students to demonstrate mastery of multiple skills and standards. Students will begin the course by completing content-specific work, unbundling and unpacking NGSS performance expectations and evidence statements (science) or Common Core State Standards (math and ELA). Residents will develop criteria for success and create an authentic assessment that serves as evidence for mastery. Finally, residents will create a coherent unit of instruction, centered on rigorous project-based learning and assessment. Residents will learn strategies necessary for guiding student projects, including cooperative learning strategies, facilitating group work, planning and tracking projects, giving feedback, and developing aligned and meaningful rubrics.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5045 Creating a Teaching Portfolio

This introductory course will provide guidelines and skills for creating and maintaining a record of each student's professional growth as a teacher that reflects his/her philosophy, knowledge, teaching expertise and experience. Students will examine and reflect on their teaching practice as it relates to personal goals as well as state and national standards for teaching excellence. Permission of instructor required.

Credit 2 units.

CAPS-EDUC 5050 Advanced Teaching Methods: Elementary - Spring

In this course, students will continue to refine their vision for high quality instruction in an elementary Language Arts and Mathematics classroom. Language Arts: students will build upon their understanding of best practices in elementary literacy by designing the structure for a Balanced Literacy block in their classrooms. These literacy blocks include instructional time devoted to explicit phonics instruction, shared reading, guided reading, read-aloud instruction, and vocabulary instruction. Students will also focus on writing instruction and will implement writing mini-lessons and student conferences in their classrooms. Mathematics: This course will also build on students'

understanding of effective mathematics instruction and their knowledge of both direct instruction and inquiry-based approaches to learning. Students will explore effective instructional strategies through the lens of content, with a core focus in Basic Operations (addition, subtraction, multiplication, and division); Geometry, Fractions and Measurement; & Problem-Solving, Algebra, and Graphing. By analyzing instruction through the lens of specific mathematical concepts, students will have the opportunity to design lessons that focus on the connections between mathematical content as well as the standards for mathematical practice. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 5055 Advanced Teaching Methods: Secondary English/Language Arts -- Spring

In this course, students will continue to refine their vision for high-quality English/language arts instruction in a secondary classroom. This course will build upon students' understanding of effective novel studies and writing units by focusing on the fundamentals of close reading, word study, embedded non-fiction, and writing for reading strategies. Sophisticated discussions are also one of the hallmarks of advanced practice in ELA classrooms. Middle and high school students must be able to fluently use academic language and internalize habits of discussion. This course will also focus on the role of discussion in an ELA classroom, and students will implement multiple discussion formats, including Socratic Seminars and Literature Circles. Students in this course will also revisit the concept of rigor in a secondary ELA classroom by discussing the importance of text selection, studying text attributes and leveling systems, and analyzing the text selections embedded in their school's curriculum. Prerequisite: Permission of instructor.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 5060 Advanced Teaching Methods: Secondary Mathematics -- Spring

In this course, students will continue to refine their vision for high-quality mathematics instruction in a secondary classroom. Students will revisit the fundamental design elements present in inquiry-based lessons, focusing on the development of their students' conceptual understandings. The course will also focus on the importance of computational and procedural fluency, and students will create a backwards plan that allows for daily fluency practice within their classrooms. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and to implement effective discourse in their mathematics classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Prerequisite: Permission of instructor.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 5061 Transforming Policies for Language & Literacies

When K12 educators plan to establish curricula, lessons, or even to set up new schools, they are responding to policies that influence their decisions and also affect learners' future in local, national, and global contexts. This course provides K12 educators with an introduction to the field of language planning and policy, which is situated in the broader field of sociology of language. It develops educators' knowledge and critical awareness about language and literacy policy and planning efforts. Over the semester, students will consider selected case studies in U.S. educational contexts which provide a basis for examining issues such as: language education policies, the

interface of ideology with language planning, family language planning, multidialectal literacy movements, policies for assessment and special education, as well as language shift and death in local communities. Contemplation of these studies will support teachers and school leaders to effectively design curriculum development or research projects that advocate for changes to current policy or planning efforts, doing so in service to the culturally and linguistically diverse learners in their schools.

Credit 3 units.

Typical periods offered: Fall

CAPS-EDUC 5065 Advanced Teaching Methods: Secondary Science

-- Spring

In this course, students will continue to refine their vision for high-quality science instruction in a secondary classroom. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and implement effective discourse in their science classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Prerequisite: Permission of instructor.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 5066 Advanced Teaching Methods: Secondary STEM - Fall

For MATL students, only. This course is one part of a two-semester series. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess their students' STEM academic skills and abilities and implement effective discourse in their classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students will use a framework to plan and implement instructional practices, and gather evidence to reflect on and analyze key takeaways as a mode for improving their own teaching practice. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5067 Advanced Teaching Methods: Secondary Stem Spring

This course is part of a two-semester series. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess their students' STEM academic skills and abilities and implement effective discourse in their classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students will use a framework to plan and implement instructional practices, and gather evidence to reflect on and analyze key takeaways as a mode for improving their own teaching practice. Students must have instructor approval to register.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 5068 Technology in the Classroom

FOR MATL STUDENTS, ONLY. This course is designed to provide students with strategies for integrating technology into the classroom. Topics include using technology as a communication tool, creating technology-based lessons, engaging students in technology, utilizing

assistive technology, and using technology as an organizational tool. Technology for educators challenges students to think about the underlying principles, terms, and concepts of educational technology. Students are introduced to the different methods teachers can use to integrate technology into classroom instruction for varying grade levels and content areas. In this course, students will have the opportunity to interact with digital tools used in today's classrooms. They will be given hands-on experience with technological tools that will improve their instruction and assist their students in meeting learning standards.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5069 Improving Content and Instruction Through Meaningful Assessments

FOR MATL STUDENTS, ONLY. This course will focus on the various forms of assessments and how to create assessments aligned with standards, while also ensuring student growth is measured. The course will offer a variety of topics including: how to produce meaningful assessments; rigor vs. real-world applications and assessment; the similarities and differences in proficiency scales, scoring guides, & rubrics; how to assess when differentiating lessons; equity in assessments for students, including students with special needs, alternative assessments, and student empowerment in assessments; the purpose and importance of written feedback; performance based assessment; and using pre-post assessments to direct teaching. An understanding of how these topics are synthesized to create a coherent assessment system designed to gather evidence of student learning and provide guidance on how to instructionally respond will be developed. This system includes summative, formative, and self-assessment, as well as both formal and informal approaches to assessment.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-EDUC 5070 MATL Capstone Seminar I

The first semester of the year-long Capstone course will focus on the foundations of building a goal-driven classroom. When the school year begins, students will embark upon the important work of getting to know their students and their school setting. Building on their knowledge of data-driven instruction, students will use the information gained about their teaching placement and their students in order to set ambitious goals both for their classroom as a whole and for individual students. Students will also use investment and engagement strategies to launch their vision and goals with their students. Throughout the semester, students will acquire new skills related to data analysis and remediation. Students will be asked to develop a classroom vision, academic and social-emotional goals, systems to track and share progress, and a classroom management and investment plan. An important component of the Capstone course will be one-on-one instructional coaching. The Capstone coach will support each student as they work to apply the content of the course to their individual schools and classrooms. The coaching cycle will consist of a classroom observation, a coaching conversation, and follow-up action steps, and this will occur on a biweekly basis.

Credit 3 units.

Typical periods offered: Fall

CAPS-EDUC 5075 MATL Capstone Seminar II

During semester two of the Capstone Seminar, students will begin drafting their Master's Capstone. Students will curate a Capstone portfolio, displaying their best work from the past two years of teaching. Students will also report on their students' final achievement and socio-emotional growth results. In sum, the final Capstone will consist of the Capstone portfolio, a film of an outstanding lesson, the presentation of a data narrative, and the delivery of an oral defense. For

the oral defense, students will present and defend their K-12 students' growth and achievement data, as well as key learnings from their residency and master's course work, to faculty members and guests. Prerequisite: Instructor approval.

Credit 3 units.

Typical periods offered: Spring

CAPS-EDUC 5080 Continuing the Portfolio Process

Seminar format used to facilitate continuing portfolio development. Emphasis on making connections between university coursework and individual teaching practice. On-going professional dialogue with peers and mentors provide direction and collegial support as students use the portfolio process to construct meaning out of their teaching experience and provide a clearer vision of their growth and development as a teacher.

Credit 1 unit.

Typical periods offered: Spring

CAPS-EDUC 5081 MATL Instructional Coaching Practicum I

For MATL students only. Instructor approval required. The Instructional Coaching Practicum is a year-long course that will be taught over the course of two semesters. It prepares students to effectively demonstrate the key instructional coaching competencies and support the development of a novice educator. In this practicum, highly-effective veteran teachers will develop the knowledge, skills, and mindsets needed for instructional coaching, with an emphasis on instructional coaching of novice teachers. During this practicum, candidates will host a novice teacher resident in their classroom as a co-teacher for the school year. They will set goals for the novice teacher's development, and build coaching skills to support the candidate's development over the course of the school year. Candidates in the practicum must hold a current Missouri state teaching license and have taught for at least three years.

Credit 1.5 units.

Typical periods offered: Fall

CAPS-EDUC 5085 MAEd Portfolio Presentation

Using the working portfolio and conferring with mentors and instructors, students will reflect on portfolio process and prepare final MAEd presentation portfolio for evaluation. Prerequisite: Continuing the Portfolio Process

Credit 1 unit.

Typical periods offered: Fall, Spring, Summer

CAPS-EDUC 5090 Supporting Special Populations

For MATL students only. This course will focus primarily on the skills teachers need to effectively serve students with disabilities and English Language Learners. The course will first focus on developing the foundational knowledge, skills, and strategies for teaching students with special needs. Candidates will explore special education history and laws, theoretical concepts, and instructional practices that facilitate the integration and support of students with special needs in the general education classroom. This course focuses on the inclusion of students with high-incidence disabilities, with the understanding that an inclusive framework can be applied to support students with other disabilities and a variety of learning needs. In this course, students will also be introduced to the historical, political, and legal foundations of educational programs for English learners. The course will provide an overview of theories of second language learning and research on the effectiveness of various means of promoting academic achievement in linguistically diverse contexts. Students will also be equipped with a repertoire of methods to facilitate and measure students' growth in English language and literacy, and to create learning environments that promote content area learning through the use of integrated ELD.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5138 Expanding Mindsets and Supports for Exceptional Learners

For MATL students only. Teaching exceptional learners is one of the best growth opportunities for teachers to diversify their strategies and skill sets. Although accommodations and modifications can often feel overwhelming or simply like a mandate where the box must be checked by federal law, it also presents an opportunity for teachers to learn, grow, and serve all learners better. In this course, we will dissect and reflect on the core principles of instruction, high-impact teaching strategies, cognitive learning strategies, and school experiences to put ourselves in the shoes of an exceptional learner in a modern-day inclusive classroom. We will explore and analyze different strategies for creating compelling, engaging, creative, and individualized accommodations and modifications. For each topic addressed, students will be asked to approach assignments from their lens and the lens of an exceptional learner. Through this process, teachers will uncover the power of profoundly understanding individual learning needs and their students' social-emotional relationship with learning to create effective accommodations and modifications that allow them to accelerate student learning.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5142 Black Is...Black Ain't: Society, History, and the Politics of Race

PRIVATE CROSSLIST FOR MAED STUDENTS ONLY This course is framed by a simple contradiction. Race is socially constructed, yet racial categories have very real social, economic, material, legal, and health consequences. Racial categories are rooted in history and culturally constructed through laws, the media, and various institutions. These categories are reproduced, subverted, and sometimes changed by people through socialization, media consumption, interaction, dialogue, protest, and political participation. Yet, what makes race real, animates it with so much power, and fosters its tenacious hold on much of the Western world's collective psyche? It is the fact that people largely believe that race has something to do with nature, biology, or rational science. Ironically, it is biology and the so-called natural sciences that provide the best evidence that there is no valid basis to organize people by racial categories. We will explore both race's historical construction and its contemporary manifestation as a crucial aspect of many places around the world and an integral component of people's identity. Drawing on classical and contemporary readings from Du Bois to Gould to Gilroy to contemporary ethnographies, we ask whether the logic of race has shifted over time, and with that changed logic, how we can respond today to new configurations of race, science, technology, and inequality. Considered are the rise of evolutionary racism, debates about eugenics in the early twentieth century, Nazi notions of racial hygiene, nation-building projects and race in Latin America, colonial monuments, racialized state violence, and Black liberation such as the Black Lives Matter Movement. At the conclusion of this course, you should be able to critique contemporary ideas of biological notions of race; explain how race is socially constructed through laws, media, and popular culture; and understand that patterns of human diversity do not fit neatly into categories of race. Finally, you will begin to understand why race remains a powerful force in contemporary society.

Credit 3 units. UColl: ACH

CAPS-EDUC 5150 Practicum in Teaching and Learning

For current students admitted to the Master of Arts in Teaching and Learning. Requires concurrent enrollment.

Credit 0 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-EDUC 5212 Language Essentials for Teachers of Reading and Spelling, Volume I

FOR MATL STUDENTS, ONLY. Lexia LETRS stands for: Language Essentials for Teachers of Reading and Spelling. LETRS is a professional learning course for instructors of reading, spelling, and related language skills. It provides educators with in-depth knowledge and tools that they can use with any reading program. LETRS is composed of two volumes of content: Volume 1 (Units 1-4) and Volume 2 (Units 5-8). As part of the LETRS (Language Essentials for Teachers of Reading and Spelling) cohort, teachers will learn the science of reading in order to apply research in the classroom and meet the literacy needs of early learners. Teachers will gain practical strategies to use regardless of curriculum or program currently in place. LETRS Volume I introduces teachers to the science of reading through understanding theoretical frameworks for how people learn to read, and how to apply evidence-based strategies to support reading acquisition. After learning about these frameworks, participants discuss common challenges in learning to read, what happens in our brains when we read, and how language and literacy are related. Next, the course delves into phonological skill development. Combining both theory and application, participants are then prepared for teaching early phonics, word recognition, and spelling in an elementary classroom. Candidates will practice analyzing and facilitating effective phonics instruction, and will also prepare to support advanced decoding, spelling, and word recognition. Finally, the course will discuss assessment systems to support reading acquisition, including how to utilize universal screeners, diagnostic assessments, and systems for progress monitoring.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 5222 Language Essentials for Teachers of Reading and Spelling Volume 2

Lexia LETRS® stands for: Language Essentials for Teachers of Reading and Spelling. LETRS is a professional learning course for instructors of reading, spelling, and related language skills. It provides educators with in-depth knowledge and tools that they can use with any reading program. LETRS is composed of two volumes of content: Volume 1 (Units 1-4) and Volume 2 (Units 5-8). As part of the LETRS (Language Essentials for Teachers of Reading and Spelling) cohort, teachers will learn the science of reading in order to apply research in the classroom and meet the literacy needs of early learners. Teachers will gain practical strategies to use regardless of curriculum or program currently in place. LETRS Volume II specifically focuses on the language comprehension strand of Scarborough's reading rope. Teachers will study and learn about how students approach and comprehend texts, and the pedagogical strategies and supports that teachers can implement to support student reading comprehension. They learn how to create vocabulary rich environments, and make strategic decisions around the introduction and support for vocabulary acquisition, both explicitly and implicitly. Finally, teachers will explore the reading/writing connection, with a focus on how to support the development of writing a paragraph to multi-paragraph writing outputs, and how to scaffold and support writing development.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-EDUC 5231 MATL Instructional Coaching Practicum II

For MATL students only. Instructor approval required. The Instructional Coaching Practicum is a year-long course that will be taught over the course of two semesters. It prepares students to effectively demonstrate the key instructional coaching competencies and support the development of a novice educator. In this practicum, highly-effective veteran teachers will develop the knowledge, skills, and mindsets

needed for instructional coaching, with an emphasis on instructional coaching of novice teachers. During this practicum, candidates will host a novice teacher resident in their classroom as a co-teacher for the school year. They will set goals for the novice teacher's development, and build coaching skills to support the candidate's development over the course of the school year. Candidates in the practicum must hold a current Missouri state teaching license and have taught for at least three years.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 5555 MATL Clinical Practicum: Teaching & Instructional Coaching

This practicum course is required for any candidate pursuing an initial teaching license through a Teach St. Louis certification route. In the clinical practicum, certification candidates will apply the pedagogical skills and approaches from coursework within the classroom setting. Additionally, candidates will engage in bi-weekly instructional coaching cycles with a faculty advisor. Instructional coaching cycles will typically consist of a classroom observation and a coaching meeting in which the faculty coaches the candidate on applied skills from coursework. Instructional coaching bridges the learning in coursework to the individual context of the school and the needs of the candidate.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-EDUC 5970 Adult Learning Strategies and Practices / BJCE

The study of adult learners and effective instructional techniques for the workplace, classroom, and other organizational settings including those in healthcare, non-profit, business, and human resources. Situation-appropriate selection, design, and practice of techniques that are compatible with adult learning principles including discussion, demonstration, explanation, case study, role play, coaching and reflection. Tailoring content and learning strategies to meet adult learners' needs and the instructional objectives whether individual or large group.

Credit 3 units.

CAPS-EDUC 6033 Scientific Inquiry for the Classroom Teacher

An inquiry-based course for practicing teachers in the elementary and middle school, grades K-8. Teachers will strengthen their conception of inquiry-based teaching as they learn to create a culture of inquiry in their classroom to nourish 21st century learners through STEM. Teachers will learn how to incorporate thinking routines as they encourage students to explain phenomena and design solutions to real-world problems. Teachers will learn strategies for encouraging collaboration and active learning. The continuum of inquiry will be explored as teachers learn how to move to student-centered learning that encourages lifelong learning through inquiry. A school-based implementation project will be required. Topics to vary by semester. Prerequisite: permission of instructor. For STEM Teacher Quality Institute students only.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-EDUC 6035 Advanced Scientific Inquiry for Educators

This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions teachers will work on developing questioning strategies, sequencing activities to support the various experiential levels of students and developing relevant lessons and activities from student questions. Classroom project required. Course is intended for in-service teachers. Prerequisite: permission of instructor.

Credit 3 units.

CAPS-EDUC 6045 Hands-On Science K-8: Matter and Energy

Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in the grades K-8. Inquiry activities illustrating basic matter, and energy and chemistry concepts will be selected in congruence with the National Science Education Standards and the Missouri Show-Me Standards. Prerequisites: Permission of instructor; for STEM Teacher Quality Institute students only.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 6050 Hands-On Science K-8: Mathematics Concepts

Discussion intensive and lecture course designed to prepare teachers to implement or strengthen hands-on mathematics teaching in grades K-8. Inquiry activities illustrating numeration, rational numbers and ratios will be selected in congruence with the NCTM Principles and Standards for School Mathematics, the National Science Education Standards, and the Missouri Show-Me Standards. Prerequisite: permission of instructor; intended for in-service teachers.

Credit 3 units.

CAPS-EDUC 6060 Hands-On Science K-8: Earth and Planetary Systems

Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities illustrating planetary motion, tides, lunar phases, constellations, comets, terrestrial planets, gas giants, plate tectonics, volcanoes and earthquakes will be selected in congruence with the National Science Education Standards and Missouri Show-Me Standards. Registration fee of \$200 collected first night of class. Prerequisite: permission of instructor; intended for in-service teachers.

Credit 3 units.

CAPS-EDUC 6065 Scientific Inquiry: Advanced Pedagogy for Educators

This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions, teachers will work on a variety of pedagogical skills including developing questioning strategies and sequencing activities to support the various experiential levels of students. Participants will conduct an implementation project at their school or learning site. Scientific themes, structured in accordance with national and state standards, vary by semester.

Credit 1.5 units.

Typical periods offered: Spring

CAPS-EDUC 6070 Scientific Inquiry and Teacher Leadership

An advanced inquiry-based science course for practicing teachers, grades K-8. Participants will be introduced to a variety of science curricula and methods to use in the critical analysis of curricula for reform-based qualities. In addition to science content and pedagogy, participants will practice working with teacher teams to write assessments and use a variety of data types to make decisions about ways to assure that all children gain access to high quality science curricula. Participants will conduct an implementation project at their school or learning site. Scientific themes, structured in accordance with national and state standards, vary by semester.

Credit 3 units.

CAPS-EDUC 6075 Hands-On Science K-8: Earth Systems

Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities involving the water cycle, erosion, the earth's composition, weather patterns, geology and natural resources will be selected in congruence with the National Science Education Standards and the Missouri Show-Me Standards. Registration fee of \$200 collected the first night of class. Prerequisite: Permission of instructor; intended for in-service teachers.

Credit 3 units.

CAPS-EDUC 6080 Botany, Ecology, and Visual Technology I

The BEVT courses comprise a new inquiry-based professional development sequence for teachers of grades 4 through 8. The overall aim of the course is for participants to develop deeper understanding of principles of biology and ecology, understanding of and skill with new technologies available for learning about biology and ecological principles, and fluency with the broader scientific and technological context of this subject matter. The first semester of this two-semester course incorporates 1) ecology, with particular attention to local grassland (prairie) ecosystems of Missouri and Illinois, 2) general plant biology, and 3) plant life strategies, with particular attention to grasses and their roles in the prairie. Several field experiences are included in the course. The course will also include experience with visual technology tools that enhance instruction and student learning. Instructors will highlight topical correspondence to current Missouri Curriculum Frameworks and the new draft Grade-Level Expectations (GLE's).

Credit 3 units.

CAPS-EDUC 6081 Botany, Ecology, and Visual Technology II

The BEVT courses comprise a new inquiry-based professional development sequence for teachers of grades 4 through 8. The overall aim of the course is for participants to develop deeper understanding of principles of biology and ecology, understanding of and skill with new technologies available for learning about biology and ecological principles, and a fluency with the broader scientific and technological context of this subject matter. Spring semester: the second semester of this two-semester course will build on the information and concepts of plant biology, plant life strategies, and the ecology of local ecosystems developed during the fall semester; continue hands-on experimentation; and explore issues of the changes and challenges to intact ecosystems represented by modern human activities. Participants will develop competence with one or more computer graphic (visual) tools relevant to these topics, especially GIS (global information systems) software, which they can then use to enhance student learning in their own classrooms. Instructors will highlight topical correspondence to current Missouri Curriculum Frameworks and the new draft Grade-Level Expectations (GLE's). Half-day field and laboratory experiences on weekends will replace some weeknight class sessions.

Credit 3 units.

CAPS-EDUC 6085 Hands-On Science K-8: Diversity of Life

This course includes laboratory experiences, discussion, exploration of different teaching strategies and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. The course topics include the taxonomy and characteristics of the major groups of protists, plants, and animals as well as issues affecting biodiversity (genetic, species and ecosystem diversity). Inquiry activities that illustrate the content are selected in congruence with the National Science Education Standards and Missouri Show-Me Standards. A registration fee of \$200 is collected the first night of class. Prerequisite: permission of instructor; intended for in-service teachers, grades K-8.

Credit 3 units.

CAPS-EDUC 6090 Researched Practices in Math Instruction

FOR MATL STUDENTS, ONLY. A pedagogy course for practicing teachers in the elementary and middle school, grades K-8. The course is an introduction to research-proven practices in mathematics, supported by math content. These pedagogical practices include the use of student-work to inform conceptual development, the use of small-group instruction as situated in a diverse set of classroom organizational patterns, approaches to conceptual change and conceptual development, uses of formative assessment, direct instruction, etc. For any particular workshop, a set of approaches and the research associated with it are presented in relation to standards-based content topics. Participants are engaged in developing their math content and pedagogical skills with a primary emphasis on the learning of high quality classroom practices. Participants conduct an implementation project at their school or learning site to ensure that what they learn is effectively applied within their own classroom setting.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-EDUC 6095 Statistics for Teachers I

This course addresses statistical reasoning for teachers. The course begins by exploring student understanding of basic statistical concepts underlying data exploration and description. Concepts of data displays (bar graphs, histograms, circle graphs etc.) are used to explore the ideas of distribution, variation, and measures of central tendency (mean, median and mode). Also introduced are approaches to exploring covariation, both as simple ideas of correlation and linear relation. The course also includes an introduction of issues of precision and error and the underlying role of probability in examining data relations. The software Fathom is used along with examples of student work. Tabletop software will also be used as a tool for examining databases and analyzing, categorizing and sorting databases according to attributes and in search of patterns. Representations include stacks, plots and venn diagrams. Using these two tools, teachers will be confident of how to assist students in a) successfully performing statistical items on statewide tests, b) using statistics and databases to conduct investigations in science and c) preparing students for statistical concepts in later grades.

Credit 3 units.

CAPS-EDUC 6105 Improving Content and Instruction: Algebra

This course will focus on topics in Algebra, focusing on topics covered in the national framework standards document, grades 4-9. Prerequisite: Must be a practicing teacher and have approval of the instructor to enroll.

Credit 3 units.

Typical periods offered: Spring

CAPS-EDUC 6106 Scientific Inquiry: Advanced Pedagogy for Educators, Part II

This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions, teachers will work on a variety of pedagogical skills including developing questioning strategies and sequencing activities to support the various experiential levels of students. Participants will conduct an implementation project at their school or learning site. Scientific themes, structured in accordance with national and state standards, vary by semester. This is Part II of a two-part series.

Credit 1.5 units.

CAPS-EDUC 6107 Leadership in Scientific Inquiry

In this course, students review literature related to science teacher leadership. Students conduct an implementation project in which they direct a test of change, a defined professional development program, or another leadership experience targeting a specific audience. Students read and discuss different models for inquiry-driven change, implement an innovation, collect and analyze data, and determine impact.

Credit 3 units.

CAPS-EDUC 6108 Reading and Writing in the Science Content Area

This course will study the theoretical frameworks underlying literacy (reading and writing) instruction in the science classroom. Teachers in this course will learn research-based instructional methodologies to support disciplinary literacy and content literacy practices. Teachers will gain an understanding of how explicit literacy instruction connects with and supports three-dimensional curriculum and instruction. Teachers will use trade books, implement strategies to teach the comprehension of scientific text, and explore ways to support student writing in the science classroom, including using graphic organizers, note-taking strategies, and constructing written explanations and lab reports. Teachers will apply their learning to develop unit plans and lesson plans that strategically incorporate literacy strategies to support student learning in the science classroom. A class project is required.

Credit 3 units.

CAPS-EDUC 6109 Improving Content and Instruction: Probability and Statistics (K-8)

Students will learn how to analyze the progression of learning that students encounter in middle and high school and how to engage students in probability and statistical thinking using authentic learning opportunities. The course will give teachers the opportunity to learn and practice research-based strategies for teaching these concepts and skills to students.

Credit 3 units.

CAPS-EDUC 6110 Equity in the Math Classroom

Students will consider ways to embed equitable practices in the math classroom by studying practices that support access to math knowledge and thinking for all students. They will discuss the historical context that has led to inequality in the American classroom and practice embedding inclusive practices into math teaching in service of closing the achievement gap in our schools, especially for girls and students of color. For STEM Teacher Quality Institute students only.

Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 6111 Computational Thinking Across the Curriculum

This course focuses on applying computational thinking across disciplines in grades K-8. Teachers will develop their understanding of the main concepts and skills involved in computational thinking and learn how to incorporate these into their curriculum across domains. A classroom implementation project is required.

Credit 3 units.

CAPS-EDUC 6112 Educational Technology

The course will emphasize how to use technology in meaningful ways. Teachers in this course will critically evaluate the purpose, potential privacy concerns, and cognitive barriers of ed-tech hardware and software. They will learn how to use educational technology to create opportunities for deeper learning. A classroom project is required.

Credit 3 units.

CAPS-EDUC 6113 Engineering Across the Curriculum

This course is designed to introduce teachers to how engineering concepts can be used to engage students in learning via interdisciplinary lessons. Teachers will engage in and develop learning experiences that utilize different resources to engineer solutions. Resources may include devices, robots, software, and materials easily found in classrooms. A classroom implementation project is required. Credit 3 units.

CAPS-EDUC 6114 Introduction to Computer Science Teaching

This course is designed to introduce teachers to the fundamental concepts and practices of computer science (CS). Teachers will be engaged in experiences designed to provide authentic, meaningful experiences with both CS topics and pedagogy. Current Missouri CS Standards and the K-12 CS Framework will be used as a framework for discussion. A classroom project is required. For STEM Teacher Quality Institute students only. Credit 3 units.

CAPS-EDUC 6115 Project Based Learning: Connecting Stem Learning in Interaction With the World

Motivated, engaged learning requires a purpose - a relevant connection to the world and one's community. Projects that solve a problem or have this direct connection come from curiosity and produce high levels of learning, often in transformative ways. When engaged learning is combined with effective collaborative groups that have unity of purpose and address mutual needs, you are teaching students to interact effectively with their world! This course is designed as a project, modeling the steps used in project-based teaching, learning, facilitation and assessment, and ending with the final product of a PBL unit for specific use in each individual's classroom setting. Open to MATL students, STEM+C students, and current teachers. Credit 3 units.

Typical periods offered: Summer

CAPS-EDUC 6120 Scientific Inquiry: Advanced Pedagogy for Educators - MATL

This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions, teachers will work on a variety of pedagogical skills including developing questioning strategies and sequencing activities to support the various experiential levels of students. Participants will conduct an implementation project at their school or learning site. Scientific themes, structured in accordance with national and state standards, vary by semester. Credit 1.5 units.

CAPS-EDUC 6122 Scientific Inquiry for the Classroom Teacher - MATL

A inquiry-based course for practicing teachers in the elementary and middle school, grades K-8. Teachers will strengthen their conception of inquiry-based teaching as they learn to create a culture of inquiry in their classroom to nourish 21st century learners through STEM. Teachers will learn how to incorporate thinking routines as they encourage students to explain phenomena and design solutions to real-world problems. Teachers will learn strategies for encouraging collaboration and active learning. The continuum of inquiry will be explored as teachers learn how to move to student-centered learning that encourages lifelong learning through inquiry. A school-based implementation project will be required. Topics to vary by semester. Prerequisite: MATL Students and permission of instructor. Credit 3 units.

CAPS-EDUC 6125 Practical Strategies for Teachers to Effect Personal Change

This course features six 1-credit-unit sections that cover diverse topics. The course is designed for teachers who want to develop skills and knowledge that they can apply in their classrooms. The sections do not overlap; each is independent of the others. Teachers may choose to enroll in as few (one) or as many (up to six) topic sections as they desire, and they will receive 1 credit unit for each topic section they successfully complete. Students can enroll in more than one section at a time up to a maximum of six. For STEM Teacher Quality Institute participants only. Credit 1 unit.

CAPS-EDUC 6130 Improving Content and Instruction: Algebra - MATL

This course will focus on topics in Algebra, focusing on topics covered in the national framework standards document, grades 4-9. Prerequisite: Must be a practicing teacher and have approval of the instructor to enroll. Credit 3 units.

CAPS-EDUC 6135 Equity in the Math Classroom

Students will consider ways to embed equitable practices in the math classroom by studying practices that support access to math knowledge and thinking for all students. They will discuss the historical context that has led to inequality in the American classroom and practice embedding inclusive practices into math teaching in service of closing the achievement gap in our schools, especially for girls and students of color. For STEM Teacher Quality Institute students only. Credit 3 units.

Additional Programs

WashU Continuing & Professional Studies offers the following additional graduate programs:

- Combined Bachelor's/Master's Program (p. 66) (for CAPS students)
- Advanced Certificate in Applied Computer Science (p. 38)

Combined Bachelor's/Master's Program

The Combined Bachelor's/Master's Degree Program at WashU Continuing & Professional Studies (CAPS) is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs at CAPS.

Eligibility Requirements

Eligibility requirements for the Combined Bachelor's/Master's Degree Program in CAPS include the following:

- Admission to a Bachelor of Science degree program in CAPS
- Completion of a minimum of 60 units toward the Bachelor of Science degree, including transfer credit, with a 3.0 or higher cumulative grade-point average (**Note:** Only in exceptional cases will candidates be authorized to pursue the Combined Bachelor's/Master's Degree Program after completing 84 units.)
- Completion of a minimum of 12 units of undergraduate course work in CAPS, at least 9 of which must be at the advanced level (3000- and 4000-level courses), with a 3.0 or higher cumulative grade-point average
- Completion of a Combined Bachelor's/Master's Degree Program Preliminary Authorization Request
- Two academic writing samples, at least one of which must be research-based, to be submitted to CAPS
- Personal interview with the Director of Undergraduate Student Success and/or Vice Dean

- A maximum of 15 to 18 units of graduate course work (depending on the specific master's program) at the 4000 and 5000 levels may count toward requirements for the graduate degree and as unrestricted electives for the undergraduate degree.
- Students must continue their master's degree course work in the semester (fall or spring) immediately following completion of the bachelor's degree.

For more information or to schedule an appointment to discuss the program, please call 314-935-6700.

Application Requirements

Preliminary Authorization

Students who meet the eligibility requirements noted above should meet with a CAPS representative to complete the Combined Bachelor's/Master's Preliminary Authorization Request form.

Writing Samples and Personal Interview

Two academic writing samples, one of which must be research-based, and a personal interview are also required for preliminary authorization.

Applicants will be informed, following a review of their writing samples and personal interview, whether or not they have been authorized to pursue the Combined Bachelor's/Master's Program and to register for graduate course work that will count toward both the undergraduate and appropriate master's degree.

Students receiving this preliminary authorization are required to submit a graduate application during their final 30 to 36 units of undergraduate study, at which time their academic performance and potential for continued graduate study will be reevaluated. If approved, students will be formally admitted to a graduate program of study.

Program Requirements

- Formal admission to CAPS
- Completion of a minimum of 135 units of course work, undergraduate and graduate, including all residency requirements for the Bachelor of Science degree
- Completion of all requirements in the student's graduate program, including a final written project where required, and in accordance with all academic policies and procedures for undergraduate and graduate study in CAPS

Undergraduate Study

Policies & Guidelines

Academic Standing

The faculty of the school in which a student is enrolled determines the academic standing of that student. Each school, as appropriate to their respective degree requirements, considers the following key performance indicators to determine whether a student remains in good academic standing:

- Minimum semester and cumulative GPA of 2.0 (i.e., minimum required to graduate);
- Satisfactory progress in units completed, typically 12 per semester;
- Progress in the focused area of study, as defined by school (e.g., major requirements).

Failure to maintain the above indicators may cause a student to be placed into one of the academic standing categories described below, which is a signal that minimum standards for graduating are not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the university. Each school will determine the appropriate standards and actions for students to take, respective to each status:

Academic Concern

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Concern:

- Receiving an incomplete (first occurrence and all subsequent occurrences)
- Earning a semester GPA of less than 2.0 (first occurrence)
- Earning fewer than a total of 12 units in a regular semester (first occurrence)

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing. This status is not noted on the official transcript; since it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

Academic Notice

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Notice:

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)

- Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)
- School-specific requirements:
 - Olin students earning a professional GPA of less than 2.0 (all business courses)
 - Arts & Sciences students earning below a C- in any major-related course

If the performance indicators contributing to the status of Academic Notice are raised above the threshold (e.g., by the resolution of an incomplete grade or the change of a final grade), the status may be reconsidered.

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing.

Academic Time Away

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Time Away, which is a pause in enrollment at Washington University:

- Any third time a student becomes eligible for Academic Notice
- Any second sequential semester a student becomes eligible for Academic Notice (These are typically the fall and spring semesters, since most students do not enroll in summer classes. However, if a student does enroll in summer classes after a spring semester after which they were placed on Academic Notice, their performance will be reviewed.)
- Any semester in which student earns no degree credit

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript. The terms of the Time Away are determined by the student's school.

Grades and Grade Points

The following grades are used in calculating the grade point average:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The following grades and notations are ignored in calculating the grade point average:

Grade/ Notation	Value
Pass	Pass
No Pass	No pass
I	Course work incomplete; final grade pending
W	Withdrawal
N	No grade submitted; final grade pending
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
Exam Credit	Exam credit
Transfer Credit	Transfer credit
Not Transferred	Course attempted, not transferred

Minimum/Maximum Course Load

Undergraduate degree programs in Arts & Sciences, Olin Business School, Sam Fox School of Design & Visual Arts, and McKelvey School of Engineering require full-time enrollment. Full-time enrollment is between 12 and 21 units of credit per semester. Courses taken as “audit” are not factored into the full-time status measure since students are not pursuing them to earn credit. Undergraduate students may not enroll in fewer than 12 units without approval; recommendations for reduced course loads may be approved for documented disability accommodations or health reasons by the appropriate office in Student Affairs, or students’ schools (typically if they are in their ninth semester of enrollment at Washington University and poised to complete degree requirements). Approvals for reduced course loads primarily allow students to pursue lower course loads without risking a violation of standard academic progress and standing requirements.

Enrollment in fewer than 12 units may affect undergraduates’ eligibility for financial aid, athletics, immigration status and other services, and may be approved for reduced tuition but only as documented on the Tuition & Fees page of this *Bulletin*. Similarly, students may not enroll in more than 21 units without approval from their school, and will incur additional tuition charges for such enrollment.

Students should review school policies and consult advisors for information about typical course loads to make appropriate progress in their degree program, since consistently pursuing only the minimum required units will not allow a student to fulfill degree requirements in a timely manner. They should also verify with their school how dropping or adding courses may affect their academic standing.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar’s website. Late registration after the term begins is permitted only until the “add/drop” deadline relevant to a student’s program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar’s website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or to withdraw by the published deadline may result in the failure of the course, and the transcript will reflect a failing grade.

Undergraduate students may request, under certain rare circumstances, to withdraw from all courses in a term, after the term is over, if circumstances beyond their control prevented them from exercising normal enrollment options described above during that term. They must submit the request according to the process and by the deadline described on the Office of the University Registrar’s website.

Repeated Courses

When courses designed to be taken once are repeated, all attempts remain on the student’s record, including the original grade. However, credit and grade points are only awarded one time.

Teaching and Learning

Teaching and Learning at Washington University: A Statement of Best Practices and Expectations

Undergraduate Council

November 10, 1999

Teaching Subcommittee of the Undergraduate Council

Walter Chan and Robert E. Hegel, Co-Chairs

Amended by the Teaching Learning Subcommittee of the Undergraduate Council on January 27, 2010, and October 30, 2015.

Amended statements endorsed by the Undergraduate Council on February 2, 2010, and November 2, 2015.

All members of the Washington University community share responsibility for creating an atmosphere conducive to learning. A collaborative learning environment involves the active participation of both instructors and students in the classroom and in activities outside the classroom. This environment requires:

- best efforts on the part of both faculty and students to enhance the learning experience for the benefit of all persons involved;
- recognizing that everyone present plays an important role; that all participants in the learning experience deserve respect for what they contribute; and that both faculty and students be sensitive to the importance of the others in this process;
- an atmosphere that embraces multiple identities in the classroom by demonstrating mutual respect for all persons regardless of political, racial, ethnic, religious, gender, sexual orientation, age, disability, socioeconomic or veteran status.

In response to changing classroom dynamics, we, the Undergraduate Council, make the following recommendations:

Expectations and responsibilities of the faculty

The faculty member is involved in several major roles, including those of teacher, scholar-researcher, and citizen in the university. For the unimpeded performance of these functions, the faculty member is guaranteed academic freedom. At the same time, the faculty member has clear responsibilities to the students and to the institution, particularly in the faculty member's role as teacher. Instructors should provide the basic outlines for the learning experience and provide guidance as appropriate, generally in the form of a handout or easily accessible electronic document. Such guidance should normally involve:

- presenting a syllabus that:
 - identifies the goals of the course and its prerequisites, a schedule of major assignments and examinations, and explicit criteria for how student work will be evaluated;
 - articulates ground rules for classroom interaction and consequences for infringement (How much active participation is expected of the student? Is attendance required? Is it acceptable to eat during class? What are the guidelines for collaboration inside and outside of the classroom?);
 - establishes behavior expectations for the class, including respecting every member, listening and engaging;
 - makes clear expectations for technology use during class;
 - includes links to information about inclusion and diversity, bias reporting, and accommodations based upon sexual assault and mental health;
- reminding students of and upholding the university's standards for academic integrity;
- bringing new perspectives and insights to assigned readings and other text materials;
- conducting classroom and one-on-one interactions in keeping with the university's guidelines on diversity and inclusion;
- regularly meeting and punctuality in starting and dismissing class;

- prompt and responsible grading (including midterms), with evaluative comments and opportunities for students to discuss their grades with the faculty member;
- adherence to the announced office-hour schedule and offering as many avenues as possible for contact, including by online venue, telephone or email;
- using appropriate, relevant technology both inside and outside of the classroom to enhance communication between faculty and students;
- uploading course materials and sending emails or other notifications in a timely manner;
- overseeing assistants in instruction (AIs), including the training of AIs; providing definitions of grading expectations as per the University Code of Conduct; providing detailed rubrics for grading evaluations, case studies and projects; and ensuring a faculty review in the event students contest their grade and petition for regrading, especially to ensure grading uniformity;
- regular communication between two or more professors when they share in the teaching process of a one-semester course, including agreement about responsibilities, assignments given to students, and due dates expected;
- facilitation of and reflection on student evaluations of the faculty member's teaching methods and materials, including midsemester evaluations, as a means of creating an atmosphere of shared responsibility within the classroom;
- regular communication with students regarding progress in the course, ways to improve, and grading structure;
- avoiding prohibitive costs when ordering textbooks and other course materials; making electronic texts available;
- adhering to the published final examination schedule to avoid interfering with students' preparation for other classes;
- showing up to all of the classes and giving students the full number of contact hours they deserve each semester.

Expectations and responsibilities of the students

Students must take responsibility for their own learning. Students also share with the instructor the responsibility for providing an environment conducive to learning. Students should personally:

- actively engage in learning the material and with the process of education, including meeting with the instructor and/or AI when requested to or when necessary;
 - use the course materials, faculty expertise, and expectations for learning to build their own knowledge and skills;
 - attend all classes, both lecture and discussion sessions, and participate in class discussions; leave class only for emergencies; use online resources for augmentation and review, not as a substitute for class;
 - be punctual in completing assignments;
 - behave in the classroom in a manner that demonstrates respect for all students and faculty and follows university guidelines for diversity and inclusion;

- adhere to the instructor's expectations for the use of technology during class, including laptops, tablets and phones;
- share responsibility for the flow of information concerning a course by regularly checking the course webpage, online discussion groups and university email;
- be familiar with and adhere to matters of academic integrity as identified by their instructors and their school within the university;
- participate in objective and constructive evaluations of the instructor, course content according to the syllabus, and required textbooks/materials to clarify opportunities and strengths that will help the instructor to improve the course in subsequent semesters;
- conform to the ground rules of the course as defined in the syllabus.

Learning outside the classroom

Students and instructors should consult at the beginning of the semester about the content and expectations regarding independent study, supervised internships, supervised research, fieldwork, and international learning.

Students and instructors should familiarize themselves with division/department/program policies regarding independent studies and internship opportunities.

Special student concerns

Students should take the initiative to inform the faculty of anticipated absences prior to the scheduled event and discuss special arrangements to compensate for missed instruction. Should the absence be emergent or unanticipated, it is the student's responsibility to inform the faculty in a timely manner to minimize the disruption of class progression as a whole. Students should recognize that the collective needs of the faculty and other students in a course may outweigh individual priorities. Faculty should be sensitive to individual student needs for special arrangements:

- to accommodate disabilities, illnesses, family emergencies, or academic or professional opportunities that interfere with usual class attendance or performance;
- to provide accommodations when students miss class because of religious holidays.

Responsibilities of the university administration

For its part, the university administration must:

- continue to provide facilities and ensure adequate classroom and laboratory space that is stocked with sufficient, appropriate equipment;
- give priority to supporting both faculty and students in teaching and learning;
- provide opportunities for professional, student, and leadership development in both teaching and learning;

- be responsive when normal communications between faculty and students break down by providing a process for discussion and negotiation;
- facilitate communication among various constituents of the university;
- facilitate the flow of visitors to the classroom by providing faculty with ample notice.

Where to get help

For instructors: The departmental chair or associate chair, the Teaching Center, colleagues, and the relevant dean's office offer very useful advice on teaching techniques, materials and methods.

For students: The instructor, the Als, and the Learning Center can be counted on for guidance on best learning techniques and practices. The Writing Center can be a very helpful resource for all levels of written assignments from concept identification and document structuring through final paper editing.

Should a student concern occur, the general process of communication and request for assistance, guidance, and problem resolution is as follows:

1. Raise the concern with the faculty member.
2. If resolution has not been achieved, raise the concern with the associate chair or department chair.
3. If resolution has not been achieved, raise the concern with the student's advisor(s).

Concerns and/or disagreements that have not been resolved by this process can be addressed to the faculty-student mediator.

If the student has a concern related to discrimination or harassment, the University Policy on Discrimination and Harassment provides additional information about resources and options.

10/30/2015

Transfer Credit Policy

Recording Policy

Transfer credit is articulated on a student's permanent record and listed on transcripts. Courses transferred from other institutions of higher education do not have grades or grade points assigned and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at St. Louis University and the University of Missouri St. Louis, according to the parameters documented, are approved to transfer to Washington University. The McKelvey School of Engineering has agreements related to dual degree programs with other institutions.

Eligible Credit

In order to be eligible for transfer articulation, courses taken from another institution — whether taken before matriculation or after matriculation as preapproved domestic or study abroad enrollment — must meet the following criteria:

- Be offered and transcribed by a fully accredited institution of higher education (either according to U.S. Department of Education standards or by the appropriate national ministry of education for non-U.S. institutions);
- Have a quality final grade of C or better;
- Be offered in a subject matter/discipline taught at Washington University and at a level by which college/university credit would normally be awarded;
- Not be applied to high school graduation requirements;
- Be taught on the campus of a college or university and enrolled in primarily by duly matriculated college students (i.e., high school graduates); and
- Not be taken while a student is on suspension for violation of Academic Integrity or Student Code of Conduct policies.

Schools may have additional specific criteria about requirement areas that cannot be fulfilled with transfer credit (i.e., that can only be fulfilled by the completion of Washington University courses) as well as limits on the number of transferred credits that may apply to degree requirements or be taken during a summer term. Please review the school academic policy sections for details.



School of Continuing & Professional Studies - Undergraduate

WashU Continuing & Professional Studies (CAPS) is the professional and continuing education division at Washington University in St. Louis. The division offers a wide range of courses in a variety of interdisciplinary and professional areas of study. Part-time and full-time study options in undergraduate degree programs, master's degree programs, and certificate programs are available. CAPS is also home to the WashU Prison Education Project (PEP), which offers credit-bearing college courses and degrees to incarcerated students at two regional Missouri prisons. For more information, visit the School of Continuing & Professional Studies website.

Since 1931, WashU Continuing & Professional Studies (CAPS) has been a cornerstone of career advancement and professional development in the St. Louis region. Their mission is to empower modern learners—those balancing education with work and personal responsibilities—with flexible, high-quality educational pathways to career success.

CAPS offers a variety of degree and certificate programs tailored to meet the demands of the regional job market. The dynamic curriculum, developed in collaboration with industry leaders, ensures students gain the skills and knowledge employers are seeking. Whether a student is looking to upskill, reskill, or achieve a new qualification, CAPS's programs provide the practical, career-focused education they need to thrive.

Flexible learning options—including online courses, hybrid programs, and in-person classes—allow students to pursue their educational goals on their terms. CAPS is committed to supporting students' success with a range of resources and personalized advising. With the support of dedicated instructors, recruiters, student success navigators, and career specialists, students will have the resources and guidance needed to succeed.

Undergraduate Study

WashU Continuing & Professional Studies (CAPS) awards Bachelor of Science in Integrated Studies (BSIS) degrees to all and, to WashU employees, Associate in Arts degrees, in a range of interdisciplinary areas of study. Students may also select individual courses from many different academic departments and programs housed in CAPS. Undergraduate certificate programs for professional and personal development are also available. Please visit the School of Continuing & Professional Studies website or call 314-935-6700 for more detailed information, requirements and policies concerning specific undergraduate degree and certificate programs.

Admission

The admissions policies and procedures at WashU Continuing & Professional Studies (CAPS) reflect the special circumstances of part-time modern learners and vary by academic program. Students seeking admission to an undergraduate degree or certificate program should connect with CAPS to discuss their goals prior to submitting an application for admission. Formal admission is required of all students seeking undergraduate degrees or academic certificates at CAPS.

Admission to a bachelor's degree program requires at least 45 transferrable credits or 45 letter-graded credits completed in CAPS and a cumulative GPA of 2.7 in prior college work. These credits may include courses already completed toward an associate's degree. CAPS students in an associate's degree (AA) program have the opportunity for streamlined admission to a CAPS bachelor's degree program. In their final semester of study for the AA, these students may request to continue into a bachelor's degree program and will be eligible to do so with a cumulative CAPS GPA of 2.0 or higher. This admission will be contingent on the successful completion of the associate's degree.

Coursework with a letter grade of C or above may be considered for transfer.

Applicants who do not meet the GPA requirement but have significant professional experience and a thoughtful plan for career change or advancement may be offered contingent admission to the bachelor's degree program.

Undergraduate Student Success Navigators will review each applicant's academic record. If the cumulative GPA across all transcripts is 2.7 or above, the applicant will be admitted. If the cumulative GPA is 2.7 or above with work older than 10 years excluded, the applicant will be admitted. If the cumulative GPA is below 2.7 by these measures, the applicant will be referred to the Admissions and Progression Committee for review and may be offered contingent admission.

An applicant who is offered contingent admission to an undergraduate CAPS program has an opportunity to earn regular admission by taking 6 credits of recommended CAPS coursework during the semester of admission. The courses taken must be completed with a combined GPA of 2.7 or better and no grade below C. One of the contingent courses must be English Composition at the correct placement level, either CAPS-ECOMP 1110 Analytical Writing or CAPS-ECOMP 2020 Critical and Researched Writing. Students must take a placement writing exam and will be recommended for one of these two courses. The Admissions and Progression Committee will provide a list of options for the student to choose from for their second course. Completed courses taken to satisfy contingent admission requirements will apply to the student's degree program. Students who are admitted under contingency status are eligible to apply for federal financial aid and for CAPS need-based scholarships.

The Admission and Progression Committee will review academic progress after each fall and spring semester to determine whether a student has earned regular admission, is permitted to continue studying under contingency, or is not permitted to continue.



Admission to associate's degree programs in CAPS requires at least 6 transferable credits or 6 letter-graded credits earned in CAPS and a cumulative GPA of 2.7 in prior college work.

There are no formal admissions requirements for undergraduate certificates. Students should connect with CAPS regarding their preparation for specific certificates.

For more detailed information about admission requirements for the Associate in Arts degree, the Bachelor of Science in Integrated Studies degree, and undergraduate certificate programs, including application forms, please visit the School of Continuing & Professional Studies website; call 314-935-6700; or visit the CAPS Office of Admissions and Student Services, located on Washington University's West Campus at 11 N. Jackson Avenue, Suite 1000, St. Louis, MO 63105-2153 (appointment required).

Bachelor of Science in Integrated Studies Programs

The Bachelor of Science in Integrated Studies (BSIS), a customizable degree created for the needs of modern learners, offers innovative and flexible concentrations designed around each student's prior experiences and specific career goals. The BSIS aligns with students' professional and educational goals, pairing an in-depth field of study with a certificate that helps one upskill or reskill for future employment. Based on the demands of the regional workforce, the BSIS program ensures graduates are well-prepared for today's job market in a variety of fields.

For more specific information about BSIS degree requirements and policies, as well as specific requirements for each major, refer to the second tab on this page.

Phone: 314-935-6700

Website: <http://caps.wustl.edu>

Degree Requirements

Applicants to the BSIS degree program must have at least 45 credits of transferrable coursework (these credits can include credits previously completed through CAPS) and a cumulative GPA of 2.7 or higher on a 4.0 scale. These credits may include courses already completed toward an associate's degree. Applicants who do not meet the GPA requirement but have significant professional experience and a thoughtful plan for career change or advancement may be offered contingent admission to a bachelor's degree program.

The following Bachelor of Science in Integrated Studies degrees are offered:

- Clinical Research Management (p. 75)
- Foundations of Counseling Psychology and Behavioral Health (p. 78)
- Health Care Management (p. 85)
- Health Sciences (p. 89)

- Humanities (p. 93)
- Leadership and Management (p. 94)
- Social Sciences (p. 98)
- Strategic Communications (p. 98)

Bachelor of Science Degrees

To receive a Bachelor of Science degree from WashU Continuing & Professional Studies (CAPS), students must be admitted to degree candidacy; complete a minimum of 120 units of college-level work with a cumulative grade-point average of 2.0 or higher in all courses taken; and satisfy general education, certificate, distribution, field of study, and residency requirements. Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

The total number of units required for each field of study varies according to the subject. At least half of the units for the field of study must be completed at WashU. At least 30 units of advanced courses overall must be completed at WashU. Students must complete field of study requirements with grades of C- or better and an overall 2.0 GPA in all field of study courses. Up to 12 credits of study for a CAPS bachelor's degree may be taken for pass/no pass credit. (This limit does not include courses that are available only as pass/no pass.) We encourage students to use their time at WashU to augment the field of study with related course work and to explore many different areas of knowledge.

General Education Requirements*

Basic Requirements:

- CAPS-ECOMP 1110 Analytical Writing**
- CAPS-ECOMP 2020 Critical and Researched Writing**
- One additional 3-unit advanced writing course, which may be chosen from a 3000-level writing (ECOMP) course *or* a 3000-level writing-intensive course in another subject as designated by CAPS. Ideally, students would enroll in this course no later than their fourth term.
- One 3-unit course in numerical applications with a minimum grade of C-. The following courses fulfill the numerical applications requirement:
 - Any course from CAPS's Math department (CAPS-MATH), including statistics, and programming courses in CAPS's Data Studies department (CAPS-DATASTUDIES)
 - CAPS-GS 1170 Quantitative Reasoning
 - CAPS-PSYCH 3000 Introductory Psychological Statistics
- One 3-unit course bearing the tag "Moral Reasoning"
- One 3-unit course bearing the tag "Cultural Diversity." Courses that satisfy this requirement explore issues of global human diversity and the interactions among cultures.

* These requirements are effective as of fall 2025. Students admitted to CAPS programs prior to fall 2025 are expected to fulfill the requirements in place at the time of their admission.



** Students who receive a grade lower than a C- in CAPS-ECOMP 1110 taken at CAPS must repeat the course. Students who receive a grade lower than a C- in CAPS-ECOMP 2020 taken at CAPS must, in consultation with the Director of Integrated Studies and members of English Composition faculty, choose between two options to satisfy the requirement: (1) repeat the course, or (2) complete a 3-unit composition tutorial with a grade of C or higher. Students who have completed English composition courses at other colleges or universities should be well-prepared for the required writing courses at WashU Continuing & Professional Studies (CAPS). Transfer credit will be granted for this course work according to our standard transfer credit policies. All students will be assessed for writing proficiency. However, students who are new to CAPS must begin with CAPS-ECOMP 1110. Those with a strong writing background may request to take a placement test to demonstrate the skills necessary to enroll in CAPS-ECOMP 2020 instead. All students must complete CAPS-ECOMP 2020 and at least one 3000- or 4000-level writing-intensive or 3000-/4000-level writing course at CAPS. All writing-intensive courses must receive designation and approval from CAPS. 1110 and 2020 must be completed within the first three semesters of a student's enrollment in a degree-seeking program (AA or BSIS) and must be taken in consecutive semesters at CAPS. If these course requirements are not satisfied within three semesters, the student will not be permitted to register for other courses until the ECOMP course requirements are satisfied. Students who fail an ECOMP course at the time of their third-semester registration will not be able to continue their course flow until they pass the ECOMP course.

Certificate Requirement

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Distribution Requirements

27 units, 9 units in each area noted below. Each distribution area must include course work from at least two disciplines. A course that fulfills field of study requirements, basic requirements, and/or a distribution requirement can count in every area it fulfills. For example, "Facing East: An Indigenous View of Early North America" can be used as: a field of study requirement in the BSIS Humanities degree, the cultural diversity requirement, and a Humanities distribution course. Overlap limitations between a Bachelor of Science in Integrated Studies degree and a certificate must be maintained.

- **Humanities:** (9 units) Courses from Art History, Classics, History, Literature, Philosophy, Religious Studies, Creative Writing, Film Studies, Foreign Languages, Music, and Speech
- **Social Sciences:** (9 units) Courses from Anthropology; Economics; Political Science; Psychology; Sociology; and Women, Gender, and Sexuality Studies
- **Natural Sciences & Mathematics:** (9 units) Courses from Biology, Chemistry, Earth & Planetary Sciences, Physics, General Science, and Mathematics & Statistics

Clinical Research Management, BSIS

The Bachelor of Science in Integrated Studies: **Clinical Research Management** is designed for students in the early stages of a career in clinical research as well as for more experienced individuals such as investigators, coordinators, and sponsor representatives who want to expand their knowledge and skills in the field. The program lays a foundation in principles and applications from the basic sciences and then covers in greater depth the processes necessary for the management of studies that develop drugs, devices, and treatment protocols for patient care.

This customized undergraduate program focuses on the scientific methods of clinical research, good clinical practice, research ethics, and the regulatory guidelines that protect human subjects, all of which are integral components of clinical trial management in academic research or pharmaceutical industry settings.

This program is completed entirely online.

Contact:	CAPS
Phone:	314-935-6700
Email:	CAPS@wustl.edu

Degree Requirements

All School of Continuing & Professional Studies undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. Students in the Clinical Research Management program may fulfill this requirement with the overlapping Certificate in Clinical Research Management. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Requirements specific to the field of study include the following:

Required courses: 40 units



Code	Title	Units
CAPS-BIO 1012	General Biology I (Lecture)	3
CAPS-BIO 1009	General Biology I (Lab)	1
CAPS-BIO 1022	General Biology II (Lecture)	3
CAPS-BIO 1019	General Biology II (Lab)	1
CAPS-CRM 2000	Fundamentals of Clinical Research Management I	3
CAPS-CRM 2001	Fundamentals of Clinical Research Management II	3
CAPS-PHIL 2040	Biomedical Ethics	3
CAPS-BIO 2200	Anatomy and Physiology I	4
CAPS-BIO 2201	Anatomy and Physiology II	4
CAPS-CRM 3010	Introduction to Data & Information Management in Health Sciences	3
CAPS-CRM 3020	Research Ethics and Regulatory Affairs	3
CAPS-CRM 3030	The Business of Clinical Research	3
CAPS-CRM 3050	Pharmacology for Clinical Research	3
CAPS-CRM 3051	Practicum/Capstone	3
Total Units		40

Electives on the following topics are recommended:

- Psychology
- Leadership and Management
- Project Management
- Statistics
- Computer Programming

This program is offered fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-CRM 2000 Fundamentals of Clinical Research Management I

This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct. Credit 3 units.

Typical periods offered: Fall

CAPS-CRM 2001 Fundamentals of Clinical Research Management II

This course focuses on the application of principles and theories covered in Fundamentals of Clinical Research Management I. Students will develop and complete documents for a specific assigned protocol. This will include completing institutional review board paperwork, writing an informed consent, developing source documents, and critiquing research articles. Prerequisite: Fundamentals of Clinical Research Management I or instructor permission.

Credit 3 units.

Typical periods offered: Spring

CAPS-CRM 3001 Internship in Clinical Research Management

Requires signed proposal and approval from Internship Coordinator, Faculty Supervisor and Advisor in University College. Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-CRM 3006 Evidence-Based Decision Making

Policies can fail because of weak foundational support. Many times, there are no detailed strategic objectives and no clear and measurable success criteria, or these may not be aligned with strategic goals. This course is an introduction to developing policy. Using information about COVID-19 in St. Louis as a case study, this course highlights the intersection of culture; government; leadership; and social determinants such as sex, gender, and poverty. To develop the skills used to evaluate and solve problems, students will learn to critically examine the following: (1) the concept of health (broadly defined); and (2) how data are used to develop policies and programs for communities.

Credit 3 units. UColl: SSC

CAPS-CRM 3010 Introduction to Data & Information Management in Health Sciences

This course presents the basic principles for understanding the design, conduct, analysis, and endpoints of clinical trials. We will review statistical terminology and explain trial design from a clinician's point of view, including theoretical and practical aspects of randomization, stratification, blinding, and single center versus multi-center trials. Additional topics include hypothesis formulation, commonly used research designs, statistical significance, confidence intervals, and statistical tests.

Credit 3 units.

Typical periods offered: Fall

CAPS-CRM 3026 Drug-Induced Diseases: Detection, Prevention, and Management

A drug-induced disease (DID) is the unintended effect of a drug that results in mortality or morbidity with symptoms sufficient to prompt a patient to seek medical attention and/or require hospitalization. There have been great advances in drug therapy that have had tremendous beneficial impact on patient outcomes. However, the effects of drugs are not always beneficial; drugs are also capable of causing new diseases or exacerbating those that already exist. Some of these diseases are well known and transient (e.g., diarrhea, weight gain). Others, like liver disease and diabetes, are neither. This course will explore these issues in a novel, disease-specific way that will be accessible to a wide range of students: clinical research managers, medical students, nurses, pharmacists and other allied health professionals. The course will include weekly readings from the textbook or other sources. Regular group discussions will be important, addressing how this new knowledge can be applied to students' professional or personal practices.

Credit 3 units.



Typical periods offered: Fall, Spring

CAPS-CRM 3030 The Business of Clinical Research

An overview of the business elements of clinical research, this course covers drug and device development, the regulatory environment, finance, corporate structures, and the clinical trials office. We will consider stakeholders including pharmaceutical and device industries, academic and private research centers, government agencies such as the National Institutes of Health, nonprofit agencies and a variety of other organizations such as American Diabetes Association and the National Cancer Institute. We also will study local, state, and federal regulations, as well as international and global issues that impact the business of clinical research.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 3050 Pharmacology for Clinical Research

This course presents the basic principles of pharmacology and their application to clinical research management to help ensure safe and effective management of drug trials. We will study the foundations of pharmacology, including the principles of drug absorption, distribution, metabolism and excretion, drug binding sites and interactions, and drug development. We also will examine pharmacological problems with special populations, and the emergent area of pharmacogenetics. In the second half of the course we will review important drug classes, with an emphasis on understanding Investigator's Brochures, including drug action and place in therapy, pharmacology, toxicity, chemical properties, and kinetics.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 3051 Practicum/Capstone for CRM

This course provides student-specific guidance and experience in a clinical research environment. Students will engage in practical experiences in a field and therapeutic area of their choice, or, if desired, get exposure to diverse clinical research settings. The practicum will take place in departments within WashU outpatient research settings and pharmaceutical and device industry settings. Students already working in a clinical research environment will have the option of completing a research project with instructor approval or a hybrid between the practicum and the capstone in order to fit their goals. Student must have completed all other courses for the undergraduate degree or undergraduate certificate in the Clinical Research Management Program. May be concurrent with final course.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-CRM 3350 Introduction to Project Management in Clinical Research

This course aims to explore basic concepts of project management with direct application to clinical research. Students will better understand criteria defining a project and product (versus operations), roles and responsibilities of a project manager, various methodologies (e.g. agile, waterfall, etc.), and planning tools (e.g. Microsoft Project, Jira, Teams). Student experiences in clinical research will be integrated into course discussions to explore application of project management skills and practice important team-building skills (e.g. effective meeting principles). Additionally, the course will incorporate a variety of learning resources from the Project Management Institute (PMI), LinkedIn, and professional research organizations (e.g. ACRP) into class discussions and project assignments. One or more (modified) research protocols will be used for hands-on experience applying project management strategies.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-CRM 4035 Individual and Organizational Introspection

The primary objective of this course is for students to systematically consider and evaluate themselves and the organization in which they work to determine individual and organizational effectiveness. The course provides a framework for students to be introspective about their personal growth objectives, their strengths and weaknesses in an organizational context, and their desire for future career direction. There will be five class meetings spread relatively evenly over the semester with most of the work completed on an individual basis.

Credit 3 units.

CAPS-CRM 4085 Synaptic Change in the Nervous System

In this course, we study synapses and how they are modified by experience in development, learning, and memory. Topics include the impact of different types of synapses on neural function; activity-dependent synaptic organization during nervous system development; the link between synaptic plasticity and learning and memory; circuitry and mechanisms of explicit and implicit memory formation; and synaptic organization and function in aging. We also learn how learning and memory are altered in mood disorders and addiction, as well as how they are affected by sleep and exercise. Prerequisites: Introduction to Psychology and previous course work in biology.

Credit 3 units.

CAPS-CRM 4351 Exploring Project Management in Clinical Research

This course aims to explore basic concepts of project management with direct application to clinical research. Students will better understand criteria defining a project and product (versus operations), roles and responsibilities of a project manager, various methodologies (e.g. agile, waterfall, etc.), and planning tools (e.g. Microsoft Project, Jira, Teams). Student experiences in clinical research will be integrated into course discussions to explore application of project management skills and practice important team-building skills (e.g. effective meeting principles). Additionally, the course will incorporate a variety of learning resources from the Project Management Institute (PMI), LinkedIn, and professional research organizations (e.g. ACRP) into class discussions and project assignments. One or more (modified) research protocols will be used for hands-on experience applying project management strategies.

Credit 3 units.

CAPS-CRM 4390 Modern Genetics

This course focuses on the concepts of Mendelian genetics, linkage analysis, gene mutation, genomics, cancer genetics, genetics of model organisms, and population genetics. We will focus on gaining experience in data analysis and experimental design and on developing problem-solving skills. Analytical thinking and the ability to integrate mathematical analysis with a firm understanding of biological events are essential to this course. Prerequisite: General Biology I.

Credit 3 units.

CAPS-CRM 4999 Independent Study in Clinical Research Management

Requires completed proposal form, permission from Department Coordinator and Advisor in University College.

Credit 3 units.

Foundations of Counseling Psychology and Behavioral Health, BSIS

The **Bachelor of Science in Integrated Studies: Foundations of Counseling Psychology and Behavioral Health** is designed for modern learners who are looking for applied study experience in pursuit of careers in social work, counseling or related roles in healthcare. The program's courses introduce students to clinical psychology, counseling, and social work and provide the tools students need to understand research and its application to future practice. Elective courses allow students to explore areas of interest that correspond with local need. For example, students who wish to work with the growing population of older adults might take Developmental Psychology, Social Gerontology, and Psychology of Aging.

Note: Completion of this program does not make students eligible for any professional licensure status.

Contact: CAPS Student Recruiters
 Phone: 314-935-6700
 Email: caps@wustl.edu
 Website: <https://caps.wustl.edu/programs/undergraduate-programs/bachelor-of-science-in-integrated-studies-degree-programs/bsis-foundations-of-counseling-psychology-and-behavioral-health/>

Degree Requirements

All WashU Continuing & Professional Studies (CAPS) undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Requirements specific to the field of study include the following:

Required courses: 12 units

Code	Title	Units
CAPS-PSYCH 1000	Introduction to Psychology	3
CAPS-PSYCH 3000	Introductory Psychological Statistics	3
CAPS-PSYCH 3998	Research Methods	3
	Capstone (new course coming soon!)	3
Total Units		12

Required Foundational Area courses: 9 units

Select from the following:

Code	Title	Units
CAPS-PSYCH 3040	Introduction to Social Psychology	3
CAPS-PSYCH 3070	Developmental Psychology	3
CAPS-PSYCH 3115	Biological Psychology	3
CAPS-PSYCH 3125	Psychology of Personality	3
CAPS-PSYCH 3140	Cognitive Psychology	3
CAPS-PSYCH 3165	Learning and Memory	3

Elective courses: 9 units

Students may choose to specialize in an area based on their future occupational interests. Students with interest in specializing should select three courses from one content area. Students interested in a broader experience may select any combination of three courses from the following electives:

Behavioral Health

Code	Title	Units
CAPS-PSYCH 1050	Introduction to Applied Behavior Analysis	3
CAPS-SOC 1200	Introduction to Social Work	3
CAPS-PSYCH 3100	Perspectives on Counseling	3
CAPS-PSYCH 3135	Health Psychology	3
CAPS-PSYCH 4160	Addiction and Treatment	3

Clinical Psychology

Code	Title	Units
CAPS-PSYCH 3100	Perspectives on Counseling	3
CAPS-PSYCH 3175	Introduction to Psychopathology and Clinical Psychology	3

Lifespan

Code	Title	Units
CAPS-PSYCH 3081	Social Gerontology	3
CAPS-PSYCH 3070	Developmental Psychology	3
CAPS-PSYCH 3075	Psychology of Adolescence	3
CAPS-PSYCH 3090	Psychology of Aging	3

Courses

**CAPS-PSYCH 1000 Introduction to Psychology**

This course covers current concepts and theories of learning, motivation, emotion, perception, thought, intelligence, and personality, emphasizing both biological and philosophical aspects. Psychology 100 is a prerequisite for all 300--level and above psychology courses.

Credit 3 units. UColl: SSC

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 1005 Mindfulness: Science and Practice

FOR MECC STUDENTS ONLY. Mindfulness is a term that is becoming increasingly used in popular culture to refer to a set of skills associated with increased attentional focus, successful stress-management, and improved health, sleep, and emotional well-being. This course will expose students to the various facets of mindfulness from both an applied and scientific perspective, both through the teaching of mindfulness skills through a set of easy-to-learn practices and exercises, and through a survey of empirical research regarding mindfulness effects on cognition, emotion, brain function, and health. The goal of the seminar will be to provide practical skills that can contribute to personal development, emotional well-being, and academic success, while also developing critical thinking skills in learning how to read and evaluate primary scientific literature on mindfulness.

Credit 1 unit.

CAPS-PSYCH 1010 Applying Psychological Science to the Covid-19 Pandemic

Psychological science is highly relevant to daily life. In this course, we will use introductory-level psychology concepts to explore aspects of the current COVID-19 pandemic. We will cover concepts from psychological subfields, including health psychology, community psychology, industrial-organizational psychology, and others. Our inquiry will be focused around four questions: (1) How have work, education, and socializing changed during COVID-19? (2) How do you encourage people to act in ways that promote public health? (3) What are the psychological consequences of COVID-19? (4) What is the impact of the pandemic across groups?

Credit 1 unit.

Typical periods offered: Spring

CAPS-PSYCH 1050 Introduction to Applied Behavior Analysis

In this course, students will learn the foundational principles of Applied Behavior Analysis (ABA). Through a combination of lectures, demonstration videos, quizzes, and experiential learning activities, students will learn how to implement a variety of behavior analytic techniques with patients who have behavioral health needs. The course sequence follows the second edition of the Registered Behavior Technician (RBT) task list published by the Behavior Analyst Certification Board (BACB), with learning objectives across the following modules: Measurement, Assessment, Skill Acquisition, Behavior Reduction, Documentation and Reporting, and Professional Conduct/Scope of Practice. By completing this course, students will qualify to sit for the national RBT certification administered by the BACB; certificate-holders work in a wide range of behavioral health settings including schools, outpatient clinics, hospitals, and home-based settings.

Credit 3 units. UColl: SSC

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 1200 The Mind, the Brain, and Everyday Behavior: Topics of Attention and Memory

FOR MECC STUDENTS ONLY This course provides an introduction to the study of mind, brain, and everyday behavior with a focus on the specific mental abilities of attention and memory. First, we will discuss how we theoretically conceptualize and empirically study these mental abilities from a psychological perspective. Next, we will explore how attention and memory are represented in the brain through discussion of different brain disorders and selected studies from neuroscience. Finally, we will examine how these principles of attention and memory apply to everyday behavior, including topics such as multi-tasking, cellphone use and driving, unconscious bias, false memory, eyewitness memory, improving memory and 'extreme memory'.

Credit 3 units. UColl: SSC

Typical periods offered: Fall

CAPS-PSYCH 1996 Psychology Elective - 100 Level

Credit 0 units.

CAPS-PSYCH 2000 Introduction to Industrial and Organizational Psychology

This course explores the application of research findings in psychology and other behavioral sciences to issues and problems in the workplace, including both theory and methodology. Includes motivation, communication, learning, decision making, leadership, power and influence, and personnel selection.

Credit 3 units.

Typical periods offered: Fall

CAPS-PSYCH 2005 Human Growth and Development

This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100 Intro to Psychology.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-PSYCH 2010 Life Stories: Personal Approaches to Adult Development, Learning, and Life Planning

This course examines adult development and adult learning as points of reference for analyzing the major decisions, changes, and opportunities that influence our own lives--at work, at school, at home, and in the larger community. We will also examine the sustaining role of liberal education in our personal and professional growth. We will read a combination of personal memoir, autobiography, and other nonfiction to illustrate how other people have responded to life's challenges and transitions, and to help us construct our own life stories, educational and professional plans. Selected readings from psychology, education, literature, anthropology, sociology, leadership and career development, include *Composing a Life*, *Tuesdays with Morrie*, *Habits of the Heart*, *The Leadership Challenge*, *Journey in the Middle of the Road*, and *A River Runs Through It*. Cannot count toward requirements for the psychology major or minor for day students. Prerequisite: Psychology 100.

Credit 3 units.

CAPS-PSYCH 2030 Positive Psychology and Happiness

Positive psychology is the study of the positive elements of human nature, behavior, and experiences, as well as the practices that facilitate these positive elements. In the first part of this course, we review the history of positive psychology, examine the meaning



and measurement of happiness and well-being, explore the role of genetics and circumstances on happiness, and review the myriad benefits of happiness. In the second part of the course, we review the research detailing who is happy and why, and we explore the research on the practices and habits that facilitate happiness. Specific practice and habit topics include gratitude, mindfulness, optimism, strengths identification, meaning and purpose in life, meaningful social connections, compassion, forgiveness, positive relationships, sleep, and more. Throughout the course, we will participate in experiential learning from assessing our own happiness and strengths to engaging in practices found to facilitate happiness. This course will not count toward the major in Psychological and Brain Sciences for day students. Credit 3 units.

Typical periods offered: Fall

CAPS-PSYCH 2994 Internship in Psychology

Participation under supervision in an applied, non-academic community agency for course credit. Signed Internship Learning Agreement required prior to enrollment. Open only to University College Psychology majors. Must be taken Pass/Fail. Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-PSYCH 2996 Psychology Elective - 200 Level

Credit 0 units.

CAPS-PSYCH 3000 Introductory Psychological Statistics

Descriptive statistics including correlation and regression. Inferential statistics including non-parametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 3005 Experimental Psychology

This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, whereas the laboratory sections provide an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project. Declared P&BS majors will have priority. Limited to 15 students per section. PREREQ: Psych 100B and 300. Credit 4 units. Art: NSM BU: SC

CAPS-PSYCH 3020 Evolutionary Psychology

This course will explore the extent to which an understanding of biological evolution is relevant to an understanding of human psychology. Fundamental evolutionary principles will be introduced and their application to psychological theory and research carefully evaluated. Individual topics include romantic relationships, family dynamics, cooperation, clinical pathology, judgment and decision-making, religious belief, and more. PREREQ: U09-100. Credit 3 units.

Typical periods offered: Fall

CAPS-PSYCH 3025 History and Modern Systems of Psychology

An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. PREREQ: U09 100.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 3035 Industrial and Organizational Psychology

Interactions of individuals and organizations in measures of human performance, motivation, leadership, job satisfaction, training, ability testing, and stress. Skill-building in the techniques of psychology that are applied to the solution of business and industrial problems. Prerequisite: U09-214 or 300, or permission of instructor.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 3040 Introduction to Social Psychology

Interaction of biological, cultural, situational, and technological factors on who we are and how we interact with others: person perception, motivation, attitudes, and communication.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-PSYCH 3055 Abnormal Child Psychology

This course will familiarize students with current perspectives on the nature, causes, assessment, treatment, and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings will be discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments, and parent-child conflict.

Prerequisite: U09 322 or U09 368.

Credit 3 units. Art: SSC BU: BA

Typical periods offered: Spring

CAPS-PSYCH 3070 Developmental Psychology

In this course we will study behavior in children including developmental methodology, prenatal development, memory, cognition, attention, perception, language, sex roles, morality, emotions, aggression, and intelligence testing. Prerequisite: U09-100. Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-PSYCH 3075 Psychology of Adolescence

Psychology of the period from puberty to adulthood; the major developmental tasks such as identity formation and the influence of differential parental style upon the development of adolescents.

Credit 3 units. UColl: SSC

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 3080 Juvenile Delinquency

This course explores the nature of juvenile delinquency, including its root causes and influences, as well as the various strategies currently being employed to reduce and prevent delinquent behavior. The course discusses how delinquency begins, persists, and is overcome. Delinquency will be looked at from both a sociological and



developmental-psychological perspective. We will discuss the criminal justice response to delinquency and evaluate programs and models that have met with varying degrees of success, as well as those that have had the opposite effect on reducing delinquent behavior.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-PSYCH 3081 Social Gerontology

This course provides an introduction to aging and growing old from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisite: U09 100. This course satisfies the Lifespan Development (Area E) requirement for the University College Bachelor of Science in Psychological and Brain Sciences degree.

Credit 3 units.

CAPS-PSYCH 3090 Psychology of Aging

Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potential of the mature and older person.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 3100 Perspectives on Counseling

This is an experiential course teaching skills in the counseling process. We will examine awareness and listening, attending and reflecting, questioning and summarizing, empathy, concreteness, problem definition, probing, and detailing. Role-playing and group work supplement didactic material. Prerequisite: U09-100 Intro to Psychology.

Credit 3 units.

Typical periods offered: Fall

CAPS-PSYCH 3101 Feminist Approaches to the Psychology of Women

Study of female development with emphasis on gender identifications. Traditional and feminist psychological theories about women. Psychological disorders associated with women, feminist psychotherapy, concepts of self and of morality, and women as initiating and responding to social change.

Credit 3 units.

CAPS-PSYCH 3110 Internship in Psychology

Requires signed Learning Agreement and approval from site supervisor, department coordinator and University College

Credit 3 units.

Typical periods offered: Summer

CAPS-PSYCH 3115 Biological Psychology

This course presents an introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, the anatomy of the nervous system, the control of sensory and motor activity, arousal and sleep, and motivation and higher mental processes.

Credit 3 units. Art: NSM BU: SCI UColl: SSC

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 3120 Independent Study in Psychology

Requires approval from instructor, dept coordinator, and University College.

Credit 4 units.

Typical periods offered: Fall

CAPS-PSYCH 3125 Psychology of Personality

This course covers basic theories of personality and complex human behavior. We study related techniques, procedures, and findings of personality assessment and personality research, and examine critical issues in the evaluation of personality theories. PREREQ: Psych 100.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-PSYCH 3135 Health Psychology

This course examines the history of health psychology and its place in general health care. We will examine relevant theory as applied to specific topics including stress, coping, weight loss, chronic illness in general (diabetes in particular), adherence to medically prescribed regimens, Type A personality and cardiac risk factors.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 3140 Cognitive Psychology

Thought processing from an information processing approach. Includes pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-PSYCH 3165 Learning and Memory

In this course we focus on the major theories of human learning and memory. We review several behavioral-associationist theories, including classical conditioning and behavior modification. The course emphasis is on cognitive-organizational theories, human information processing, current perspectives on knowledge representation, and their implication for understanding and recall.

Credit 3 units. UColl: SSC

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 3175 Introduction to Psychopathology and Clinical Psychology

Affective, cognitive, and behavioral abnormalities which create patterns disruptive to mental health: comprised of psychiatric symptoms, personal distress, and/or functional impairments. Biological, psychological, social, and cultural determinants of mental health and illness; diagnosis, etiology, and treatment of clinical level concerns. This course is the same as Abnormal Psychology in both Arts & Sciences and the School of Continuing & Professional Studies (L33 Psych 354/U09 Psych 354), and thus students may not take both.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

**CAPS-PSYCH 3185 Investigative Psychology**

This course will expose students to a variety of methods and techniques for identifying and apprehending an unknown criminal suspect. Investigative techniques including effective information collection, detecting deception, and the development of decision support systems will be discussed. Empirically tested models such as multi-dimensional scaling and social network analysis will be covered with attention given to the psychological processes underlying these decision support tools. Credit 3 units.

CAPS-PSYCH 3190 Psychology in the Courtroom

This course studies ways in which principles of psychology are used in the courtroom, looking at how the principles influence and are used by lawyers, judges, witnesses, defendants, and jurors. We will consider issues of persuasion and prejudice in influencing jurors' decisions, and the role and tactics of expert witnesses and jury consultants, including the ethical guidelines under which they operate. Finally, the course will discuss the danger of violent behavior inside the courtroom, and how this behavior can be anticipated and prepared for through the development of security profiles. Credit 3 units.

CAPS-PSYCH 3191 Introduction to Forensic Psychology

In person version of U09 377 - For semesters when LA students need to be moved over. DO NOT USE AS U HOME COURSE. Credit 3 units. Typical periods offered: Fall

CAPS-PSYCH 3201 The Mind, the Brain, and Everyday Behavior: Topics of Attention and Memory

FOR MECC STUDENTS ONLY This course provides an introduction to the study of mind, brain, and everyday behavior with a focus on the specific mental abilities of attention and memory. First, we will discuss how we theoretically conceptualize and empirically study these mental abilities from a psychological perspective. Next, we will explore how attention and memory are represented in the brain through discussion of different brain disorders and selected studies from neuroscience. Finally, we will examine how these principles of attention and memory apply to everyday behavior, including topics such as multi-tasking, cellphone use and driving, unconscious bias, false memory, eyewitness memory, improving memory and 'extreme memory'. Credit 3 units. UColl: SSC

CAPS-PSYCH 3205 Introduction to Criminology

A general introduction to the study of crime from an interdisciplinary perspective. Classical and contemporary sociological theories to explain and predict criminal behavior will be studied, as well as psychological theories from the psychoanalytic, behavioral, and cognitive traditions that attempt to account for criminality and the psychosocial development of a criminal personality type. Other topics include the measurement and extent of crime, the role of age, race, gender, social class in the causation of and reaction to crime, and the criminal justice response to crime, as well as recent trends in policing, corrections, and community-based interventions. Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-PSYCH 3210 Introduction to Forensic Psychology

Forensic psychology is the application of scientific psychological knowledge to matters that come before the judge or jury. This course will focus on criminal cases such as homicide and sex offender commitment and on personal injury cases. Topics will

include consultation with attorneys, psychological tests used and recommended by forensic psychologists, and sex offender risk assessment. Other topics will include keys to being a dangerous expert on the witness stand. Numerous actual case studies will be presented. Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-PSYCH 3215 Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder

This course explores the nature and psychology of the major types of crises criminal justice professionals confront on a daily basis, including domestic violence, terrorism, riots and post-disaster panic, cults, threatened suicide, and active shooters, among others. Students will explore these topics against the backdrop of actual case examples like hurricane Katrina, the attacks of 9/11, the shooting at Columbine High School, and the Branch Davidian standoff at Waco. Major theories and typology schemes that attempt to account for these behaviors will be explored, as well as the emotional impact of crisis response on police, correctional officers, and other first responders. The course may be used as an elective in the University College Psychology major, but will not apply to the distribution areas in the major. Credit 3 units.

Typical periods offered: Summer

CAPS-PSYCH 3220 Correctional Psychology

This course will introduce students to the correctional environment, and the many psychological considerations involved in the detention, rehabilitation, and reintegration of prison inmates. We will focus heavily on the psychological impact of incarceration, as well the various treatment issues related to inmate rehabilitation. Topics include the dynamics of power and oppression, gang affiliation, inmate management and control, and the problems of sexual assault and suicide among the inmate population. We also will discuss various legal decisions affecting the correctional environment, especially in relation to mental health treatment. Recommended: Abnormal Psychology. Credit 3 units.

CAPS-PSYCH 3230 Cross-Cultural Psychology

An overview of social, developmental, and organizational forces from a cross-cultural perspective with a focus on culture as a variable, and its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience. Prerequisite: U09 100 Intro to Psychology. Credit 3 units. UColl: CD

Typical periods offered: Fall, Spring

CAPS-PSYCH 3240 Correctional Theory & Practice

In this course we will explore every aspect of correctional theory and practice in America. We will look at the structure of the correctional system, both jails and prisons, the demographics of the inmate population, and the experience of those working in a correctional setting, especially correctional officers. We will look at inmate psychology, and the personality changes (prisonization) that often take place in an inmate during their period of incarceration. We will look at the special problems that must be addressed by correctional system relating to juvenile, female, mentally ill, and aged inmates. Finally, we will discuss the death penalty and the ongoing debate in America about this type of punishment. Credit 3 units.

**CAPS-PSYCH 3245 Principles of Forensic Assessment**

This course addresses a breadth of topics in forensic assessment through an examination of the methods utilized in this endeavor, particularly in the criminal arena. Students will become familiar with the administration, scoring, and interpretation of instruments used to assess competence to stand trial, criminal responsibility, malingering, and dangerousness, among other domains. Factors surrounding ethics in forensic evaluation, the dilemmas encountered in dealing with the diverse criminal population, and recent social and ethical criticisms of forensic assessment processes themselves constitute pivotal course content. Students will have the opportunity to observe and take a role in forensic evaluations through the use of critical examinations of forensic assessment instruments, the observation of case materials, and the completion of assigned course activities.

Credit 3 units.

Typical periods offered: Fall

CAPS-PSYCH 3250 Criminal Typologies

This course examines a wide range of delinquent and criminal behavior, with special emphasis on the developmental, biological, learning and situational, and cognitive-behavioral factors that form the origins of criminal behavior. Deriving from the perspective that juvenile and adult criminal behaviors are continually influenced by multiple systems, we will also examine the social, economic, political, and ecological factors that interact to influence such behaviors. This course will consider the precursors to and typologies of delinquency; criminal psychopathy; homicide, assault, and intimate partner and family violence; multiple murder, school, and workplace violence; modern terrorism; sexual assault; sexual abuse of children and youth; burglary, home invasions, thefts and white-collar offenses; violent economic crime, cybercrime, and crimes of intimidation; and substance abuse crimes.

Credit 3 units. UColl: SSC

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-PSYCH 3271 Psychological Dynamics of Empathy

In this course, we will explore the antecedents and consequences of empathic motivation, defined broadly. Along the way, we consider answers to several interesting questions: Why are some people generally more empathic than others? Are there cultural differences in levels of this trait? To what extent is empathy an emotional or cognitive phenomenon? We will also consider the conditions under which empathy is associated with prosocial outcomes (e.g., reducing racial prejudice) but with recognition that empathy has a darker side, one that can ironically exacerbate people's preexisting biases. The approach to empathy will be highly interdisciplinary as we consider research and theory within several fields within psychology (e.g., social, personality, cognitive) as well as areas that draw from other scholarly disciplines (e.g. social neuroscience, social anthropology, theology, religious studies). Prerequisite: Psych 100B.

Credit 3 units.

CAPS-PSYCH 3400 Biological Psychology

FOR MECC STUDENTS ONLY. This course addresses the biological basis of normal and abnormal behavior. The focus will be on the brain -- its structure, chemistry, and function. The first half of the course will cover the basics of physiological or biological psychology -- neurophysiology, neuroanatomy, and neuropharmacology. The second half of the course will deal with sensation, cognition, psychiatric disease, neurodegenerative disease, and drugs or abuse. If we have time, we may go over some special topics, which I will allow students to have a hand in choosing. Special topics might include psychoneuroimmunology, neurogenetics, development, aging, etc. Prerequisite: Introduction to Psychology (U09 1001) or permission of instructor.

Credit 3 units. UColl: NSC

Typical periods offered: Fall

CAPS-PSYCH 3600 Memory Processing and Application

FOR PEP STUDENTS ONLY. Memory is an essential component of our sense of self and success in the different areas of our lives. While most people know that memory success is important, the scope and depth of this importance are not typically understood or are taken for granted. In this course, we will cover how various memory processes are central to our achievements in applied settings including clinical, classroom, and legal, among others. This discussion will include what differentiates memory success from forgetting in these settings, and how memory impairments emphasize the critical role of memory.

Credit 3 units. UColl: SSC

Typical periods offered: Summer

CAPS-PSYCH 3998 Research Methods

This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Not open to day students. Prerequisites: U09-100, U09-300.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 4005 Psychological Tests and Measurements

This course is an introduction to psychological tests and measurements. We will cover basic principles of test construction, including reliability, validity, item analysis, and development of normative data. We will examine major types of tests (e.g., intelligence, personality, interests, and attitudes), as well as their application to career counseling, clinical diagnosis, employee selection, performance appraisal, and organizational assessment. Prerequisite: One course in statistics.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 4013 Human Behavior in Extreme Situations

This course will familiarize students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources, (a) literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and the response to a natural disaster and an airliner crash), and (b) research on potentially protective psychological variables such as coping and resilience. PREREQ: junior or senior standing and 9 hours of course work in Psychology.

Credit 3 units.

CAPS-PSYCH 4020 Introduction to Behavior Analysis

This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of applied behavior analysis. Topics to be covered include reinforcement, punishment, extinction, discrimination training, generalization, shaping, conditioned reinforcement, and schedules of reinforcement. The primary focus of the course will be on basic principles derived from laboratory research,



but we also will examine applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors. Philosophical and historical antecedents of behaviorism also will be covered.

Credit 3 units.

CAPS-PSYCH 4030 Contemporary Topics in Social Psychology:

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.

Credit 3 units. Art: SSC

CAPS-PSYCH 4036 Human Resources Management

This course develops a comprehensive understanding of the human resources function in an organization. Particular attention is given to selection, performance management, training, wage and salary administration, career development, human resource planning, and the federal regulations impacting on the function.

Credit 3 units. UColl: HRP

CAPS-PSYCH 4040 Applied Statistical Analysis With R

This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but also to learn how to arrange the dataset to perform a variety of tests, to choose the appropriate test, and to visualize the results. Students will gain practical knowledge of how to use statistics in research. Please note that this is an introductory course and knowledge of R prior to enrollment is not expected. PREREQ: Psych 300; OR graduate standing by permission.

Credit 3 units. Art: NSM

CAPS-PSYCH 4050 Developmental Psychology - MATL

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. PREREQ: Psych 100B.

Credit 3 units. Art: SSC BU: BA

CAPS-PSYCH 4051 Juvenile Delinquency

PRIVATE CROSSLIST FOR MATL STUDENTS ONLY This course explores the nature of juvenile delinquency, including its root causes and influences, as well as the various strategies currently being employed to reduce and prevent delinquent behavior. The course discusses how delinquency begins, persists, and is overcome. Delinquency will be looked at from both a sociological and developmental-psychological perspective. We will discuss the criminal justice response to delinquency and evaluate programs and models that have met with varying degrees of success, as well as those that have had the opposite effect on reducing delinquent behavior.

Credit 3 units.

CAPS-PSYCH 4107 Legal Aspects of Human Resources Management

This course will provide a general legal framework for human resources practices in organizations. Particular attention will be given to legal issues regarding employment, personnel practices, wages and salary, benefits, family and medical leave, workers with disabilities, terminations and unions.

Credit 3 units.

CAPS-PSYCH 4125 Applied Psychology of Learning: Training in Industry

Overview of the foundations of industrial training and the tools of the trade. Review of learning and memory and recent findings on cognition. Study of methods and techniques used for analysis, design, development, and evaluation of training. Impact of recent advances in computing and instructional technologies. Prerequisite: U09-100 required and U09-214 or U09-314 recommended. Same as U87-468.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 4155 Introduction to Group Dynamics

Various aspects of group process including group decision making and problem solving, group influence processes, communication, power, and leadership. Small group behavior and its application to organizations. Prerequisites: U09 214 or 315 or permission of the instructor.

Credit 3 units.

Typical periods offered: Fall

CAPS-PSYCH 4160 Addiction and Treatment

This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society. Topics include: the history of psychotropic substances and their purpose and use in human society to the present; the history and philosophy of counseling interventions for psychotropic substance abuse and dependence; the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention; various treatment modalities such as 12-step groups, therapy groups, and in-patient treatment for both self-referred and court ordered clients. PREREQ: U09-100

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 4170 Study for Honors in Psychology

Part 2 of Honors Thesis work in Psychology for students admitted to the Honors Program. Requires signed proposal and permission from Psychology Coordinator and Dean in University College.

Credit 3 units.

Typical periods offered: Spring

CAPS-PSYCH 4176 Behavioral Psychology Readings Group

This weekly journal-style readings course provides the opportunity to read and discuss seminal as well as current writings on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course.

Credit 1 unit. Art: SSC

CAPS-PSYCH 4999 Independent Study

Reading or research in a special area of psychology. Approval of a specific plan of reading or research by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisite: 15 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors with a minimum grade-point average of 3.00.

Credit 3 units.

Typical periods offered: Spring



Health Care Management, BSIS

The Bachelor of Science in Integrated Studies: **Health Care Management** provides an academic foundation for students pursuing managerial careers in health care. The program includes courses that examine scientific, social, political, economic, ethical and organizational issues in health care and that also address implications for public policy. These courses underscore the complex, interdisciplinary nature of health care today and the mandate for critical thinking, contextual understanding and ethical behavior across all related fields and careers.

The program equips students with an academic foundation for work in a variety of health care professions, including, but not limited to, hospital administration, community health and public health.

This program can be completed entirely online.

Contact: Kilinyaa Cothran
Phone: 314-935-3503
Email: cothran@wustl.edu

Degree Requirements

All WashU Continuing & Professional Studies (CAPS) undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Required courses: 27 units

Code	Title	Units
CAPS-ECON 1012	Introduction to Microeconomics	3
CAPS-COMM 2000	Foundations of Communications or CAPS-COMM 2230 Integrated Strategic Communications	3
CAPS-PHIL 2040	Biomedical Ethics	3
CAPS-BUS 2190	Financial and Managerial Accounting	3
CAPS-BUS 3055	Principles of Management	3
CAPS-HCARE 3025	Introduction to Public Health	3
CAPS-HCARE 3035	Health Care Finance	3
CAPS-HCARE 3040	Health Care Policy	3
CAPS-ISLA 3980	Integrated Studies Capstone: Professional Track	3
Total Units		27

Elective courses: 3 units

Select from the following:

Code	Title	Units
CAPS-PSYCH 3135	Health Psychology	3
CAPS-ECON 3150	Health Economics	3
CAPS-BUS 3210	Strategic Planning	3
CAPS-DATASTUDIES 3250	Communicating, Leading, and Problem Solving With Data	3
CAPS-COMM 3630	Crisis Communications	3

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-HCARE 1000 Concepts in Chemistry

A one semester survey of the major topics covered in general chemistry, organic chemistry, and biochemistry. The course is intended for students pursuing a degree or certificate in clinical research management and others seeking broad coverage of chemical concepts. Does not replace general chemistry, organic chemistry, or biochemistry requirements for premedical students or others majoring in the sciences.

Credit 3 units.

CAPS-HCARE 1030 Introduction to Health Professions

This course is an introduction to various healthcare professions. The course will explore a brief history and overview of the US healthcare system while giving students a survey of the various health professions available and pathways into those fields. Through career exploration, students will be provided with a framework to explore healthcare professions and focus their career goals. Students will learn through lecture, readings, videos, and visiting professionals.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HCARE 1060 General Chemistry II

Continuation of General Chemistry I with consideration of oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: U05-105. Students desiring to satisfy lab science requirements or major in chemistry must also enroll in U05-152.

Credit 3 units.

CAPS-HCARE 1996 Health Care Elective

Credit 3 units.

**CAPS-HCARE 2025 Introduction to Medicinal Chemistry**

This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course.

Credit 3 units.

CAPS-HCARE 2041 Nutrition

Online hybrid version of the course U29 204. This introductory course examines nutrition as an interdisciplinary science. Topics will include the chemistry, function, and metabolism of nutrients; the regulation of food intake; food habits; the digestion and absorption of nutrients; methods of determining the nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; the relationship of nutrition to disease; toxic materials in foodstuffs; and the economic, nutritional, and social problems involved in feeding the world's population today as well as possibilities for meeting those nutritional needs in the future.

Credit 3 units.

CAPS-HCARE 2400 Medical Terminology and Language

This course provides a broad survey of the language of medicine and health terminologies. Students learn to accurately spell and define common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities. Emphasis is placed on word formation, definition, and correct pronunciation.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HCARE 2510 Medical Billing I

Medical Billing I is the first part of a two-course series that provides essential training on the core principles of medical billing. This fully online series prepares participants to navigate working in the health insurance industry, address legal and regulatory issues, and understand the differences in reimbursement methodologies. Students will gain experience in proper claim form preparation, submission, and payment processing and tracking, thus equipping them with the skills needed to support financial operations in clinics, physicians' offices, and other healthcare settings. The Medical Billing series is strongly recommended for individuals preparing for the AAPC Certified Professional Biller (CPB®) exam, and will help students prepare for a career in a medical billing department at a physician's office, clinic, or similar position. Prior knowledge of medical terminology and anatomy is strongly recommended. "Medical Terminology and Language" and "Human Body Systems" courses are also available through WashU CAPS.

Credit 3 units.

Typical periods offered: Spring Half B, Spring Half A, Summer 3, Fall Half B, Fall Half A

CAPS-HCARE 2515 Medical Coding I

Medical Coding I is the first part of a two-course series that provides essential training in the foundational principles of medical coding. This fully online series introduces students to the structure and use of the three primary code books: CPT®, ICD-10-CM, and HCPCS Level II. Participants will gain experience interpreting and applying medical codes in compliance with current standards and regulations, preparing them for entry-level roles in physicians' offices and similar healthcare

settings. This program is strongly recommended for individuals planning to take the AAPC Certified Professional Coder (CPC®) exam and those pursuing a career in medical coding. Prior knowledge of medical terminology and anatomy is strongly recommended. "Medical Terminology and Language" and "Human Body Systems" courses are also available through WashU CAPS.

Credit 3 units.

Typical periods offered: Spring Half B, Spring Half A, Summer 3, Fall Half B, Fall Half A, Summer

CAPS-HCARE 2600 Readings in Social Work: Addressing Trauma

FOR PEP STUDENTS, ONLY. This interdisciplinary course explores both historical and contemporary research on trauma and its immediate and long-term effects. Students in this course will explore biological and psychological consequences of trauma, develop skills in differentiating forms of trauma, and evaluate contemporary research on evidence-based responses to trauma designed to support vulnerable populations and to help create trauma-informed practices in education, healthcare, and other industries.

Credit 1 unit. UColl: SSC

Typical periods offered: Spring

CAPS-HCARE 3002 Independent Study in Health Care

For undergraduates. Requires completed Independent Study Proposal Form, permission of Department Coordinator and Advisor in University College

Credit 3 units.

Typical periods offered: Fall

CAPS-HCARE 3020 Legal Issues in Health Care Management

This course offers an overview of the most important legal issues currently facing hospitals, physicians, and other health care organizations. We will study the Affordable Care Act, liability for data breaches under HIPAA /HITECH (the health privacy laws), False Claims Act and whistleblower suits (for Medicaid and Medicare fraud), laws governing physician-hospital relationships (the Stark Law and Anti-Kickback laws), labor and employment issues, mergers and antitrust law, medical malpractice and tort reform, and scope of practice laws.

Credit 3 units.

Typical periods offered: Spring

CAPS-HCARE 3025 Introduction to Public Health

This introduction to the field of public health examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations.

Credit 3 units.

Typical periods offered: Spring

CAPS-HCARE 3035 Health Care Finance

The magnitude of healthcare expenditures is a growing problem for providers and patients. This course, for current or future healthcare managers, covers fundamental tools, concepts, and applications of finance in healthcare organizations that produce cost-effective, efficient operations. We examine how expenditure control is influenced by individuals, governmental institutions, and newly formed insurance exchanges. We also study how healthcare organizations maximize



revenue sources. The course explores the relation between market behavior, financial efficiency, and quality in healthcare organizations, and how these factors affect an organization's survival and growth in the changing healthcare environment.

Credit 3 units.

CAPS-HCARE 3040 Health Care Policy

This course examines important and complex developments in contemporary health care policy. We begin with an historical overview, then look at the structure of current health care delivery, and identify political and economic challenges moving forward. In particular, we will critically examine methods and principles for evaluating health care costs and measuring policy effectiveness. The course also addresses unintended consequences of health care policies, special interests and political agendas, and the influence of major institutional forces on clinical and translational research. Case studies and guest speakers will help illustrate current ethical dilemmas and other real challenges to contemporary health care and reform.

Credit 3 units.

CAPS-HCARE 3046 Managing Healthcare Organizations: Clinical Perspectives

Credit 3 units.

CAPS-HCARE 3048 Bioscience for Business

This course is ideal for persons with business backgrounds that want to achieve a deeper understanding of the technologies and principals upon which their businesses depend. It will explore, at a practical and introductory level, the issues, concepts and processes of bioscience / molecular biology as related to the biotechnology industry. The course is divided into three sections; the first section, devoted to basic science, will explore Mendelian inheritance, genes, intracellular information flow related to protein synthesis, protein synthesis, and genomics and proteomics. The second section, devoted to applied science, will explore gene splicing, gene delivery, cell culture, proteins and nucleic acids as products, and commercial outsourcing. The third section, devoted to current topics, will explore stem cells, product licensing, new product forecasting, the promise of gene therapy, and genetically modified organisms as they pertain to food sources. The instructor, along with other experienced personnel, will teach the basics of biology as they relate to the biotechnology industry including techniques to produce protein and nucleic acid products. The class will explore related current topics, including licensing and methods of new product forecasting.

Credit 3 units.

CAPS-HCARE 3064 Healthcare Entrepreneurship

Healthcare entrepreneurs improve the overall quality of healthcare delivery. This course introduces students to the particular characteristics of healthcare entrepreneurship, focusing on the creation, funding, and management of biotechnology and health services enterprises. Students will learn the steps involved in the conceptualization, planning, capitalization, launch, compensation, and management of an entrepreneurial healthcare venture. Students will use course principles and skills to develop an entrepreneurial business plan that addresses a real clinical problem.

Credit 3 units.

CAPS-HCARE 3069 Strategic Planning and Management in Health Care

Credit 3 units.

CAPS-HCARE 3080 Race Matters! How Race and Racism Affect Health and Medicine

This course grapples with the relationships among race, racism, health, and medicine, both in the United States and abroad. It examines the historical roots of medical racism, the role of medical and genetic research in constructing and deconstructing race as a biological concept, and the ways that systemic racism harms health. This course will also consider how race operates with other intersecting social and political identities (e.g., ethnicity, age, sex, gender, sexual orientation, class, disability) to influence health outcomes. Although anthropological and critical race theories will frame our learning, we will read broadly across other disciplines, including (but not limited to) sociology, the history of medicine, law, public health, and science and technology studies.

Credit 3 units.

CAPS-HCARE 3100 Balancing Precision Medicine and Public Health

FOR MECC STUDENTS, ONLY. In this course, students will extend their knowledge base in basic biology in order to develop foundations in human genomics and its applications in health, wellness, medicine, and healthcare. Having a strong foundation in genomics, students will be challenged to understand, analyze, and critique the current state of precision medicine. Students will also explore its future, employing both rigorous critical analysis frameworks and creative approaches. In parallel, this course will develop foundations in public health that are rooted in history, theory, and practice. Students will be challenged to examine how precision medicine approaches might support or undermine the goals of public health and to consider the possibility of precision public health.

Credit 3 units. UColl: NSC

Typical periods offered: Fall

CAPS-HCARE 3105 Health Care Communications and Marketing Strategy

This course provides an integrated approach to organizational strategy, brand development and marketing communications programs within health care organizations. We will explore the fundamental steps required to shape an organization's strategic plan: environmental scan, SWOT assessment, consumer assessment, operating assessment and the development of strategic goals and objectives. Building on this foundation, we will learn to shape an organizational brand to articulate what we stand for, what we strive for, how we express our brand, and how we structure our brand.

Credit 3 units.

CAPS-HCARE 3130 Strategic Planning and Management in Health Care

Healthcare Strategic Planning and Management provides students with a framework to assess, develop, implement, and monitor strategic plans for healthcare organizations. Goals include understanding the relationship between mission, vision, values and strategic objectives; developing a plan based on organizational and environmental constraints and opportunities; creating action plans that support achievement of the plan; and measuring, monitoring, and modifying the strategic plan.

Credit 3 units.

CAPS-HCARE 3140 The Pandemic: Science and Society Follow-Up

This course is an extension of The Pandemic: Science and Society (Anthro L48 3515/U69 3136). Drawing from topics covered in the first course, this course will provide further examination of the societal and environmental impacts of the COVID-19 pandemic now and in the future. This course will offer students the opportunity to reflect on and apply the knowledge and critical-thinking skills acquired in Anthro



L48 3515/U69 3136 to current events as well as their own experiences regarding the global pandemic. A core component of this course is its focus on the interconnectedness of the COVID-19 pandemic to health and racial disparities, education, climate change, and the human-animal-environment interface.

Credit 1 unit.

CAPS-HCARE 3145 Compassion Cultivation Training

Compassion Cultivation Training (CCT) is an 8-week educational program designed to help you cultivate compassion, strengthen your resilience, feel more connected to others, and improve your overall sense of well-being. CCT is a distillation from Tibetan Mahayana Buddhist practices for developing compassion, adapted to a secular setting. Initially developed by Stanford University scholars with support from the Dalai Lama, CCT combines traditional contemplative practices with contemporary psychology and scientific research. The program involves instruction in a series of meditation practices starting with mindfulness-based meditation. The curriculum uses modern concepts of psychology and neuroscience to understand and enhance our ability to be compassionate.

Credit 1 unit.

CAPS-HCARE 3155 Biomedical Politics

This course will help life science majors and others to better understand the biomedical research enterprise in the United States. It will provide an understanding of the modern history of biomedical process, the means by which biomedical research is supported, and the responsibilities of scientists to society. A review of a number of contemporary issues will prepare both current and future scientists to face political, social and ethical challenges in the future. Guest speakers will also visit the class regularly for a brief presentation and class discussion.

Credit 3 units.

CAPS-HCARE 3160 Transnational Reproductive Health Issues: Meanings, Technologies and Practices

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.

Credit 3 units. Art: SSC BU: BA

CAPS-HCARE 3199 Honors Thesis in Health Care

For HC majors in Latin Honors - Part II of Honors Thesis. Requires signed proposal.

Credit 6 units.

Typical periods offered: Spring

CAPS-HCARE 3670 Lifestyle Medicine

Lifestyle medicine is an exploration of the evidence-based lifestyle habits and practices that are key components in the prevention and treatment of disease. This course examines the scientific research that supports the concept that daily habits and actions exert a significant impact on short-term and long-term health and quality of life. Students will develop a lifestyle-practices framework through examination of five key aspects that have an impact upon health and well-being: physical activity; nutrition; sleep; stress management and positive psychology; and social connections. Students will also apply this information to specific diseases or conditions. Prereq: Gen Bio I.

Credit 3 units.

CAPS-HCARE 3720 Crisis Communications

Both profit and nonprofit organizations are increasingly embroiled in controversies and crises. Consequently, demands are growing for public relations practitioners to help restore an organization's good name and reputation, along with its financial stability. In learning to construct, implement and evaluate a crisis communication plan, students will research and analyze an organizational crisis, identify the communication demands of various audiences affected by a crisis, and develop strategies and communication tools for managing a crisis.

Credit 3 units.

CAPS-HCARE 4010 Biotech Entrepreneurship Seminar

This course provides technically-trained students with a comprehensive introduction to the principles and practices of entrepreneurship within the biotechnology sector. Designed for individuals with a background in science, engineering, or other technical fields, the course bridges the gap between technical expertise and entrepreneurial knowledge. Students will explore the process of starting and growing a biotech company, including identifying commercial opportunities, developing business models, and navigating regulatory landscapes.

Credit 1 unit.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HCARE 4023 Healthcare Entrepreneurship

The emergence of rapid innovation and prototyping of new products and services in Healthcare has opened the door to an entirely new generation of Entrepreneurs and entrepreneurial thinkers. No longer is the healthcare ecosystem completely controlled by legacy juggernauts fueled by institutional buyers. Rather, today we have healthcare consumerism that is rapidly focusing on individuals as the industry and government work to empower greater access to care. This course will introduce students to a historical approach to entrepreneurship, and provide a framework to analyze opportunities for new product or services development in healthcare. We will explore both the complexity of the industry and expose students to the necessary fact that many times novel solutions are but a component to a holistic, multidisciplinary approach to care, and enable students to understand how their novel solutions might fit into that care ecosystem. Preliminary List of Topics: By the end of the course, students will be able to successfully write a business plan, develop and deliver an elevator pitch to potential investors, be proficient in SWOT analysis, market analysis, brand development, market penetration strategies, costing and revenue generation forecasting (pro forma development), industry alignment of innovative service or product, and in-depth critical thinking skills around building a successful business.

Credit 3 units.

CAPS-HCARE 4035 Neurobiology

An extensive introduction to neurobiology. Starting with the elementary building blocks of the nervous system, neurons, the course covers development and regeneration of the nervous system, properties of neurons and glia, ionic basis of signaling and neurotransmitters, neural circuits and the generation of behavior, and brain function in health and disease. Introduction to the latest techniques available to the modern neuroscientist. Guest speakers and discussion sessions. (Not applicable for undergraduate biology major.) Prerequisite: General Biology I or equivalent.

Credit 3 units.

**CAPS-HCARE 4390 Modern Genetics**

This course focuses on the concepts of Mendelian genetics, linkage analysis, gene mutation, genomics, cancer genetics, genetics of model organisms, and population genetics. We will focus on gaining experience in data analysis and experimental design and on developing problem-solving skills. Analytical thinking and the ability to integrate mathematical analysis with a firm understanding of biological events are essential to this course. Prerequisite: General Biology I. Credit 3 units.

Health Sciences, BSIS

The Bachelor of Science in Integrated Studies: **Health Sciences** provides an academic foundation for students pursuing clinical or research careers in health care. The program includes courses that examine foundational science for health care professionals. The program also addresses scientific, social, political, ethical and organizational issues in health care as well as implications for individual practice and public policy. The course work underscores the complex, interdisciplinary nature of health care today and the mandate for critical thinking, contextual understanding and ethical behavior across all related fields and careers.

The program equips students with an academic foundation for graduate or professional school or for work in a variety of health care professions, including (but not limited to) community health, public health, biomedical research, medicine, nursing, dentistry, and physical and occupational therapy.

Contact: Kilinyaa Cothran
Phone: 314-935-3503
Email: cothran@wustl.edu

Degree Requirements

All School of Continuing & Professional Studies undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Required courses: 26 units

Code	Title	Units
CAPS-HCARE 1030	Introduction to Health Professions	3
CAPS-HCARE 3025	Introduction to Public Health	3
CAPS-PHIL 2040	Biomedical Ethics	3
CAPS-PSYCH 3135	Health Psychology	3
CAPS-BIO 1012	General Biology I (Lecture)	3
CAPS-BIO 1009	General Bio I (Lab)	1

CAPS-BIO 1022	General Bio II (Lecture)	3
CAPS-BIO 1019	General Bio II (Lab)	1
CAPS-BIO 3420	Introduction to Human Disease and Its Scientific Basis	3
CAPS-ISLA 3980	Integrated Studies Capstone: Professional Track	3
Total Units		26

Electives: 9 units

Selections include the following:

Code	Title	Units
CAPS-CHEM 1050	Introductory General Chemistry I	3
CAPS-CHEM 1020	General Chemistry Laboratory I	2
CAPS-CHEM 1060	Introductory General Chemistry II	3
CAPS-CHEM 1040	General Chemistry Laboratory II	2
CAPS-CHEM 2610	Organic Chemistry I with Lab	4
CAPS-CHEM 2620	Organic Chemistry II with Lab	4
CAPS-PHYS 1700	General Physics (with Lab)	4
CAPS-PHYS #TBD	General Physics II (with Lab)	4
CAPS-BIO 2200	Anatomy and Physiology I	4
CAPS-BIO 2201	Anatomy and Physiology II	4
CAPS-BIO 4006	Introduction to Biochemistry	3
CAPS-BIO 4030	Biology of Aging	3
CAPS-PSYCH 3070	Developmental Psychology	3
CAPS-ANTHRO 3310	Health, Healing, and Ethics: Intro to Medical Anthropology	3

Note: At least 15 units in the program must be in upper-level (3000-level or higher) courses.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-HCARE 1000 Concepts in Chemistry

A one semester survey of the major topics covered in general chemistry, organic chemistry, and biochemistry. The course is intended for students pursuing a degree or certificate in clinical research management and others seeking broad coverage of chemical concepts. Does not replace general chemistry, organic chemistry, or biochemistry requirements for premedical students or others majoring in the sciences.



Credit 3 units.

CAPS-HCARE 1030 Introduction to Health Professions

This course is an introduction to various healthcare professions. The course will explore a brief history and overview of the US healthcare system while giving students a survey of the various health professions available and pathways into those fields. Through career exploration, students will be provided with a framework to explore healthcare professions and focus their career goals. Students will learn through lecture, readings, videos, and visiting professionals.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HCARE 1060 General Chemistry II

Continuation of General Chemistry I with consideration of oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: U05-105. Students desiring to satisfy lab science requirements or major in chemistry must also enroll in U05-152.

Credit 3 units.

CAPS-HCARE 1996 Health Care Elective

Credit 3 units.

CAPS-HCARE 2025 Introduction to Medicinal Chemistry

This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course.

Credit 3 units.

CAPS-HCARE 2041 Nutrition

Online hybrid version of the course U29 204. This introductory course examines nutrition as an interdisciplinary science. Topics will include the chemistry, function, and metabolism of nutrients; the regulation of food intake; food habits; the digestion and absorption of nutrients; methods of determining the nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; the relationship of nutrition to disease; toxic materials in foodstuffs; and the economic, nutritional, and social problems involved in feeding the world's population today as well as possibilities for meeting those nutritional needs in the future.

Credit 3 units.

CAPS-HCARE 2400 Medical Terminology and Language

This course provides a broad survey of the language of medicine and health terminologies. Students learn to accurately spell and define common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities. Emphasis is placed on word formation, definition, and correct pronunciation.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HCARE 2510 Medical Billing I

Medical Billing I is the first part of a two-course series that provides essential training on the core principles of medical billing. This fully online series prepares participants to navigate working in the health insurance industry, address legal and regulatory issues, and understand the differences in reimbursement methodologies. Students will gain experience in proper claim form preparation, submission, and payment processing and tracking, thus equipping them with the skills needed to support financial operations in clinics, physicians' offices, and other healthcare settings. The Medical Billing series is strongly recommended for individuals preparing for the AAPC Certified Professional Biller (CPB®) exam, and will help students prepare for a career in a medical billing department at a physician's office, clinic, or similar position. Prior knowledge of medical terminology and anatomy is strongly recommended. "Medical Terminology and Language" and "Human Body Systems" courses are also available through WashU CAPS.

Credit 3 units.

Typical periods offered: Spring Half B, Spring Half A, Summer 3, Fall Half B, Fall Half A

CAPS-HCARE 2515 Medical Coding I

Medical Coding I is the first part of a two-course series that provides essential training in the foundational principles of medical coding. This fully online series introduces students to the structure and use of the three primary code books: CPT®, ICD-10-CM, and HCPCS Level II. Participants will gain experience interpreting and applying medical codes in compliance with current standards and regulations, preparing them for entry-level roles in physicians' offices and similar healthcare settings. This program is strongly recommended for individuals planning to take the AAPC Certified Professional Coder (CPC®) exam and those pursuing a career in medical coding. Prior knowledge of medical terminology and anatomy is strongly recommended. "Medical Terminology and Language" and "Human Body Systems" courses are also available through WashU CAPS.

Credit 3 units.

Typical periods offered: Spring Half B, Spring Half A, Summer 3, Fall Half B, Fall Half A, Summer

CAPS-HCARE 2600 Readings in Social Work: Addressing Trauma

FOR PEP STUDENTS, ONLY. This interdisciplinary course explores both historical and contemporary research on trauma and its immediate and long-term effects. Students in this course will explore biological and psychological consequences of trauma, develop skills in differentiating forms of trauma, and evaluate contemporary research on evidence-based responses to trauma designed to support vulnerable populations and to help create trauma-informed practices in education, healthcare, and other industries.

Credit 1 unit. UColl: SSC

Typical periods offered: Spring

CAPS-HCARE 3002 Independent Study in Health Care

For undergraduates. Requires completed Independent Study Proposal Form, permission of Department Coordinator and Advisor in University College

Credit 3 units.

Typical periods offered: Fall

CAPS-HCARE 3020 Legal Issues in Health Care Management

This course offers an overview of the most important legal issues currently facing hospitals, physicians, and other health care organizations. We will study the Affordable Care Act, liability for data breaches under HIPAA /HITECH (the health privacy laws), False Claims



Act and whistleblower suits (for Medicaid and Medicare fraud), laws governing physician-hospital relationships (the Stark Law and Anti-Kickback laws), labor and employment issues, mergers and antitrust law, medical malpractice and tort reform, and scope of practice laws. Credit 3 units.

Typical periods offered: Spring

CAPS-HCARE 3025 Introduction to Public Health

This introduction to the field of public health examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations.

Credit 3 units.

Typical periods offered: Spring

CAPS-HCARE 3035 Health Care Finance

The magnitude of healthcare expenditures is a growing problem for providers and patients. This course, for current or future healthcare managers, covers fundamental tools, concepts, and applications of finance in healthcare organizations that produce cost-effective, efficient operations. We examine how expenditure control is influenced by individuals, governmental institutions, and newly formed insurance exchanges. We also study how healthcare organizations maximize revenue sources. The course explores the relation between market behavior, financial efficiency, and quality in healthcare organizations, and how these factors affect an organization's survival and growth in the changing healthcare environment.

Credit 3 units.

CAPS-HCARE 3040 Health Care Policy

This course examines important and complex developments in contemporary health care policy. We begin with an historical overview, then look at the structure of current health care delivery, and identify political and economic challenges moving forward. In particular, we will critically examine methods and principles for evaluating health care costs and measuring policy effectiveness. The course also addresses unintended consequences of health care policies, special interests and political agendas, and the influence of major institutional forces on clinical and translational research. Case studies and guest speakers will help illustrate current ethical dilemmas and other real challenges to contemporary health care and reform.

Credit 3 units.

CAPS-HCARE 3046 Managing Healthcare Organizations: Clinical Perspectives

Credit 3 units.

CAPS-HCARE 3048 Bioscience for Business

This course is ideal for persons with business backgrounds that want to achieve a deeper understanding of the technologies and principals upon which their businesses depend. It will explore, at a practical and introductory level, the issues, concepts and processes of bioscience / molecular biology as related to the biotechnology industry. The course is divided into three sections; the first section, devoted to basic science, will explore Mendelian inheritance, genes, intracellular information flow related to protein synthesis, protein synthesis, and genomics and proteomics. The second section, devoted to applied science, will explore gene splicing, gene delivery, cell culture, proteins and nucleic acids as products, and commercial outsourcing. The third section, devoted to current topics, will explore stem cells, product licensing,

new product forecasting, the promise of gene therapy, and genetically modified organisms as they pertain to food sources. The instructor, along with other experienced personnel, will teach the basics of biology as they relate to the biotechnology industry including techniques to produce protein and nucleic acid products. The class will explore related current topics, including licensing and methods of new product forecasting.

Credit 3 units.

CAPS-HCARE 3064 Healthcare Entrepreneurship

Healthcare entrepreneurs improve the overall quality of healthcare delivery. This course introduces students to the particular characteristics of healthcare entrepreneurship, focusing on the creation, funding, and management of biotechnology and health services enterprises. Students will learn the steps involved in the conceptualization, planning, capitalization, launch, compensation, and management of an entrepreneurial healthcare venture. Students will use course principles and skills to develop an entrepreneurial business plan that addresses a real clinical problem.

Credit 3 units.

CAPS-HCARE 3069 Strategic Planning and Management in Health Care

Credit 3 units.

CAPS-HCARE 3080 Race Matters! How Race and Racism Affect Health and Medicine

This course grapples with the relationships among race, racism, health, and medicine, both in the United States and abroad. It examines the historical roots of medical racism, the role of medical and genetic research in constructing and deconstructing race as a biological concept, and the ways that systemic racism harms health. This course will also consider how race operates with other intersecting social and political identities (e.g., ethnicity, age, sex, gender, sexual orientation, class, disability) to influence health outcomes. Although anthropological and critical race theories will frame our learning, we will read broadly across other disciplines, including (but not limited to) sociology, the history of medicine, law, public health, and science and technology studies.

Credit 3 units.

CAPS-HCARE 3100 Balancing Precision Medicine and Public Health

FOR MECC STUDENTS, ONLY. In this course, students will extend their knowledge base in basic biology in order to develop foundations in human genomics and its applications in health, wellness, medicine, and healthcare. Having a strong foundation in genomics, students will be challenged to understand, analyze, and critique the current state of precision medicine. Students will also explore its future, employing both rigorous critical analysis frameworks and creative approaches. In parallel, this course will develop foundations in public health that are rooted in history, theory, and practice. Students will be challenged to examine how precision medicine approaches might support or undermine the goals of public health and to consider the possibility of precision public health.

Credit 3 units. UColl: NSC

Typical periods offered: Fall

CAPS-HCARE 3105 Health Care Communications and Marketing Strategy

This course provides an integrated approach to organizational strategy, brand development and marketing communications programs within health care organizations. We will explore the fundamental steps required to shape an organization's strategic plan: environmental scan,



SWOT assessment, consumer assessment, operating assessment and the development of strategic goals and objectives. Building on this foundation, we will learn to shape an organizational brand to articulate what we stand for, what we strive for, how we express our brand, and how we structure our brand.

Credit 3 units.

CAPS-HCARE 3130 Strategic Planning and Management in Health Care

Healthcare Strategic Planning and Management provides students with a framework to assess, develop, implement, and monitor strategic plans for healthcare organizations. Goals include understanding the relationship between mission, vision, values and strategic objectives; developing a plan based on organizational and environmental constraints and opportunities; creating action plans that support achievement of the plan; and measuring, monitoring, and modifying the strategic plan.

Credit 3 units.

CAPS-HCARE 3140 The Pandemic: Science and Society Follow-Up

This course is an extension of The Pandemic: Science and Society (Anthro L48 3515/U69 3136). Drawing from topics covered in the first course, this course will provide further examination of the societal and environmental impacts of the COVID-19 pandemic now and in the future. This course will offer students the opportunity to reflect on and apply the knowledge and critical-thinking skills acquired in Anthro L48 3515/U69 3136 to current events as well as their own experiences regarding the global pandemic. A core component of this course is its focus on the interconnectedness of the COVID-19 pandemic to health and racial disparities, education, climate change, and the human-animal-environment interface.

Credit 1 unit.

CAPS-HCARE 3145 Compassion Cultivation Training

Compassion Cultivation Training (CCT) is an 8-week educational program designed to help you cultivate compassion, strengthen your resilience, feel more connected to others, and improve your overall sense of well-being. CCT is a distillation from Tibetan Mahayana Buddhist practices for developing compassion, adapted to a secular setting. Initially developed by Stanford University scholars with support from the Dalai Lama, CCT combines traditional contemplative practices with contemporary psychology and scientific research. The program involves instruction in a series of meditation practices starting with mindfulness-based meditation. The curriculum uses modern concepts of psychology and neuroscience to understand and enhance our ability to be compassionate.

Credit 1 unit.

CAPS-HCARE 3155 Biomedical Politics

This course will help life science majors and others to better understand the biomedical research enterprise in the United States. It will provide an understanding of the modern history of biomedical process, the means by which biomedical research is supported, and the responsibilities of scientists to society. A review of a number of contemporary issues will prepare both current and future scientists to face political, social and ethical challenges in the future. Guest speakers will also visit the class regularly for a brief presentation and class discussion.

Credit 3 units.

CAPS-HCARE 3160 Transnational Reproductive Health Issues: Meanings, Technologies and Practices

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.

Credit 3 units. Art: SSC BU: BA

CAPS-HCARE 3199 Honors Thesis in Health Care

For HC majors in Latin Honors - Part II of Honors Thesis. Requires signed proposal.

Credit 6 units.

Typical periods offered: Spring

CAPS-HCARE 3670 Lifestyle Medicine

Lifestyle medicine is an exploration of the evidence-based lifestyle habits and practices that are key components in the prevention and treatment of disease. This course examines the scientific research that supports the concept that daily habits and actions exert a significant impact on short-term and long-term health and quality of life. Students will develop a lifestyle-practices framework through examination of five key aspects that have in impact upon health and well-being: physical activity; nutrition; sleep; stress management and positive psychology; and social connections. Students will also apply this information to specific diseases or conditions. Prereq: Gen Bio I.

Credit 3 units.

CAPS-HCARE 3720 Crisis Communications

Both profit and nonprofit organizations are increasingly embroiled in controversies and crises. Consequently, demands are growing for public relations practitioners to help restore an organization's good name and reputation, along with its financial stability. In learning to construct, implement and evaluate a crisis communication plan, students will research and analyze an organizational crisis, identify the communication demands of various audiences affected by a crisis, and develop strategies and communication tools for managing a crisis.

Credit 3 units.

CAPS-HCARE 4010 Biotech Entrepreneurship Seminar

This course provides technically-trained students with a comprehensive introduction to the principles and practices of entrepreneurship within the biotechnology sector. Designed for individuals with a background in science, engineering, or other technical fields, the course bridges the gap between technical expertise and entrepreneurial knowledge. Students will explore the process of starting and growing a biotech company, including identifying commercial opportunities, developing business models, and navigating regulatory landscapes.

Credit 1 unit.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-HCARE 4023 Healthcare Entrepreneurship

The emergence of rapid innovation and prototyping of new products and services in Healthcare has opened the door to an entirely new generation of Entrepreneurs and entrepreneurial thinkers. No longer is the healthcare ecosystem completely controlled by legacy juggernauts fueled by institutional buyers. Rather, today we have healthcare consumerism that is rapidly focusing on individuals as the industry and government work to empower greater access to



care. This course will introduce students to a historical approach to entrepreneurship, and provide a framework to analyze opportunities for new product or services development in healthcare. We will explore both the complexity of the industry and expose students to the necessary fact that many times novel solutions are but a component to a holistic, multidisciplinary approach to care, and enable students to understand how their novel solutions might fit into that care ecosystem. Preliminary List of Topics: By the end of the course, students will be able to successfully write a business plan, develop and deliver an elevator pitch to potential investors, be proficient in SWOT analysis, market analysis, brand development, market penetration strategies, costing and revenue generation forecasting (pro forma development), industry alignment of innovative service or product, and in-depth critical thinking skills around building a successful business. Credit 3 units.

CAPS-HCARE 4035 Neurobiology

An extensive introduction to neurobiology. Starting with the elementary building blocks of the nervous system, neurons, the course covers development and regeneration of the nervous system, properties of neurons and glia, ionic basis of signaling and neurotransmitters, neural circuits and the generation of behavior, and brain function in health and disease. Introduction to the latest techniques available to the modern neuroscientist. Guest speakers and discussion sessions. (Not applicable for undergraduate biology major.) Prerequisite: General Biology I or equivalent. Credit 3 units.

CAPS-HCARE 4390 Modern Genetics

This course focuses on the concepts of Mendelian genetics, linkage analysis, gene mutation, genomics, cancer genetics, genetics of model organisms, and population genetics. We will focus on gaining experience in data analysis and experimental design and on developing problem-solving skills. Analytical thinking and the ability to integrate mathematical analysis with a firm understanding of biological events are essential to this course. Prerequisite: General Biology I. Credit 3 units.

Humanities, BSIS

The Bachelor of Science in Integrated Studies: **Humanities** is designed for modern learners who want to build on their existent education by engaging with subjects across humanities disciplines. Students acquire the foundation for career development and lifelong learning, honing skills in writing, deep reading, communication and critical thinking. By approaching subjects across disciplines, learners consider and analyze issues using multiple lenses. Students learn to appreciate differences across cultures, in different areas of work and life, and among individuals. They deepen their understanding of problems, test new approaches to challenges, and learn to solve issues creatively.

This program can be completed entirely online.

Contact: CAPS Student Success Navigators
Phone: 314-935-6700
Website: <https://caps.wustl.edu/items/advising/>

Degree Requirements

All WashU Continuing & Professional Studies (CAPS) undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Required courses: 27 units plus a 3-unit capstone (30 units)

Students choose 27 units from Humanities courses, including these disciplines:

- African and African-American Studies
- Art History and Archaeology
- Classics
- East Asian Languages and Cultures
- English Composition & Creative Writing*
- English Literature
- French
- History
- Italian
- Philosophy
- Spanish

* Courses taken in this area must be at the 3000 level or above.

Required capstone: 3 units

Students must also complete a 3-unit capstone essay in which they reflect on the integration of a topic across fields within the chosen concentration.

Note: At least 15 units in the field of study must be in upper-level (3000-level and higher) courses.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The CAPS cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).



Leadership and Management, BSIS

The Bachelor of Science in Integrated Studies: **Leadership and Management** combines the study of group and organizational cultures with a focus on how to develop and implement successful management strategies. Course work provides a foundation in leadership studies, strategic planning and finance. Students learn theories of leadership and team management while gaining essential, practical skills for successfully planning, implementing and evaluating strategies in various organizational settings.

The program prepares students for leadership roles in business, governmental and nonprofit organizations that need experts in organizational dynamics, including how to successfully engage with stakeholders and leverage internal and community resources.

This program can be completed entirely online.

Contact: Joe Cruz
Phone: 314-935-6700
Email: cjoe@wustl.edu

Degree Requirements

All WashU Continuing & Professional Studies (CAPS) undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Required courses: 18 units

Code	Title	Units
CAPS-BUS 2210	Marketing Concepts	3
CAPS-BUS 3020	Leadership for Organizational Success	3
CAPS-BUS 3055	Principles of Management	3
CAPS-BUS 3130	Business Finance	3
CAPS-BUS 3210	Strategic Planning	3
CAPS-ISLA 3980	Integrated Studies Capstone: Professional Track	3
Total Units		18

Elective courses: 12 units

Selections include the following:

Code	Title	Units
CAPS-SUST 2010	Foundations and Practice of Sustainability	3
CAPS-BUS 2190	Financial and Managerial Accounting	3
CAPS-BUS 3000	Introduction to Supply Chain Management	3
CAPS-BUS 3040	Managing Organizational Risk	3
CAPS-BUS 3065	Principles of Project Management	3
CAPS-BUS 3080	International Management: Leadership Across Cultures	3
CAPS-BUS 3270	International Trade and Globalization	3
CAPS-COMM 3010	Market Research and Communications Strategies	3

Note: Business-related programs at CAPS are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-BUS 1020 Personal Finance

In this course students will learn how to analyze and control their own financial affairs. We will acquire a better understanding of personal finances by developing and managing a financial plan, evaluating financial and investment options, and learning about research tools for financial planning. Upon completion of the course, students will be able to evaluate the risk/return relationship of different investments, determine the correct insurance coverage needed, evaluate when a taxable or tax deferred investment is appropriate, calculate retirement needs, and develop a savings plan and household budgeting system. Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-BUS 2020 Business Tools and Fundamentals

This course provides a basic introduction to Finance, Operations, Information Technology, Marketing, Communications, Sales, and Human Resources. Primarily for liberal arts students who are considering careers in for profit, entrepreneurial, and nonprofit organizations, the course is an introduction to key strategic, technical, and professional skills that are valued and often required by employers. As we analyze business cases, we will learn how to read a spread sheet, prepare a short business plan, examine how a sales cycle works, and study the role of big data. Through analyzing business cases, we also look at current practices in marketing and communications, organizational analysis, and decision making.



Credit 3 units.

CAPS-BUS 2040 Managerial Decisions: Uses and Abuses of Data Analytics

This course is designed to provide students and business professionals the vocabulary and key concepts needed to utilize data analytics and understand associated techniques for decision making. Topics include data wrangling, data visualization, assessment, modelling, and ethics associated with analytics. Students will learn to evaluate and analyze data, understanding outcomes and limitations, in order to work effectively with data scientists who design and run studies. Through assignments and projects, students will be able to examine applications of data analytics from their current work or studies.

Credit 3 units.

CAPS-BUS 2100 Entrepreneurship

This course will explore, at a practical and introductory level, the issues, concepts, and processes associated with entrepreneurship. The course is divided into three sections: the entrepreneurial environment; the required toolkit for entrepreneurs; and practical applications of entrepreneurial strategies and processes. The instructor, along with other experienced entrepreneurs, will teach the key stages of a new business venture, including developing and implementing a concept, growing and sustaining the business, and harvesting value to ensure the financial health of the enterprise. The course is ideal for students interested in starting a business, or for those who wish to apply concepts and practices of entrepreneurship to their current work.

Credit 3 units.

CAPS-BUS 2120 Introduction to International Business

Broad introduction to the field of international business: international trade, including the concept of comparative advantage; global strategies for multinational firms; foreign exchange; international financial markets and institutions; trends in economic integration; management and organizational issues. Prerequisite: U07 Econ 103.

Credit 3 units.

CAPS-BUS 2140 The Law of Business I

Contracts and negotiable instruments: formation; rights of parties involved; effects of fraud, duress, illegality, undue influence; remedies; the law of note, check draft, bill of exchange, warehouse receipt, bill of lading.

Credit 3 units.

CAPS-BUS 2190 Financial and Managerial Accounting

This course presents the study of financial and managerial applications of accounting--the language of business--for a more complete understanding of the composition of financial statements. Topics include the accounting cycle to management accounting, emphasizing the impact of accounting practices on the financial statements. Current accounting software is used as a tool for practical applications exposure.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-BUS 2201 Supervisory Management / BJCE

Leadership fundamentals in supervisory management: individual and group behavior, techniques for preventing and solving problems; handling complaints and grievances; communication; planning and building an organization. This is a BJCE course.

Credit 3 units.

CAPS-BUS 2210 Marketing Concepts

This course explores the decision-making process associated with providing consumers with goods and services. Topics include an introduction to the field of marketing and its environment, market research, consumer behavior, product policy, branding, packaging, distribution, promotion, and pricing. We also study how the Internet has changed each of these areas.

Credit 3 units.

Typical periods offered: Fall

CAPS-BUS 2240 Introduction to Public Affairs

This course examines the relationships between the public and influential institutions, especially different levels of government and media communication networks. Students also study how changes in communications and media, including the Internet, print, and social media, have influenced the field of public affairs. Related course topics include lobbying, publishing, and entertainment, their interface with political, economic, and social issues, and their influence on the work of public affairs professionals. We also will analyze how changes in the media impact international communication, and how these influence our understanding of other cultures, regions, and countries.

Credit 3 units.

CAPS-BUS 2241 Introduction to Project Management

This course retired in favor of the 300-level version (as of SP20)

Credit 3 units.

CAPS-BUS 2250 Design Thinking: Human-Centered Approaches to Making the World

This course provides an overview of approaches to design thinking: a process of identifying, creating, and implementing solutions. Through an experiential approach, students learn methods for understanding users' needs, synthesizing complex information, identifying directives for design, generating ideas, prototyping, and communicating solutions. Methodologies will reflect multiple areas, including design, engineering, business, and anthropology. The class operates collaboratively tackling a locally relevant problem, such as active transportation or waste management. Students also explore the role of this process in business, organizations promoting social change, and education through readings, case studies, lectures, guest speakers, discussion, and written exercises. No previous experience in design is required.

Credit 3 units.

Typical periods offered: Summer

CAPS-BUS 2996 Business Elective- 200 Level

Credit 0 units.

CAPS-BUS 2999 Independent Study

Requires written permission from the coordinator in Business and the dean in University College.

Credit 3 units.

Typical periods offered: Fall

CAPS-BUS 3000 Introduction to Supply Chain Management

This introductory course is designed to familiarize the student with the subject matter of procurement, forecasting, inventory management, enterprise resource planning, quality management, location selection, and supply chain integration and performance measurement. By the end of this course, students will have a foundation in SCM, and be prepared to determine if they want to pursue a career in SCM.

Credit 3 units.



Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-BUS 3020 Leadership for Organizational Success

This course examines contemporary theories and principles of leadership, with an emphasis on application at all levels within the organization. Along with leadership models, we study examples of successful, creative organizations. The theories and practices we examine may be applied to a wide range of organizations, including business, nonprofit, information technology, health care, communications, and public affairs. The course content, which students apply to their own experience and workplace, draws from multiple disciplines.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-BUS 3040 Managing Organizational Risk

In this course, students will evaluate key risk management tools and frameworks to identify, assess, monitor, and manage responses to minimize and mitigate potential adverse impacts to an organization. Emphasis will be given to common types of risks, including market, cultural, operational, and political. Through the analysis and discussion of case studies, students will learn to apply important concepts and frameworks that will deepen their understanding of how to manage organizational risk in real-life scenarios. By the end of this course, students will gain the proper skills to manage common types of risk to the overall enterprise and will be able to provide direction on how to design and implement successful risk mitigation strategies.

Credit 3 units.

CAPS-BUS 3055 Principles of Management

This course combines a strong foundation in management principles with six core managerial competencies critical for success: self-management, strategic action, planning and administration, global awareness, teamwork, and communication. We will study a number of well-known organizations to illustrate these managerial competencies. We also will explore how proactive managers respond to opportunities and challenges of global management and diversity, team-based management, service management, ethical issues, and contemporary trends in business. The course also offers self-assessment tools to help students understand and develop their own management potential for career success.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-BUS 3065 Principles of Project Management

This course provides students with a foundation in project management centered on developing their skills and capabilities. Students will gain competencies in planning, controlling, scheduling, resource allocation, budgeting, and performance measurements, utilizing tools and techniques to manage challenges throughout the project life cycle. Students will also examine the roles of the project manager, project teams, and stakeholders in the development of the project scope, up to and until project closure. A hands-on group project will provide students with the experience of managing a project.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-BUS 3080 International Management: Leadership Across Cultures

This course examines international business organizations and their managerial practices, with attention given to cultural differences, including leadership style, decision-making, negotiating, risk-taking, and training. Students also explore how cultural differences influence perceptions of corporate social responsibility, and the difference between ethical and corrupt managerial practices.

Credit 3 units.

Typical periods offered: Spring

CAPS-BUS 3088 Social and Political Strategy for Global Business

Given the ever-changing landscape of the global economy, business leaders are recognizing the need to address complex issues and make strategic decisions to fulfill short, medium, and long-term responsibilities to their shareholders and stakeholders alike. Managers need to integrate social, political, and legal strategies in conjunction with their market plans to succeed in today's business environment. This course provides an understanding of how non-market forces such as governmental regulations and policies, environmental issues, international trade policies, and the general public's preferences directly or indirectly affect a firm's productivity and overall performance. Students will learn how to launch and position products, enter new markets, and explore integrated strategies to analyze the marketplace and, ultimately, compete.

Credit 3 units.

CAPS-BUS 3090 Introduction to Resilience

Resilience signifies the capacity to adapt to changing conditions and to maintain or regain functionality and vitality in the face of disturbances whether natural (such as tornadoes, hurricanes, earthquakes) or manmade (such as civil unrest, economic downturn, aging infrastructure). This course will explore multiple aspects of resilience from social, environmental and infrastructure perspectives. Social resilience reinforces the role of communities in building resilience, environmental resilience examines the role of natural systems to serve as mentors for resilience, and infrastructure resilience looks at the role of built structures and systems in fostering resilience. We will examine common attributes that build resilience across different perspectives (social, environmental, infrastructure) and settings (e.g. city, neighborhood, building). Resilience and related course themes apply to a wide range of disciplines and experiences - environmental studies, history, urban planning, business, political science, design, to name a few - and students will be guided to apply course skills and strategies to their own interests and goals.

Credit 3 units.

CAPS-BUS 3130 Business Finance

This course is designed to survey the corporate finance discipline, examine the financial management of corporations and help students develop the skills needed to make decisions about financing, investments and dividends. Students also will be introduced to money, capital markets and institutions.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-BUS 3191 Advertising

This is an introduction to advertising, including economic, social, and marketing factors influencing advertising objectives and strategies. Students analyze advertising messages and design, and examine mass media systems as vehicles for advertising. We also focus on planning, buying, and scheduling of advertising media. Prerequisite: U48-210 or 211 or permission of instructor and junior standing. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.

Credit 3 units.

CAPS-BUS 3199 Integrated Studies Capstone: A&S Professional Track

Credit 3 units.

CAPS-BUS 3210 Strategic Planning

All successful businesses have a strategy--this course will teach you how to create one. Whether you are a student who wants to understand how business works, an entrepreneur developing a business, or an experienced manager who would like to implement practical approaches to strategic planning and critical thinking, this course will help you on your journey. Leading-edge strategic planning tools and templates will help you tackle the tough issues of today and the future. The course will emphasize how to create, implement, and manage successful change within organizations. Using case studies and examples from industry leaders, you will build critical thinking skills and use fundamental principles and tools that relate to successful strategic planning and decision making. You will develop written and oral presentation skills in the context of strategic planning; understand how to motivate the organization; and design and receive feedback on a draft strategic plan that can fit almost any situation.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-BUS 3250 History of American Business, Management, and Technology

This course is designed to introduce students to the study of the sociocultural aspects and elements in American Business, Management and Technology. Its primary focus and emphasis, therefore, is directed to understanding how the sociocultural elements and aspects of American business, management and technology have developed and evolved over time. This course will also examine how business and management have helped to influence and shape how American Society and Culture have developed and been influenced by these evolutions in business and management.

Credit 3 units. UColl: HSM, HUS

CAPS-BUS 3270 International Trade and Globalization

This course will explore globalization in the context of international trade and cross-border investments. Course topics include: forces driving globalization; economic consequences; trends in international trade and investment; effects of protectionism; government's role in world trade; international institutions such as World Trade Organization, European Union, and International Monetary Fund. In each of these areas we will consider how current global events and questions impact the international business environment.

Credit 3 units. UColl: CD

Typical periods offered: Fall

CAPS-BUS 3280 Regional Economics & Geographical Information Systems (GIS)

Classical Theories of economics are the foundation of today's regional thinking and they are the starting point of this course. Modern information technology in the form of Geographic Information Systems, Global Positioning Systems and mobile computing have combined to empower traditional theories with a penetrating pretence in application to contemporary public and private sector issues. New case study material and hands on learning practice sets drawn from spatial situations in logistics management, infrastructure design, operation and maintenance, Utilities and energy management, operations, and

maintenance, resource allocation and optimization, transportation, disaster avoidance, management, and recovery, and marketing and distribution provide customized learning examples. Prerequisite: U07 Econ 1011 (or similar introduction to microeconomic principles).

Credit 3 units.

CAPS-BUS 3290 International Trade and Globalization

Online version of the course U44 380M; fulfills the same program requirements. This course will explore globalization in the context of international trade and cross-border investments. Course topics include forces driving globalization; economic consequences; trends in international trade and investment; effects of protectionism; government's role in world trade; and international institutions such as the World Trade Organization, the European Union, and the International Monetary Fund. In each of these areas, we will consider how current global events and questions impact the international business environment.

Credit 3 units.

Typical periods offered: Fall

CAPS-BUS 3300 The Business of Communications

This course presents the business side of journalism and media organizations, from publication and creation of content to day-to-day operations. Students will study business practices and procedures of all types of media organizations, with emphasis on sales and marketing, product distribution, production, and audience identification and engagement. We also will learn to develop publications and products which speak to readers and viewers.

Credit 3 units.

CAPS-BUS 3302 Topics: Convergence of Government and Business: Cortex V. NGA Course

Credit 3 units. UColl: PSA, PST

CAPS-BUS 3310 Global Regional Economies: Economic Integration

This course examines the theory of global regional economies and the purpose and practices of integrating a geographic group of countries' economies into a common economic system of trade in goods and services, data, and mobility of people and capital. A common economy is intended to broaden and improve opportunities for the vast majority of people of a region by increasing productivity through the more efficient use of scarce resources. However, integration to a common economic system must be accomplished in the context of the social, environmental, political, and cultural changes that will occur, and these must be addressed. Analysis of implementation, practices, policies, and progress as well as comparison of various regionally integrated economies are achieved through the research of performance data.

Credit 3 units.

Typical periods offered: Fall

CAPS-BUS 3993 Internship in Business

Requires Internship Agreement Form, signed by Department Coordinator and Dean in University College

Credit 3 units.

Typical periods offered: Summer

CAPS-BUS 3996 Business Elective - 300 Level

Credit 0 units.

CAPS-BUS 3999 Independent Study

Requires instructor and program coordinator/director permission. Credit 3 units.



Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer Half B, Summer Half A, Summer, Spring, Spring Intersession, Fall Half B, Fall Half A, Fall

CAPS-BUS 4000 Internship

Credit 3 units.

CAPS-BUS 4142 Community Development and Environmental Preservation Through Entrepreneurial Collaboration II

A continuation of the on-campus Community Development & Environmental Preservation through Entrepreneurial Collaboration, which is offered in the spring, this field course takes place in Madagascar. Selected students will work in teams to refine and implement the plans developed in the on-campus course, communicate with community members to ensure sustainability, and measure the outcomes of previous projects. Teams will work with the Missouri Botanical Garden (MBG) Community-Based Conservation Program, Malagasy partners, NGOs, and members of specific rural subsistence communities. Students prepare reports for use by MBG, their partners, and future student groups, keep field notes, and develop a poster presentation. Enrollment is limited, and interested students are required to apply in late February. Those accepted must register by late March. Pre-requisite: Community Development & Environmental Preservation through Entrepreneurial Collaboration. Credit 3 units.

Social Sciences, BSIS

The Bachelor of Science in Integrated Studies: **Social Sciences** is designed for adult learners who want to build on their existent education by engaging with subjects across Social Sciences disciplines. Students acquire a foundation for career development and lifelong learning, honing skills in writing, deep reading, research and critical thinking. When approaching subjects across disciplines, learners consider and analyze issues using multiple lenses.

Students learn to appreciate differences across cultures, in areas of work and life, and among individuals. They deepen their understanding of problems, test new approaches to challenges, and learn to solve issues creatively.

This program can be completed entirely online.

Contact:	CAPS Student Success Navigators
Phone:	314-935-6700
Email:	caps@wustl.edu

Degree Requirements

All WashU Continuing & Professional Studies (CAPS) undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Required courses: 27 units plus a 3-unit capstone (30 units)

Choose 27 units from Social Sciences courses, including these disciplines:

- Anthropology
- Economics
- Political Science
- Psychology
- Sociology
- Women, Gender, and Sexuality Studies

Required capstone: 3 units

Students must also complete a 3-unit capstone course in which they reflect on the integration of a topic across fields within the chosen concentration.

Note: At least 15 units in the field of study must be in upper-level (3000-level and higher) courses.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Strategic Communications, BSIS

The Bachelor of Science in Integrated Studies: **Strategic Communications** bridges the study of human communication with how to effectively develop and deliver content for individual brands and organizations. Course work provides a foundation in oral and speech communication, organizational culture, media relations and message design. Students learn concepts in communication while gaining essential practical skills for designing, implementing and managing business communications programs for a range of corporate, agency and nonprofit organizations.

This program prepares students for careers in government, business, and media organizations that need experts who understand communications strategies and who can translate business objectives into media messaging, manage in-house resources, and direct external teams of communications professionals.

This program can be completed entirely online.

Contact: Joe Cruz
Phone: 314-935-8665
Email: cjoe@wustl.edu

Degree Requirements

All School of Continuing & Professional Studies undergraduate students must satisfy the same general-education requirements (p. 74).

Students in BSIS programs must complete a certificate (p. 106), tailoring their degree to their educational and professional goals. In some cases, students with extensive work experience and/or a significant number of transfer credits may have the certificate requirement waived. Requests for waiving the certificate requirement are reviewed and approved by the Vice Dean on a case-by-case basis.

Students in BSIS programs must also complete a Community Engagement course. A designated CAPS course will fulfill this requirement.

Required courses: 18 units

Code	Title	Units
CAPS-COMM 2000	Foundations of Communications	3
CAPS-COMM 2010	Writing for Business Communication	3
CAPS-COMM #TBD	Oral Communication	3
CAPS-COMM 2230	Integrated Strategic Communications	3
CAPS-COMM 3031	Organizational Communication	3
CAPS-ISLA 3980	Integrated Studies Capstone: Professional Track	3
Total Units		18

Elective courses: 12 units

Selections include the following:

Code	Title	Units
CAPS-COMM 3010	Market Research and Communications Strategies	3
CAPS-COMM 3440	Public Relations Principles and Practices	3
CAPS-COMM 3630	Crisis Communications	3
CAPS-COMM 3650	Communications Technology and New Media	3
CAPS-COMM 3710	Digital Communications Analytics	3
CAPS-COMM 4161	Communications Ethics and the Law	3
CAPS-JRN 3450	Effective Editing	3

Note: At least 15 units in the field of study must be in upper-level (3000-level and higher) courses.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1

student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-COMM 1120 Protect Yourself: Personal Digital Security

We all use computers, smartphones, & the internet, but most of us don't know much about securing our devices, our personal data, or even our identity. There's a lot to worry about-viruses, phishing, surveillance, tracking, & much more-but what should really concern you? How can you tell if you or your devices are vulnerable? How can you safeguard yourself? This course, meant for the average technology user, will answer these questions and many more. Topics covered include passwords, spyware, messaging & email, encryption, testing for vulnerabilities, HTTPS, and backup.
Credit 1 unit.

CAPS-COMM 1996 Communications Elective - 100 Level

Credit 0 units.

CAPS-COMM 2000 Foundations of Communications

Foundations of Communication is designed to help students be more effective communicators by examining the principles and contexts of human communication. It introduces fundamental elements (including self-awareness, perception, listening and responding, and verbal and nonverbal messages) and models of communication, basic communication theory, interpersonal communication, small group communication, and public speaking, with an emphasis on a practical application at each level. Students will learn the skills and techniques essential to effective communication and will be expected to demonstrate those in each communication context throughout the semester.

Credit 3 units.

Typical periods offered: Spring

CAPS-COMM 2010 Writing for Business Communication

Effective and appropriate written communication skills are a distinct advantage to any employee and an essential requirement for today's manager. In this course we will take a creative and active approach to increasing your knowledge of communications principles and formats as well as your ability to express yourself in a variety of written forms, including memos, proposals, presentations and reports. Communications strategy, and the importance of how the message, medium and an understanding of the audience all relate to affect communications outcomes, will also be reviewed. Prerequisite: One college-level course in English composition.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 2016 Search Engine Optimization Strategies

The greatest tool for discovery today is the search bar. More than 80 percent of people search online for products and services, but from a marketing perspective, how do you ensure your website result will be shown to them? It is imperative to consider search engine optimization for any digital campaign you embark upon, and SEO work is best learned by doing. Through this course, we aim to deconstruct and demystify how search engines work and what brands, organizations and individuals can do to improve their own search engine standing.



Specifically, we will focus on understanding the algorithms that power search engines; how keyword strategies can be researched and constructed; the elements of strong SEO performance; and how to devise and measure tactics that improve a site's overall ranking.

Credit 1 unit.

Typical periods offered: Summer

CAPS-COMM 2017 Oral Communication

Oral Communication is an introductory course that bridges the most prominent areas in the study of interpersonal and speech communication, including effective one-to-one, small and large group, intercultural, relational, organizational and professional, and public speaking. It will emphasize theoretical/conceptual approaches as well as skill development and the application of oral and speech communication tactics to various communication settings and contexts. Students will explore and apply effective communication strategies that incorporate elements in persuasion, mindful listening, cultural awareness, and group management and leadership.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 2050 Introduction to Public Speaking

This course is the online version of U48 2111. Public speaking is an essential skill for success in a student's professional career and in public life. This online version is particularly geared toward virtual public speaking and presentation. The focus of this course is to develop each student's ability as well as the confidence necessary to speak effectively in public. Students will learn to structure an effective and ethical speech, write to be heard and not read, use the voice and imagination successfully, and look and sound professional in a virtual meeting or job interview. Students will present a special occasion speech, an informative speech, and a persuasive speech.

Credit 3 units.

Typical periods offered: Spring, Summer

CAPS-COMM 2051 Introduction to Public Speaking

Public Speaking is an essential skill for success in a student's professional career and in public life. This class is geared for students to succeed. The focus of this class is to develop each student's innate ability and the confidence necessary to speak effectively in public. The presentation skills we will work on are: structuring an effective speech, writing to be heard and not read, and using the voice and body successfully. Students will present an introductory speech, an informative speech and a persuasive speech.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-COMM 2080 Professional Writing, Speaking, and Presentation

This is a course in organizational communications drawing upon the means of persuasion from classical rhetoric to Powerpoint. We will practice writing, speaking, and listening in the various formats: paper, oral presentations, and internet. We will also conduct comparative analyses of what works best with varying topics, situations, audiences, purposes. Students must have an e-mail account and access to the Internet to take the course. Required for the Liberal Arts and Business Program (LAB) and the Business Communication Certificates.

Credit 3 units.

CAPS-COMM 2090 Website Design and Development

This course covers Web site development using the three methods that have been used since Web design first began: hand-coding HTML using a text editor; building Web pages using a WYSIWYG editor like Dreamweaver; and using the most modern method, a Content Management System that separates design from content while making it easy for non-technical users to update a site. We will cover design principles, Cascading Style Sheets, server-side vs. client-side technologies, Web browsers, and Web servers. We will conclude the course with a brief overview of the future of Web development: XHTML and XML.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-COMM 2100 Introduction to Journalism

This course provides an overview of hands-on journalism skills with an emphasis on clear, accurate, and persuasive writing. Students will learn how to get the story, conduct interviews, report the story, and proofread their work. We will study and practice the art of pursuing a story, digging up and verifying facts, sorting fact from opinion, and uncovering information using principles of fairness, truth, and accuracy. As the format for news distribution varies and changes regularly, the course prepares students to use all platforms, including newspaper, television, radio, Facebook, Twitter, social media, citizen journalism, blogs, and all other formats.

Credit 3 units.

CAPS-COMM 2210 Marketing Communications

An introduction to advertising, public relations, and promotions and how they influence communications, journalism, and mass media. Students explore each of the three sisters of marketing and how they are used to build integrated marketing programs. Specific tools, including special events, direct mail, sponsorship, and press materials, will be discussed. In addition, the class will examine current and memorable marketing campaigns, view new technologies, and learn techniques and trends from professionals in the marketing field.

Credit 3 units.

Typical periods offered: Summer

CAPS-COMM 2230 Integrated Strategic Communications

Strategic communication programs enable organizations to accomplish business goals by building and maintaining trusted relationships with their most important communities. A strategic communication plan includes clear and measurable objectives, is based on positioning that clearly differentiates the organization, and takes advantage of appropriate and effective tactics. This course provides an overview of all aspects of strategic communication and how they relate to each other in corporate, agency and not-for-profit environments. It covers the critical concepts needed to manage diverse communication disciplines - including marketing, branding, advertising, public relations, promotions, graphic design, traditional and new media. This course provides the foundation in theory and practice required by today's business executives and professional communicators to create and manage successful programs, using all available strategic communication techniques.

Credit 3 units. UColl: SSC

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-COMM 2250 Fundamentals of Public Affairs: Messaging Strategies, Public Policy and Advocacy

This course examines the relationships between the public and influential institutions, especially different levels of government and media communication networks. Students also study how changes in communications and media, including the Internet, print, and social media, have influenced the field of public affairs. Related course topics



include lobbying, publishing, and entertainment, their interface with political, economic, and social issues, and their influence on the work of public affairs professionals. We also will analyze how changes in the media impact international communication, and how these influence our understanding of other cultures, regions, and countries.

Credit 3 units.

CAPS-COMM 2260 Black Voices and Crusading Journalists: Frederick Douglass to Oprah

Credit 3 units.

CAPS-COMM 2996 Communications Elective - 200 Level

Credit 0 units.

CAPS-COMM 3008 Website Design: Principles and Practice

The Web is its own design medium, and it requires a specific set of skills. This hands-on course teaches students the concepts, issues, and skills needed to design attractive, usable, and accessible websites that work across a wide range of devices. Bringing together graphic design and code, topics will include design principles, color, typography, layout, and multimedia. Graphic design tools will be introduced and explained. Prerequisite: U48 218 or permission of the instructor.

Credit 3 units.

CAPS-COMM 3010 Market Research and Communications Strategies

This course provides an overview of market research techniques with an emphasis on planning for communications campaigns. The course provides a hands-on look at several popular market research techniques used in supporting communications, such as focus groups and phone surveys. No previous knowledge of statistics is necessary. Recent case studies are used to illustrate how research results have influenced communications campaigns.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-COMM 3020 Digital Paid Media

In this course, students will receive an introduction to digital paid media. Students will learn about the various ad networks and platforms that help reach consumers online. Digital paid media includes search engine marketing, social media ads, display, mobile, and video ads. This course delves into best-practice approaches to planning and measuring digital paid media campaigns, as well as how to leverage complex algorithms.

Credit 1 unit.

CAPS-COMM 3031 Organizational Communication

Organizational Communication provides an overview of communication dynamics within and between organizations. Students will analyze these processes using various analytical frameworks, concepts, theories, and methods aimed at both examining and improving organizational communication strategies. Emphasis will be given to contemporary issues and challenges facing communication professionals and organizations at large. This course's guiding principle is to teach students how to lead their organizations in gaining a competitive advantage in a strategic communications context.

Credit 3 units.

CAPS-COMM 3050 Social Media for Public Relations

This class introduces students to the various ways social media may be used in the practice of public relations and marketing. We use the traditional steps of research, strategy, and measurement and apply them to online campaigns. We learn about various emerging social media technologies—including blogs, wikis, Facebook, Twitter, and LinkedIn—and how they have changed the world of PR and marketing.

Credit 1 unit.

Typical periods offered: Summer

CAPS-COMM 3060 Making the Cut: Editing Digital Video

This course introduces students to video editing: reducing hours of recorded video to compelling moments and creatively weaving together the best parts to attract and hold viewers. Students will use supplied video material to learn how to guide the viewer's attention, build suspense, and inform the audience. We will also learn tricks to fix common mistakes made in the field and explore higher-level production methods (e.g., color correction, picture-in-a-picture technique) to achieve a professional look. By the end of the course, students will be proficient in making simple edits to create the equivalent of a basic short narrated video package or promotional video. Students will also learn to improve their videography skills by seeing what works in the editing suite.

Credit 3 units.

CAPS-COMM 3080 Sports Reporting and Writing

No journalist works longer or more unappealing hours than a sportswriter, and no one faces tougher deadlines. None is more dedicated to round-the-clock coverage. We'll learn the skill for channeling a love of sports into twitter feeds, blog posts, game stories, columns, hot takes and podcasts even when the home team stinks, the owner is broke, the stadium is falling apart, the point guard has flunked out and the starting goalie gets arrested on a DUI.

Credit 3 units.

CAPS-COMM 3110 Advanced Web Site Design and Development

This course focuses on one of the most important parts of Web development: Cascading Style Sheets (CSS), which allow developers to set the formatting and positioning of content in webpages. We will cover topics such as CSS selectors, media-specific styles, animation, navigation, layouts with Flexbox and Grid, lightboxes, and we'll take an in-depth look Responsive Web Design via Bootstrap and other frameworks. Prerequisites: U48 218 Web Site Design and Development or instructor permission.

Credit 3 units.

Typical periods offered: Spring

CAPS-COMM 3330 Technology for Managers: Tools and Strategies

This course is designed for managers involved in making business decisions involving technology. Students are expected to know how to use a computer, but this course is not a hands-on tutorial. Instead, we will discuss a range of issues focusing around modern technologies used by businesses around the world. Topics include networking, communications, open source software, content management systems, computer based training, Web services, Web site usability, wireless, productivity tools, and more.

Credit 3 units.

CAPS-COMM 3440 Public Relations Principles and Practices

This course provides an overview of public relations and its social media and online components. We will consider theoretical and practical applications of communications with various publics: media, employees, consumers, the community, and shareholders.

Credit 3 units.



Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 3452 Effective Editing

Online version of the course U49 345. Today's communicators don't just write, they also must edit their work for posting on a website or publishing in print. Learn about editing, including the basics of professional-grade grammar, punctuation and style usage. Most editing today involves not just copyediting, however. Communicators must know how to spot sexist and racist language, poor organization and imprecise sentences. This class will help you edit others' work, and, most importantly, your own.

Credit 3 units.

CAPS-COMM 3630 Crisis Communications

Both profit and nonprofit organizations are increasingly embroiled in controversies and crises. Consequently, demands are growing for public relations practitioners to help restore an organization's good name and reputation, along with its financial stability. In learning to construct, implement and evaluate a crisis communication plan, students will research and analyze an organizational crisis, identify the communication demands of various audiences affected by a crisis, and develop strategies and communication tools for managing a crisis.

Credit 3 units.

Typical periods offered: Spring

CAPS-COMM 3650 Communications Technology and New Media

This course explores concepts, production, design, publications, strategies and practical applications of interactive media. The course focuses on emerging topics and technologies to help students develop strategies for addressing and resolving both basic and complex issues associated with interactive media. Case studies will be introduced to examine a range of interactive media topics including photography, blogging, videography, ethics and social media marketing.

Credit 3 units.

Typical periods offered: Fall

CAPS-COMM 3680 The Business of Communications

This course presents the business side of journalism and media organizations, from publication and creation of content to day-to-day operations. Students will study business practices and procedures of all types of media organizations, with emphasis on sales and marketing, product distribution, production, and audience identification and engagement. We also will learn to develop publications and products which speak to readers and viewers.

Credit 3 units.

Typical periods offered: Fall

CAPS-COMM 3700 Politics of Encryption: Snowden, Surveillance, and the Fourth Amendment

In 2013 Edward Snowden disclosed the existence and extent of world-wide government surveillance, leading to important debates about encryption, surveillance, and control. This course uses the implications of Snowden's revelations as a takeoff point to explore the politics of encryption. Topics include encryption and secure communications, the use of encryption by terrorists and criminals, United States and international laws concerning encryption, and the clash between businesses like Apple and U.S. intelligence agencies.

Credit 3 units.

CAPS-COMM 3710 Digital Communications Analytics

For the last quarter century, organizations, companies and brands have entered into an increasingly evolving world of digital communications, offering unbridled opportunities to reach and engage their key stakeholder audiences. This course delves deep into how to uncover and utilize data analytics and their related insights to better understand, plan and optimize communications within digital channels and platforms. It goes into detail on how the digital ecosystem has evolved and is still evolving due to technological advances, regulatory actions, and other cultural impacts. It explores how to use digital data to better understand audiences and their behavior as well as for specific marketing and communications objectives, such as launching a new product and planning for a crisis.

Credit 3 units.

Typical periods offered: Fall

CAPS-COMM 3999 Independent Study in Communications

Instructor and CAPS approval required.

Credit 1-4 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 4050 Topics in Public Relations

An advanced-level examination of public relations functions through studies in special subjects related to the field. A major research paper or project is required. For information about current offerings, consult the Course Schedule.

Credit 3 units.

CAPS-COMM 4161 Communications Ethics and the Law

In this course, we will analyze principles that influence ethical judgment in the newsroom, the public relations firm, and the broader communications business. We will look at historical foundations of ethical thought in communications, study laws governing mass communications, and examine tools and strategies for ethical judgment in the field. We will also consider how one's personal ethical framework influences judgment, and we will use case studies to analyze ethical questions associated with social responsibility, commercial speech vs. political speech, and censorship.

Credit 3 units. UColl: ML

Typical periods offered: Spring

CAPS-COMM 4600 Topics in Communications and Journalism

Credit 3 units.

CAPS-COMM 4994 Internship in Public Relations and Advertising

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-COMM 4999 Independent Study

Credit 3 units.

Typical periods offered: Spring

Associate in Arts Degrees

The **Associate in Arts** (AA) degree provides a framework for understanding the disciplines and skills of a liberal arts degree, a foundation for further study at the bachelor's degree level, and an initial academic credential required for career advancement. The degree is awarded to students who successfully complete the equivalent



of two years of undergraduate study. This program is offered either fully or mostly online. Students interested in the Natural Sciences and Mathematics concentration may need to take some courses on campus.

The courses completed for the degree count toward all Bachelor of Science in Integrated Studies degree programs at WashU Continuing & Professional Studies (CAPS).

Students preparing for a career in nursing are encouraged to enroll in the Associate in Arts in Pre-Nursing program. Students fulfill the same general education requirements as students in the regular AA degree program, but the program includes some preselected courses.

Note: The Associate in Arts degree program is open only to Washington University employees and partner program students.

WashU Continuing & Professional Studies (CAPS) offers the Associate in Arts degree with concentrations in the following areas. Courses are selected from multiple departments within those areas rather than in a single department:

- **Natural Sciences and Mathematics:** Mathematics, Biology, Chemistry, Physics, Earth and Planetary Sciences, others with authorization
- **Social Sciences:** Anthropology; Economics; Political Science; Psychology; Sociology; Women, Gender, and Sexuality Studies; others with authorization
- **Humanities:** Classics, History, Literature, Philosophy, Religious Studies, Art History and Archaeology, others with authorization
- **Professional Studies:** Business*, Communications, Journalism, Health Care, Clinical Research Management, Sustainability, others with authorization**

* Business-related programs at CAPS are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International) at WashU.

** Business and Forensic Psychology certificates could be used to complete the majority of the Professional Studies area (15/18 units).

For more information about Associate in Arts degree requirements and policies:

Phone: 314-935-6700

Website: <http://caps.wustl.edu/programs/undergraduate/associate-arts>

Degree Requirements

- AA Degree (p. 103)
- AA Degree in Pre-Nursing (p. 104)

Associate in Arts Degree

The Associate in Arts degree is open only to WashU employees and partner program students.

To receive an Associate in Arts degree from WashU Continuing & Professional Studies (CAPS), students must be admitted to degree candidacy; complete a minimum of 60 units of college-level work with a cumulative grade point average of 2.0 or higher; and satisfy specific writing, course distribution, and residency requirements. In addition, students must complete a 15-unit concentration with grades of C- or better in all courses. No more than 24 units may be transferred to the degree. The final 36 units of the degree program must be completed at Washington University. The courses completed for the Associate in Arts degree count toward all Bachelor of Science degree programs in CAPS.

General Education Requirements*

Basic Requirements: 15 units

Code	Title	Units
CAPS-ECOMP 1110	Analytical Writing	3
CAPS ECOMP 2020	Critical and Researched Writing	3
One course in cultural diversity		3
One course in moral reasoning		3
One course in numerical applications		3
Total Units		15

Distribution Requirements: 18 units

Students must complete 6 units in each distribution area noted below. Each distribution area must include coursework from at least two disciplines. (Courses that satisfy the numerical applications, moral reasoning, and cultural diversity Basic Requirements may also count toward the Distribution Requirements.)

- Natural Sciences and Mathematics
- Social Sciences
- Humanities

Concentration Requirements: 18 units

- **Natural Sciences and Mathematics:** Mathematics; Biology; Chemistry; Physics; Earth, Environmental, and Planetary Sciences; others with authorization
- **Social Sciences** (online option available): Anthropology; Economics; Political Science; Psychology; Sociology; Women, Gender, and Sexuality Studies; others with authorization
- **Humanities** (online option available): Classics; History; Literature; Philosophy; Religious Studies; Art History and Archaeology; others with authorization
- **Professional Studies** (online option available): Business; Communications; Journalism; Health Care; Clinical Research Management; Sustainability; others with authorization

Electives: 9 units

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each



semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

* These requirements are effective as of summer 2025. Students admitted to CAPS programs prior to summer 2025 are expected to fulfill the requirements in place at the time of their admission.

Associate in Arts Degree in Pre-Nursing

The Associate in Arts degree is open only to WashU employees and partner program students.

The Associate in Arts (AA) in Pre-Nursing provides the opportunity for students to complete the prerequisites required to continue on to a Bachelor of Science in Nursing (BSN) program while earning an associate's degree. The pre-nursing curriculum provides students with an ideal foundation for their professional studies: strong communication skills, practical analytical and problem-solving abilities, an appreciation for complex ethical questions, and an introduction to human sciences. Students who complete this course sequence will be well equipped to continue on to a variety of clinical nursing (BSN) programs. Students should consult the requirements of the BSN program they wish to attend to ensure that any specific requirements are met. This program is offered either fully or mostly online.

The courses completed for the Associate in Arts Degree in Pre-Nursing will count toward all Bachelor of Science in Integrated Studies degree programs at WashU Continuing & Professional Studies (CAPS), should pre-nursing students opt to continue their studies at CAPS.

Students interested in completing only the prerequisites for nursing schools without earning the AA should apply to our Pre-Nursing Program.

Note: Students in the AA in Pre-Nursing program fulfill the same general education requirements as students in the AA degree program, but with some preselected courses.

Basic Requirements: 15 units

Code	Title	Units
CAPS-ECOMP 1110	Analytical Writing	3
CAPS-ECOMP 2020	Critical and Researched Writing	3
CAPS-MATH 1012	Introduction to Statistics or CAPS-MATH 2000	3
Applied Statistics		
One course in moral reasoning		3
One course in cultural diversity		3
Total Units		15

Distribution Requirements: 18 units

Students must complete 6 units in each distribution area noted below. Each distribution area must include course work from at least two disciplines unless otherwise noted. (Courses that satisfy the numerical applications, moral reasoning and cultural diversity Basic Requirements may also count toward the Distribution Requirements.)

- Natural Sciences and Mathematics
- Social Sciences:

Code	Title	Units
CAPS-PSYCH 1000	Introduction to Psychology	3
CAPS-PSYCH 2005	Human Growth and Development	3
Total Units		6

- Humanities must include the following:

Code	Title	Units
CAPS-COMM #TBD	Oral Communication	3

Concentration Requirements: 18 units

Code	Title	Units
CAPS-BIO 1000	Concepts in Biology	3
CAPS-BIO 2030	Nutrition	3
CAPS-BIO 2200	Anatomy and Physiology I	4
CAPS-BIO 2201	Anatomy and Physiology II	4
CAPS-BIO 2800	Microbiology for Health Professions	4
Total Units		18

Electives: 9 units

- Humanities elective (3 units)
- Social Science elective (3 units)
- General elective (3 units)

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Pre-Nursing Program

Nursing is a fulfilling and vital career with enormous growth potential. Nurses are essential members of health care delivery teams, often serving as the most direct link to the patient while orchestrating the best possible care. They are in a position to advocate for patients and families, especially those who cannot advocate for themselves. Nurses improve patients' quality of life and support people at their most vulnerable moments. They serve as key members of health care teams, working together with physicians, pharmacists, social workers, and



other providers to coordinate care. Nurses benefit from opportunities for continuous learning throughout their careers, and they may gain greater responsibility and autonomy through increased education and experience. They serve in a variety of settings and specialties, and may opt to pursue research or teaching opportunities.

The Pre-Nursing Program at WashU Continuing & Professional Studies (CAPS) is for students who wish to complete prerequisites before continuing on to a bachelor of science in nursing (BSN) program. Students receive individual advising in order to create a course plan that fulfills the prerequisites for their future nursing programs of choice. The pre-nursing curriculum provides students with an ideal foundation for their professional studies: strong communication skills, practical analytical and problem-solving abilities, an appreciation for complex ethical questions, and an introduction to human sciences. Students who complete this course sequence will be well equipped to continue on to a variety of clinical nursing (BSN) programs.

The Pre-Nursing Program is not eligible for local, state, or federal aid options unless students are concurrently enrolled in a degree program eligible for financial aid. WashU employees may use their tuition benefit for the program.

- **Please visit the Pre-Nursing Program Details page (p. 105) of this Bulletin for more information.**

Contact: School of Continuing & Professional Studies Advisors
Phone: 314-935-6700
Email: CAPS@wustl.edu
Website: <https://caps.wustl.edu/pre-nursing-program>

Pre-Nursing Program Details

Students who complete 54 units of nursing prerequisites with CAPS may, with an additional 6 units, earn an Associate in Arts degree. Students interested in the associate degree should speak with a Student Success Navigator (aka advisor) about applying to that program and fulfilling degree requirements.

Examples of Common BSN Prerequisites* and Their CAPS Equivalents

Students should work with a student success navigator to arrange a schedule that fits their previous college record and timetable.

General Elective	Select from a variety of introductory and upper-level courses; Quantitative Reasoning (CAPS-SCI 1020/Quantitative Reasoning) is highly recommended.
College Algebra	Algebra (CAPS-MATH 1040)

Statistics	Introduction to Statistics (CAPS-MATH 1012) or Applied Statistics (CAPS-MATH 2000)
Introduction to Sociology	Introduction to Sociology (CAPS-SOC 2023) or other courses in Sociology with approval
English Composition I	Analytical Writing (CAPS-ECOMP 1110)
English Composition II	Critical and Researched Writing (CAPS-ECOMP 2030)
History or Political Science	Select from a variety of introductory and upper-level courses in these departments.
Social Science Elective	Select from a variety of introductory and upper-level courses in the departments of Anthropology, Economics, Political Science, and Psychology.
Humanities Elective	Select from a variety of introductory and upper-level courses in the departments of Art History, Classics, History, Literature, Philosophy, and Religious Studies.
Ethics	Biomedical Ethics (CAPS-PHIL 2040)
Select courses in Biology, Chemistry, Genetics, or Physics	Concepts in Biology (CAPS-BIO 1000) or other courses with approval
Nutrition	Nutrition (CAPS-BIO 2030)
Anatomy and Physiology I with Lab	Anatomy and Physiology I (CAPS-BIO 2200)
Anatomy and Physiology II with Lab	Anatomy and Physiology II (CAPS-BIO 2201)
Microbiology with lab	Microbiology for Health Professions (CAPS-BIO 2800)
General Psychology	Introduction to Psychology (CAPS-PSYCH 1000)
Human Growth and Development	Human Growth and Development (CAPS-PSYCH 2005)
Oral Communication/Speech	Oral Communication (UCAPS-COMM #TBD)

* Examples from admissions requirements for the Barnes-Jewish College Goldfarb School of Nursing.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an



I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Contact: School of Continuing & Professional Studies Advisors
 Phone: 314-935-6700
 Email: CAPS@wustl.edu
 Website: <https://caps.wustl.edu/pre-nursing-program>

Undergraduate Certificate Programs

WashU Continuing & Professional Studies (CAPS) awards undergraduate certificates in many specialized areas of professional and personal development. Undergraduate certificate programs are credit-bearing and vary in length and requirements. All coursework must be completed at CAPS. To receive an undergraduate certificate, students must have earned a cumulative grade point average of 2.0 or higher for all certificate courses taken. No course with a grade below C- will count toward an undergraduate certificate.

Students may pursue an undergraduate certificate on a standalone basis or as part of a bachelor's degree. Courses taken toward an undergraduate certificate program may be applied to a CAPS Bachelor of Science in Integrated Studies degree. If a student is pursuing a bachelor's degree and a certificate, overlap is allowed between the field of study and the certificate. If the certificate consists of 15 units or fewer, there should be at least 6 units unique to the certificate. For certificates of 16 units or more, there should be at least 9 units unique to the certificate. (An exception to this restriction applies to sequential programs of the same name, such as Clinical Research Management, in which case all certificate courses may apply to the next-level program.)

Please visit the individual certificate pages (p. 106) for more detailed information, requirements, and policies.

Phone: 314-935-6700
 Website: <http://caps.wustl.edu>

Certificates

Admission to CAPS undergraduate certificate programs requires a high school diploma or equivalent. Newly admitted students will complete reading and writing assessments to determine whether any foundational coursework in those areas is needed to ensure success in the chosen program of study.

- Business (p. 106)
- Business Writing (p. 107)
- Clinical Research Management (p. 107)
- Creative Writing (p. 109)
- Data Analytics (p. 116)

- Forensic Psychology (p. 119)
- Geographic Information Systems (p. 119)*
- Health Care Transitions (p. 121)
- Leadership and Organizational Development (p. 121)
- Marketing (p. 122)
- Project Management (p. 122)
- Somatic Studies (p. 123)
- Strategic Communication (p. 128)
- Sustainability (p. 132)

* Denotes a certificate that is eligible for financial aid.

Business Certificate

The **Certificate in Business** provides the information, skills and resources needed to function effectively in a business setting. The coursework addresses core competencies including accounting, marketing, and management as well as in-demand skills such as budgeting, business analysis, business process, procurement, and operations management.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Business-related programs at WashU Continuing & Professional Studies (CAPS) are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International) at WashU. Most courses are 3 units.

Contact: Joe Cruz
 Phone: 314-935-6700
 Email: cjoe@wustl.edu
 Website: <http://caps.wustl.edu/programs/certificates/business>

Requirements Certificate in Business

Required Courses: 15 units

Code	Title	Units
CAPS-BUS 2190	Financial and Managerial Accounting	3
CAPS-BUS 2210	Marketing Concepts	3
CAPS-BUS 3000	Introduction to Supply Chain Management	3
CAPS-BUS 3055	Principles of Management	3
CAPS-BUS 3130	Business Finance	3
Total Units		15

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do



not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Business Writing Certificate

The **Certificate in Business Writing** focuses on the writing skills that are necessary to develop communications materials for an organization. Students in the program learn persuasion principles, how to better understand audience needs, and cutting-edge message design strategies. The program is designed to support people who have attended college (or who have at least completed two foundational composition courses) and are looking to grow in their current position or transition into a strategic communications role.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Business-related programs at WashU Continuing & Professional Studies (CAPS) are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International) at WashU. Most courses are 3 units.

Contact: Joe Cruz
Phone: 314-935-8665
Email: cjoe@wustl.edu
Website: <https://caps.wustl.edu/programs/certificates/>

Requirements Certificate in Business Writing

Required Courses: 9 units

Code	Title	Units
CAPS-COMM 2010	Writing for Business Communication	3
CAPS-COMM 2230	Integrated Strategic Communications	3
CAPS-ECOMP 3010	Writing for Public Speaking	3
Total Units		9

Elective Courses in Writing: Students choose one of the following (3 units)

Code	Title	Units
CAPS-JRN 3450 Effective Editing or CAPS-COMM 3650 Communications Technology and New Media		3

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Clinical Research Management Certificate

The **Certificate in Clinical Research Management** is designed primarily for individuals with clinical research responsibilities who want the formal course work to complement their skills and experience in the field.

This certificate program targets key processes for managing research protocols that develop and use drugs, devices, and treatments for patient care. The program focuses on the scientific methods of clinical research, good clinical practice, research ethics, and the regulatory guidelines that protect human subjects, all of which are integral components of clinical trial management in academic research or pharmaceutical industry settings.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact: CAPS
Phone: 314-935-6700
Email: CAPS@wustl.edu
Website: <http://caps.wustl.edu/programs/certificates/clinical-research-management>

Requirements Certificate in Clinical Research Management

Required Courses: 21 units

Code	Title	Units
CAPS-CRM 2000	Fundamentals of Clinical Research Management I	3
CAPS-CRM 2001	Fundamentals of Clinical Research Management II	3
CAPS-CRM 3010	Introduction to Data & Information Management in Health Sciences	3
CAPS-CRM 3020	Research Ethics and Regulatory Affairs	3



CAPS-CRM 3030	The Business of Clinical Research	3
CAPS-CRM 3050	Pharmacology for Clinical Research	3
CAPS-CRM 3051	Practicum/Capstone	3
Total Units		21

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-CRM 2000 Fundamentals of Clinical Research Management I

This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct. Credit 3 units.

Typical periods offered: Fall

CAPS-CRM 2001 Fundamentals of Clinical Research Management II

This course focuses on the application of principles and theories covered in Fundamentals of Clinical Research Management I. Students will develop and complete documents for a specific assigned protocol. This will include completing institutional review board paperwork, writing an informed consent, developing source documents, and critiquing research articles. Prerequisite: Fundamentals of Clinical Research Management I or instructor permission. Credit 3 units.

Typical periods offered: Spring

CAPS-CRM 3001 Internship in Clinical Research Management

Requires signed proposal and approval from Internship Coordinator, Faculty Supervisor and Advisor in University College. Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-CRM 3006 Evidence-Based Decision Making

Policies can fail because of weak foundational support. Many times, there are no detailed strategic objectives and no clear and measurable success criteria, or these may not be aligned with strategic goals. This course is an introduction to developing policy. Using information about COVID-19 in St. Louis as a case study, this course highlights the intersection of culture; government; leadership; and social determinants such as sex, gender, and poverty. To develop the skills

used to evaluate and solve problems, students will learn to critically examine the following: (1) the concept of health (broadly defined); and (2) how data are used to develop policies and programs for communities.

Credit 3 units. UColl: SSC

CAPS-CRM 3010 Introduction to Data & Information Management in Health Sciences

This course presents the basic principles for understanding the design, conduct, analysis, and endpoints of clinical trials. We will review statistical terminology and explain trial design from a clinician's point of view, including theoretical and practical aspects of randomization, stratification, blinding, and single center versus multi-center trials. Additional topics include hypothesis formulation, commonly used research designs, statistical significance, confidence intervals, and statistical tests.

Credit 3 units.

Typical periods offered: Fall

CAPS-CRM 3026 Drug-Induced Diseases: Detection, Prevention, and Management

A drug-induced disease (DID) is the unintended effect of a drug that results in mortality or morbidity with symptoms sufficient to prompt a patient to seek medical attention and/or require hospitalization. There have been great advances in drug therapy that have had tremendous beneficial impact on patient outcomes. However, the effects of drugs are not always beneficial; drugs are also capable of causing new diseases or exacerbating those that already exist. Some of these diseases are well known and transient (e.g., diarrhea, weight gain). Others, like liver disease and diabetes, are neither. This course will explore these issues in a novel, disease-specific way that will be accessible to a wide range of students: clinical research managers, medical students, nurses, pharmacists and other allied health professionals. The course will include weekly readings from the textbook or other sources. Regular group discussions will be important, addressing how this new knowledge can be applied to students' professional or personal practices. Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 3030 The Business of Clinical Research

An overview of the business elements of clinical research, this course covers drug and device development, the regulatory environment, finance, corporate structures, and the clinical trials office. We will consider stakeholders including pharmaceutical and device industries, academic and private research centers, government agencies such as the National Institutes of Health, nonprofit agencies and a variety of other organizations such as American Diabetes Association and the National Cancer Institute. We also will study local, state, and federal regulations, as well as international and global issues that impact the business of clinical research.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 3050 Pharmacology for Clinical Research

This course presents the basic principles of pharmacology and their application to clinical research management to help ensure safe and effective management of drug trials. We will study the foundations of pharmacology, including the principles of drug absorption, distribution, metabolism and excretion, drug binding sites and interactions, and drug development. We also will examine pharmacological problems with special populations, and the emergent area of pharmacogenetics.



In the second half of the course we will review important drug classes, with an emphasis on understanding Investigator's Brochures, including drug action and place in therapy, pharmacology, toxicity, chemical properties, and kinetics.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-CRM 3051 Practicum/Capstone for CRM

This course provides student-specific guidance and experience in a clinical research environment. Students will engage in practical experiences in a field and therapeutic area of their choice, or, if desired, get exposure to diverse clinical research settings. The practicum will take place in departments within WashU outpatient research settings and pharmaceutical and device industry settings. Students already working in a clinical research environment will have the option of completing a research project with instructor approval or a hybrid between the practicum and the capstone in order to fit their goals. Student must have completed all other courses for the undergraduate degree or undergraduate certificate in the Clinical Research Management Program. May be concurrent with final course.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-CRM 3350 Introduction to Project Management in Clinical Research

This course aims to explore basic concepts of project management with direct application to clinical research. Students will better understand criteria defining a project and product (versus operations), roles and responsibilities of a project manager, various methodologies (e.g. agile, waterfall, etc.), and planning tools (e.g. Microsoft Project, Jira, Teams). Student experiences in clinical research will be integrated into course discussions to explore application of project management skills and practice important team-building skills (e.g. effective meeting principles). Additionally, the course will incorporate a variety of learning resources from the Project Management Institute (PMI), LinkedIn, and professional research organizations (e.g. ACRP) into class discussions and project assignments. One or more (modified) research protocols will be used for hands-on experience applying project management strategies.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-CRM 4035 Individual and Organizational Introspection

The primary objective of this course is for students to systematically consider and evaluate themselves and the organization in which they work to determine individual and organizational effectiveness. The course provides a framework for students to be introspective about their personal growth objectives, their strengths and weaknesses in an organizational context, and their desire for future career direction. There will be five class meetings spread relatively evenly over the semester with most of the work completed on an individual basis.

Credit 3 units.

CAPS-CRM 4085 Synaptic Change in the Nervous System

In this course, we study synapses and how they are modified by experience in development, learning, and memory. Topics include the impact of different types of synapses on neural function; activity-dependent synaptic organization during nervous system development; the link between synaptic plasticity and learning and memory; circuitry and mechanisms of explicit and implicit memory formation; and

synaptic organization and function in aging. We also learn how learning and memory are altered in mood disorders and addiction, as well as how they are affected by sleep and exercise. Prerequisites: Introduction to Psychology and previous course work in biology.

Credit 3 units.

CAPS-CRM 4351 Exploring Project Management in Clinical Research

This course aims to explore basic concepts of project management with direct application to clinical research. Students will better understand criteria defining a project and product (versus operations), roles and responsibilities of a project manager, various methodologies (e.g. agile, waterfall, etc.), and planning tools (e.g. Microsoft Project, Jira, Teams). Student experiences in clinical research will be integrated into course discussions to explore application of project management skills and practice important team-building skills (e.g. effective meeting principles). Additionally, the course will incorporate a variety of learning resources from the Project Management Institute (PMI), LinkedIn, and professional research organizations (e.g. ACRP) into class discussions and project assignments. One or more (modified) research protocols will be used for hands-on experience applying project management strategies.

Credit 3 units.

CAPS-CRM 4390 Modern Genetics

This course focuses on the concepts of Mendelian genetics, linkage analysis, gene mutation, genomics, cancer genetics, genetics of model organisms, and population genetics. We will focus on gaining experience in data analysis and experimental design and on developing problem-solving skills. Analytical thinking and the ability to integrate mathematical analysis with a firm understanding of biological events are essential to this course. Prerequisite: General Biology I.

Credit 3 units.

CAPS-CRM 4999 Independent Study in Clinical Research Management

Requires completed proposal form, permission from Department Coordinator and Advisor in University College.

Credit 3 units.

Creative Writing Certificate

The creative writing courses at the School of Continuing & Professional Studies (CAPS) are open to all students with writing skills comparable to those typically learned in English Composition 1110 and 2030. CAPS offers a 16-unit **Certificate in Creative Writing** for those who want to explore in depth and achieve significant mastery in the art of writing fiction or creative nonfiction.

Instructors in this program are experienced professional writers, most of whom are associated with the WashU Graduate Writing Program and the Department of English. All of the craft courses are taught using the workshop model, with open discussion and detailed, constructive criticism of each student's writing.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.



Contact: CAPS Student Success Navigators
 Email: CAPS@wustl.edu
 Website: <https://caps.wustl.edu/programs/certificates/creative-writing>

please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Requirements

Certificate in Creative Writing

Students may specialize in fiction or creative nonfiction. Each student will take the 3-unit foundational course "Writing Across the Genres" (CAPS-ECOMP 1300) in their first term in the program and, in successive terms, four 3-credit, advanced-level (3000 or higher) courses, including two courses devoted to mastering the craft of writing in the chosen specialty genre, one course primarily in reading and analysis of the literature in that genre, and one course in a second genre.

The student's final course in the program will be taken for 4 credits rather than the usual 3, and it will include a 1-credit meta-commentary assignment. This assignment requires students to step back from the particular course and describe (in 1500 words) what they have learned about the differences between and similarities among the genres investigated and how these have affected their choice of genre. Students should look at the strategies they have chosen in their writing and explain why they chose them for a particular purpose. The goals of this assignment are for students to demonstrate the skills that they have learned during the course of their certificate studies as they think about the genres they have examined and to show how these skills govern their approach to creative writing.

Sample courses include the following:

Code	Title	Units
CAPS-ECOMP 3110	Poetry Writing	3
CAPS-ECOMP 3130	Fiction Writing: The Moral of the Story: Writing Fiction About Ethics, Philosophy, and Morality	3
CAPS-ECOMP 3200	The Art of the Personal Essay	3
CAPS-ECOMP 3271	Nonfiction: Reading and Writing the Memoir	3
CAPS-ECOMP 3280	Creative Nonfiction: Writing Ourselves, Writing the World	3
CAPS-ECOMP 3997	Fiction Seminar	3
CAPS-ECOMP 4500	Fundamentals of Novel Writing	3

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa,

Courses

CAPS-ECOMP 3000 Exposition

Online version of the course U11 304, and fulfils the same program requirements. This advanced composition course considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions and to explore strategies appropriate to various writing situations, from the more experimental and performative to the more formal and scholarly. The course will involve frequent practice in analyzing and critiquing, with special attention to techniques of organization, argument, and emphasis. Prerequisite: U11 203 or U11 203M (Critical and Researched Writing). Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-ECOMP 3010 Writing for Public Speaking

A course in organizational communications drawing upon the means of persuasion from classical rhetoric to PowerPoint. Practice in writing, speaking, and listening in the various formats: paper, oral presentations, and Internet. Comparative analysis of what works best with varying topics, situations, audiences, and purposes. Prerequisite: U11 203 or 203M.

Credit 3 units.

Typical periods offered: Spring, Summer

CAPS-ECOMP 3020 Argumentation

This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types, and fallacies.

Credit 3 units. Arch: HUM Art: HUM EN: H UColl: HUM

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-ECOMP 3030 Technical Writing

For those whose professions require them to present complex information precisely, logically, and efficiently. Examination of the audiences for technical writing and effective methods of organizing information to meet their needs. Variety of formats: letters, memos, trip reports, progress reports, proposals, and informal reports. Prerequisite: U11 203 or 203M.

Credit 3 units.

Typical periods offered: Fall

CAPS-ECOMP 3040 Exposition

In this advanced composition course, students will craft thoughtful and stylistically engaging essays that explore St. Louis—its history, culture, politics, arts, industry, challenges, and opportunities. Our pieces will range from the formal and scholarly to the creative, experimental, and professional, allowing us to consider how audience and purpose shape our writing. Students will engage in regular critique of their own and others' writing, with attention to issues such as organization, clarity, sentence structure, and tone.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

**CAPS-ECOMP 3100 Genre Writing**

This course is a creative writing workshop dedicated to genre fiction. With a primary focus on the contemporary genre story, the course will cover new and classic science fiction, fantasy, crime writing, and much more. Through a series of readings and writing workshops, we will discuss the craft of genre writing from the traditional to the contemporary, including long-standing genre conventions, recent cross-genre trends, and the current role of genre fiction in the literary landscape. This course can count toward the major in English for day students.

Credit 3 units.

Typical periods offered: Spring

CAPS-ECOMP 3110 Poetry Writing

This course is an open-level poetry workshop for writers interested in exploring the craft of poetry. We will discuss uses of imagery, language, and rhythm in the context of creating experience and meaning in poetic form. Students will share original work—often generated from class activities and exercises—for discussion with the class. This course can count toward the major in English for day students.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-ECOMP 3130 Fiction Writing: The Moral of the Story: Writing Fiction About Ethics, Philosophy, and Morality

Why do stories matter? How do stories help us grow? How do they challenge us? And how do they help us explore issues and ideas both new and old? This course is a fiction writing workshop with a focus on stories that deal in complex and meaningful ways with the world we live in. We read, write, and discuss stories that complicate the way we think and open new doors for considering what we believe, value, desire, and fear. In addition to reading a diverse group of authors with varying perspectives and styles, including queer writers, Latinx writers, and writers of color, our main goals are to write and share new original fiction writing and to discuss how elements of craft can help reveal the issues and ideas that our stories explore.

Credit 3 units.

Typical periods offered: Spring

CAPS-ECOMP 3150 Fiction Writing: Young Adult Fiction

This is a workshop in writing in the wildly popular genre of Young Adult fiction. Through readings in a variety of recent YA novels, we'll discover how the pros negotiate the particular challenges (and joys) of writing for this age group; through a series of coordinated writing exercises, we'll practice crafting the building blocks of the solid YA story/novel (plot, character, setting, etc.); then, through workshop discussion, students will draft and submit their own YA story or novel sample chapter(s) for constructive response and critique. Writers of all (or no!) levels of prior practice or accomplishment are invited.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-ECOMP 3160 Fiction Writing

Online version of the course U11 317. In this course, students will write, learn how to read like a writer, and write some more. Our focus will be on short fiction, and our approach will be to explore the stages linking inspiration to the final (or nearly final) draft -- in other words, we will explore how to find a story idea and how to grow it. The course will be run as a virtual workshop, which means that students will be actively engaged in meaningful online discussions about their classmates' original works-in-progress, and they will make their own compositions available for such discussions. Students will also be prompted -- via regular weekly reading responses and writing exercises -- to examine common craft-of-fiction elements, from the basic building blocks of

stories such as details, characters, and dialogue to more slippery units of narrative design such as scene, summary, point of view, and theme. Along the way, we will also read a range of published short stories, from classics to works by contemporary masters.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-ECOMP 3170 Creative Nonfiction

This is a workshop for students interested in writing creative nonfiction and the personal essay. We examine the narrative techniques that writers use to shape their life experiences and observations. Students experiment with different approaches to writing process and have opportunities to complete work in various modes, such as memoir and the lyrical essay. We will also read published nonfiction essays that illuminate various aspects of style and craft.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-ECOMP 3180 Advanced Writing

Credit 3 units.

CAPS-ECOMP 3190 Writing Historical Fiction

This course is for writers working on short stories or novels of all genres. We will focus on preparing fiction for publication, presentation to an agent, or as part of an application portfolio for an MFA program or grant. Through assigned readings, craft discussions, and workshoping, we will hone the writer's craft. Additionally, we learn about the current literary marketplace, including magazines, small presses, self-publication and literary agencies. Each student will receive evaluation from the instructor as well as critique from fellow students.

Credit 3 units.

Typical periods offered: Spring

CAPS-ECOMP 3200 The Art of the Personal Essay

In this course we will study the structures, techniques, and boundaries of the personal essay in which the writer is observer, participant, and storyteller. We will examine traditional and experimental forms of the personal essay, as well as essays that discuss the craft of this genre of writing. We will use these works as models and guides for generating, workshoping, and revising our own personal essays.

Credit 3 units.

Typical periods offered: Fall, Summer

CAPS-ECOMP 3210 Persuasive Writing

Methods of argumentation, ranging from those presented in Aristotle's Rhetoric to those found in the editorial pages of today's newspapers. Emphasis on persuasion as a writing skill useful in fields such as law, journalism, business, and government.

Credit 3 units.

CAPS-ECOMP 3213 Writing Horror Across the Globe

Fear is a universal human experience. Yet the majority of the horror landscape is focused on American/English voices and experiences. This course will explore the breadth and depth of diversity in the horror genre, focusing on authors from across the world and from traditionally underrepresented and marginalized backgrounds and cultures in the genre industry. Readings will span the globe and different mediums, from short stories to novels, manga to poetry. Students will develop their skills as writers of horror, focusing on researching other cultures and folklore, and how to write diverse characters and voices in a respectful manner.

Credit 3 units. UColl: CD

Typical periods offered: Spring



CAPS-ECOMP 3220 Writing the Short-Short Story and Ten-Minute Play

In this class we will concentrate on the short forms of microfiction and ten-minute plays, exploring what kinds of stories we can tell in a short space. We will examine a variety of creative writing techniques, including character development, conflict, voice, story arc, setting, images, and especially dialogue. The heart of this class is workshop, but we will read aloud and study models and examples in each genre.

Credit 3 units.

CAPS-ECOMP 3223 The Art of Nature and Travel Writing

In this creative nonfiction course, students will discover the art of the essay in the realm of nature and travel writing and will write their own personally voiced narratives in which place plays a central role. Whether your journeys take you up the road, around the world, or more deeply into an environment you have experienced over time, attending to the sensory details, landscape, culture, and history of a place provides rich material for exploration. We will read and discuss essays by some of the many great writers who have worked in this genre, including traditionally underrepresented voices. Through an active learning approach, students will generate and share new work and provide each other feedback in a supportive, collaborative workshop setting. The writers we will focus on range from Rebecca Solnit, James Baldwin, Rahawa Haile, Barry Lopez, Annie Dillard, Terry Tempest Williams, and Pico Iyer, to Colson Whitehead, Leslie Jamison, John Jeremiah Sullivan, Patricia Hampl, and Ryan Knighton.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-ECOMP 3230 Topics in Composition: Writing and the Law

An advanced writing course focusing on selected topics related to writing. Topics to be chosen by department/instructor. See section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.)

PREREQ: Writing 1 (L13 100) and junior standing.

Credit 3 units. Arch: HUM Art: HUM EN: H

CAPS-ECOMP 3250 Introduction to Screenwriting

In this screenwriting class students will learn the various components necessary for writing a motion picture screenplay. Students will conceive and write the first act of a full-length screenplay, complete a full-length story synopsis, and complete a few in-class and take-home exercises. During weekly table reads, students will read and critique each other's work. We also will view and evaluate films, and analyze excerpts from successful movie screenplays, looking closely at the elements of plot and structure, character, dialogue, theme, genre, style, and format. Previous screenwriting experience is not required.

Credit 3 units.

CAPS-ECOMP 3271 Nonfiction: Reading and Writing the Memoir

In this generative writing workshop, we study the techniques of creative writing through both reading and writing memoir with a particular interest in combining personal experience with an awareness of cultural and historical place. To this end, we will read a selection of global memoirs with an eye toward understanding the ways in which they demonstrate the intersection of storytelling and voice within cultural and historical contexts, and we will use these works as models for generating, workshopping, and revising our own memoirs.

Credit 3 units. UColl: CD, HUM

Typical periods offered: Spring

CAPS-ECOMP 3280 Creative Nonfiction: Writing Ourselves, Writing the World

In this course, we will explore memoirs, essay collections, and individual articles in which the writers have merged their observations and research of the natural world with their own personal experiences or philosophical inquiries. We will consider biologist David George Haskell's *The Forest Unseen* alongside essay collections by nonfiction writer Amy Leach (*Things that Are*), fiction writer Michael Martone (*The Flatness and Other Landscapes*), and poet Mary Oliver (*Long Life*), as well as excerpts from books by Eula Biss, Bill Holm, Barbara Hurd, Robin Wall Kimmerer, and Lawrence Weschler. From these writers, we will learn how one might offer a view of the self through the lens of environment, place, biography, history, and reflection. Each student will also work on a manuscript of similar variety from idea to finished product.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-ECOMP 3290 Writing Adventure and Creating Action

This course will study and practice the techniques necessary to write active and adventurous prose, both fiction and nonfiction. Topics include writing mechanics and style with the goal of mastering the diction and syntax of action while avoiding cliché or melodrama. We also examine broader craft elements such as pacing, scenes, setting, character development, adventure archetypes, suspense, and voice. Readings include adventure writers such as Elizabeth Gilbert, Ernest Hemingway, Pam Houston, Jon Krakauer, Herman Melville, Kira Salak, Gary Shteyngart, Cheryl Strayed, Mark Twain, and Jules Verne. Students will complete exercises and three stories of varying lengths, with at least one in each mode, to be shared in a workshop setting.

Credit 3 units.

CAPS-ECOMP 3300 Masters of Fantasy Writing

As one of the most commonly read genres of literature, fantasy offers its readers an escape from the everyday mundane into worlds where anything is possible. For writers of fantasy, the genre is a space where no topic is off limits and where they can let their imaginations run wild. This course explores the craft of fantasy writing and the many worlds an author can create, with a focus on the short story and novella form. Weekly readings of novellas and short stories will span the masters of fantasy literature, including Stephen King, Terry Pratchett, Ursula K. LeGuin, Anne McCaffrey and many more. Academic texts and writing exercises will build on students' writing toolboxes, with a focus on emotion, dialogue, and description. Our goals are to explore the modern trends in fantasy and what makes successful fantasy literature; to understand the different process and style of writing a short story versus a novella in fantasy; to be able to develop an idea into a polished draft of a fantasy short story or the beginnings of a novella; and to improve the workshopping skills crucial to the development and revision process in creative writing.

Credit 3 units.

Typical periods offered: Fall

CAPS-ECOMP 3310 The Magazine Feature: Idea to Finished Product

This course will explore the process of conceiving, reporting, drafting, revising, and placing a magazine feature story. We will read exemplary long-form magazine journalism - sometimes called literary journalism or narrative nonfiction - with an eye to process and craft. How do we find stories? What is the relationship between reporting and the published piece? How do we shed new light on common themes and approach storytelling in innovative ways? During the term, each student will develop a feature profile: securing a subject, devising a reporting strategy, incorporating research, and ultimately, exploring voice, theme,



and structure through multiple drafts. The course will include literary analysis and discussion, writing exercises, workshop-style discussion of student work, and will prepare interested students to pitch their stories for publication.

Credit 3 units.

CAPS-ECOMP 3325 Writing for Children: Picture Books & Chapter Books

This is a workshop in writing for the youngest readers. We will first examine the broad range of picture book styles and subjects, how writers manage relationships of text to art, and the requirements of writing in a form that combines the conciseness of poetry with the narrative dynamic of story. For chapter books, we will examine how the basic elements of fiction -- character, setting, plot, etc. -- are developed into a sustained, book-length narrative. Students will complete a series of directed writing exercises that culminates first in a completed picture book manuscript, then in a chapter book prospectus (an outline of the book and one or two sample chapters), with completed works presented and revised through workshop discussion. Finally, we will discuss the business of writing for children, the particulars of how manuscripts are prepared for submission to publishers, how they are ultimately selected and edited for publication. Writers of any -- or no -- level of prior writing experience are invited.

Credit 3 units.

Typical periods offered: Fall

CAPS-ECOMP 3360 Writing Creatively for Magazine and Online Publication

This course is a writing workshop focused on a wide variety of nonfiction for both print and online venues. We will read and discuss forms of writing such as magazine feature stories, short- and long-form narrative reporting, informative personal and opinion writing, and much more. Our goal will be to produce smart, entertaining writing that can gain a reader's interest and inform readers at the same time. Whether you are interested in publishing magazine features or more informal, personal writing online, we will study and practice how to use research, storytelling, and your own original voice to make topics both fascinating and easy to read. Students will design and write their own projects, write and share a variety of short exercises, and workshop material from the class. We will also read a wide variety of published writing from different publishing venues and platforms. The course will provide a positive, engaging space for you to improve your writing skills and produce polished, high quality writing of your own.

Credit 3 units.

CAPS-ECOMP 3997 Fiction Seminar

Topic changes per semester--see section listing for current term's topic. Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-ECOMP 3999 Independent Study: English Composition

Credit 4 units.

Typical periods offered: Fall, Spring, Summer

CAPS-ECOMP 4010 Humor Writing

This course will analyze and put into practice what makes good humor writing both good and humorous, from subject matter to the mechanics of setting up a punchline, from crafting an unexpected metaphor to perfecting the reversal. We will write and workshop humorous personal essays, commentary, satire, and parody, using as models examples from humorists and humorous writers from the past decade.

Credit 3 units.

CAPS-ECOMP 4020 Summer Writers Institute: Screenplay Writing

In this workshop we will explore the techniques, dramatic elements, industry format, and structure typically used in crafting a motion picture screenplay. Our focus will be threefold: we will develop strategies to navigate the idea generation and selection process, we will analyze and apply the three-act dramatic structure, and we will learn how to develop credible characters and fitting dialogue. Participants will apply this workshop's lessons to constructing the first act of a script. Through a combination of lectures, discussions, writing exercises, and table readings and peer critiques, participants will cultivate the skills needed to plan and develop a professionally formatted and structured full feature screenplay.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4050 Summer Writers Institute: Fiction: Rise of the Genre Benders

In this course we will review, analyze, compare, and create definitions of literary traditions and popular genres in efforts to isolate specific craft techniques and moods that could be applied or repurposed in unorthodox ways. Our aim is to use conventions in unconventional ways and render concrete practice from the theoretical and experimental. To this end, we will read a wide swath of foundational and rising contemporary writers, from Edward P. Jones and Nana Kwame Adjei-Brenyah to Lorrie Moore and Karen Russell.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4060 Summer Writers Institute: Creative Nonfiction: Personal Narrative

In this generative writing workshop, we study the ways in which some of our most contemporary memoirists and essayists combine observation, memory, scene, and reflection to compose personal narratives that represent the changing natural world around them. Alongside these model writings, we read craft essays that discuss narrative distance and voice. We look to both the craft and creative readings to help us draft, workshop, and revise our own observational and reflective essays on what we are experiencing in our changing natural world.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4070 Summer Writers Institute: Advanced Fiction: The Craft of Time

This is an advanced workshop in writing literary fiction for students who have taken at least one introductory level fiction course and thus have experience with the workshop process. This course seeks to approach (without re-introducing) familiar craft-of-fiction elements such as dialogue, point of view, and scene/summary from new angles, but we will focus on our attention on the craft of time in fiction. In *The Art of Time in Fiction*, writer Joan Silber asserts that all fiction has to contend with the experience of time passing....This parade of events is what distinguishes the narrative impulse from the purely lyrical one. In this class, we will examine how fiction writers represent, compress, elongate, spotlight, mask, or otherwise manipulate the passing of time in their stories-how, that is, they gain control of a reader's sense of how much (or how little) time is passing for the characters within the story. Specifically, we will focus on the categories that Silber offers for examining time spans in fiction: classic time, long time, switchback time, slowed time, and fabulous time. We will read contemporary and classic short stories (as well as a long story) that manipulate time in innovative ways. Authors will include (but are not limited to): Gabriel Garcia Marquez, Angela Carter, Deborah Eisenberg, Faulkner, Alice Munro. Summer Writers Institute courses



are embedded within a robust series of programs (including readings, workshops, and panel discussions) that SWI students will also engage in. For more information, including a full list of programs, please visit the SWI website: summerwriters.wustl.edu.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4080 Summer Writers Institute: Creative Writing for Educators

The Summer Writers Institute brings together many of St. Louis' finest writers to share their expertise with those who are serious about developing their writing skills. The Institute offers two weeks of intensive workshops in poetry, fiction, and creative nonfiction as well as readings, craft talks, and individual conferences with faculty. Classes are small and writers receive personalized attention. Application required. Credit 3 units.

CAPS-ECOMP 4090 Summer Writers Institute: Nonfiction: The Self as Story

From personal narratives and family histories to observations in nature and philosophical inquiry, we write to tell the stories of our own experiences as well as the story of humanity. In this beginning creative nonfiction class, we read and write with, therefore, an ear for story, for the intersection of experience and reflection. We write ourselves as character and narrator, as one who seeks, discovers, and interprets, all the while guided by the narrative form. We supplement this creative side of the course with readings about craft, about how to build character, how to narrate a scene, and how to reflect on experience. We produce several beginnings, middles, and perhaps even ends. In live group sessions on Zoom, we discuss readings and generate and share our writings. Each student also composes one new piece of creative nonfiction to be workshopped among the class. Readings include personal and craft essays as well as excerpts from memoirs by authors such as Diane Ackerman, James Baldwin, Corinna Cook, Vivian Gornick, David Haskell, Barbara Hurd, Michael Martone, José Orduña, Joni Tevis, and Claudia Rankine. Summer Writers Institute courses are embedded within a robust series of programs (including readings, workshops, and panel discussions) that SWI students will also engage in. For more information, including a full list of programs, please visit the SWI website: summerwriters.wustl.edu.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4119 Summer Writers Institute: Creative Nonfiction: Personal Narrative

Online version of U11 4104/SWI: Personal Narrative. A single life story can change the world. By writing about ourselves and our communities, we act as mirrors for others. In this course, we'll explore our subjective stances and ask how we've been shaped by the world. Why do we obsess over certain memories and events? What stories do we believe about ourselves and our society? When and how do we use myth to imbue our lives with meaning? Is it possible to engage our readers despite rather than because of the topics we choose? The reading assignments in this class are meant to inspire. A writer hones her understanding of human nature by reading. Reading teaches us how to write, and gives us confidence to embark on our own journey of self-discovery. Whether we draft from memory to better understand the past, or address conflict in our lives today, writing celebrates our impulse to record, save, examine, clarify, testify, discover, and engage in moral inquiry. Students will write three short essays and one long essay, and engage in assigned readings, discussion threads, audiovisual material, and miscellaneous creative exercises. Selected authors include journalists, memoirists, lyric essayists, and personal essayists in order to cover nonfiction sub genres. Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4120 Summer Writers Institute: Humor Writing

This course will analyze and put into practice what makes good humor writing both good and humorous, from subject matter to the mechanics of setting up a punchline, from crafting an unexpected metaphor to perfecting the reversal. We will write and workshop humorous personal essays, commentary, satire, and parody, using as models examples from humorists and humorous writers from the past decade.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4121 Summer Writers Institute: The Filmmaker On the Page: A Documentary Poetry Workshop

A documentary poem is the poetic equivalent of a documentary film, which often does the work of educating its audience. These poems might bring to the forefront social justice issues or lesser-known historical events of importance, such as Juliana Spahr's documentary poetry about ecological decline or Emily Jungmin Yoon's poems that give voice to the experiences of Korea's comfort women. As documentary films rely on interviews and personal testimony from a range of subjects, the documentary poem relies on legal documents, news articles, factual data, testimonies, and other source texts integral to the poem-making process. In this workshop, we will discuss the ways in which the poet becomes a filmmaker on the page when writing a documentary poem and the various points of orientation (think POV) these poems can take. We will read and discuss a variety of poems written in the genre—including those by Muriel Rukeyser, Mark Nowak, Solmaz Sharif, and Tarfia Faizullah, among others. Most importantly, the majority of our time will be spent engaged in writing and workshopping the poems created during our three weeks.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4130 Summer Writers Institute: Creative Nonfiction: Literary Journalism

In this workshop, we will discuss and develop long-form narrative nonfiction, including magazine and newspaper features, human interest stories, essays on science and culture, and personal reportage. We will study the contrast between journalism, which seeks to convey facts and information, and literary journalism, which seeks to tell the stories that can bring this information to life. We will examine the narrative techniques that literary journalists use to transform knowledge and research on a topic into compelling, accessible writing. Through exercises and short assignments designed to help gather and shape your material, students will engage with craft topics such as reporting for narrative, conducting interviews and research, writing from direct observation, and balancing scene and digression. Each student will complete one publishable-quality article to be turned in to, and discussed by, students in the workshop.

Credit 3 units.

CAPS-ECOMP 4140 Summer Writers Institute: Advanced Personal Narrative

A single life story can change the world. By writing about ourselves and our communities, we act as mirrors for others. In this course, we'll explore our subjective stances and ask how we've been shaped by the world. Why do we obsess over certain memories and events? What stories do we believe about ourselves and our society? When and how do we use myth to imbue our lives with meaning? Is it possible to engage our readers despite rather than because of the topics we choose? The reading assignments in this class are meant to inspire. A writer hones her understanding of human nature by reading. Reading teaches us how to write, and gives us confidence to embark on our



own journey of self-discovery. Whether we draft from memory to better understand the past, or address conflict in our lives today, writing celebrates our impulse to record, save, examine, clarify, testify, discover, and engage in moral inquiry. Students will write three short essays and one long essay, and engage in assigned readings, discussion threads, audiovisual material, and miscellaneous creative exercises. Selected authors include: Ryan Van Meter, Melissa Febos, Kiese Laymon, Wendy Ortiz, Colson Whitehead, Ali Eckerman, Jamaica Kincaid, Bruce Shapiro, Meghan Daum, Elissa Washuta Summer Writers Institute courses are embedded within a robust series of programs (including readings, workshops, and panel discussions) that SWI students will also engage in. For more information, including a full list of programs, please visit the SWI website: summerwriters.wustl.edu.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4150 Summer Writers Institute: Microfiction: Get Into Shape! Narrative Forms That Energize Writing

The Onion. Last Lap. The Gathering. The Bear at the Door. Stories often come in shapes-reliable structures that organize the action, details, characters, and therefore the drama. In *Making Shapely Fiction*, the writer Jerome Stern identifies the workings of various shapes that one often finds in narrative writing-and he gives them nifty names. You can see these shapes in operation in stories of different sizes and genres (from novels to short fiction, from tv to film), and it's quite likely that you've already put them to use in your own writing. In this course, we will use narrative shapes not just to structure story material but also to find it, generate it, and revise it. We will focus on literary microfiction (flash fiction), but you're welcome to use shape-sense to experiment with other short forms (prose poems, micro essays). Knowing the shapes of narrative can help you tune up your writing at every level, from overall structure down to individual sentence. Some familiarity with the craft of fiction writing, as well as some workshoping experience, is recommended.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4155 Summer Writer's Institute: Playwriting

This course will explore the essential components of playwriting including character development, story, structure, and dialogue. We will focus on the difference between writing for live stage performances and writing prose for the page. We will read work by classical and contemporary playwrights, including *Trifles* and *Poof* by Lynn Nottage, *Black Comedy* by Peter Shaffer, *Mud* by Maria Irene Fornes, and Anton Chekov's *A Marriage Proposal*. Students will each workshop a ten-minute and a one-act play.

Credit 3 units.

CAPS-ECOMP 4160 Summer Writers Institute: Culture Writing:

Travel, Food, and Media

In this workshop we will read and write across creative, journalistic, and investigative nonfiction with respect to food, travel, and media, exploring a robust array of styles and perspectives while honing our own distinct voices in a workshop environment. Our reasons for being here may vary widely, as do our backgrounds, yet collude in workshop as we work together as a team. By this I mean that we will be not only writing for ourselves, but for an audience of our peers. We each have a responsibility to contribute to class not only through our writing, but in detailed verbal commentary, honing our expectations of what writing can be.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4161 Summer Writers Institute: Autobiography & Poetry: Revenge On Circumstance

Out of the quarrel with others we make rhetoric, writes W.B. Yeats. Out of the quarrel with ourselves we make poetry. Poems, therefore, are art objects we make from wrestling with who we were, who we are, who we want to be, and who we can't even imagine being yet. This generative poetry writing workshop, open to students at all levels, will introduce poems by a diverse range of poets. We will read and analyze these poems to unlock the magic and mystery of their form, content, and meaning. We will learn foundational approaches to prosody, versification, detail, image, figuration, and what John Keats calls negative capability. Most importantly, we will write and revise six original poems that engage with material drawn from our lives, from our triumphs and tragedies, and consider how poetry and the making of a poem can be our revenge on circumstance. Selected poets include: Edgar Kunz, Emily Moore, Aram Saroyan, Solmaz Sharif, Suji Kwack Kim, Rick Barot, Li-Young Lee, Ocean Vuong, Sir Thomas Wyatt, Robert Hayden, Natasha Trethewey, Elizabeth Bishop. Patricia Smith, Sharon Olds, Randall Jarrell, Marie Howe, Linda Gregg, Jean Valentine.

Credit 3 units.

Typical periods offered: Summer

CAPS-ECOMP 4162 Summer Writers Institute 2020: Art, Poetry, and the Imagination

In this workshop, students will explore the imaginative connections between visual art and poetry. In particular, the course will explore poetics works that have already shown the imaginative potential available to poems when they interact with and respond to visual art. Can a poem emulate the contours of a sculpture? Can poems provide a layered experience like a gallery installation? How does the composition of a poem translate to a painting's composition? The workshop is designed for both the beginning and advanced writing student, as many writing prompts will be based on visits to Washington University's Kemper Art Museum. All students will benefit from multiple workshop sessions, which will result in a final portfolio of artistically inspired and personally inventive poems.

Credit 3 units.

CAPS-ECOMP 4163 Summer Writers Institute: Writing St. Louis: Provenance, Place, & Perspective

New to the Lou? Born and bred? Curious about the city's rich array of authors past and present? In this fully online course, we will read and write across genres and creative disciplines to explore the dynamic history and enduring relevance of St. Louis as a literary cultural center. Engaging with a diversity of poets, fiction writers, journalists, songwriters, and cultural critics, we will experiment with a variety of forms in both verse and prose in a generative, supportive writing environment. After a first week of rigorous discussion of seminal St. Louis authors--the term author often broadly defined--our second and third weeks will be largely devoted to workshoping student work, wherein each student will be expected to complete and submit two separate pieces in two different genres. Class readings will be anchored in the 2018 volume *The St. Louis Anthology*, published by Belt Press, but also include selections of downloadable PDFs of seminal literary works, along with new work from emerging St. Louis voices. The course will culminate in a reading of our work as part of the Summer Writers Institute's open mic event. Summer Writers Institute courses are embedded within a robust series of programs (including readings, workshops, and panel discussions) that SWI students will also engage in. For more information, including a full list of programs, please visit the SWI website: summerwriters.wustl.edu.

Credit 3 units.

Typical periods offered: Summer

**CAPS-ECOMP 4500 Fundamentals of Novel Writing**

This course is for students seriously interested in the art and process of writing novel length fiction, including both Genre Fiction and Literary Fiction. The course will explore the process of developing a story idea, fleshing out the world the story is set in, creating full three dimensional characters, plotting stories, and developing writing habits necessary to complete a full-length novel. Students will complete the 90-day Novel approach created by Alan Watt and are expected to write the first third of a first draft novel by the end of the semester, approximately 20k words or 80 pages. While students will write their novels individually, they will present outlines to the class and participate in regular discussion with classmates and the instructor to ensure the process moves along smoothly. Readings will revolve around improving the students' writing skills and the early stages of novel writing, as well as examples of published novels. Class time will be spent building the toolkit necessary to prepare and sustain writing a full-length novel. Writing exercises will allow students to spend time practicing the lessons as well as working on their novels. Students should enter the course with an idea for a novel they'd like to write and be ready to commit to daily writing in order to accomplish the goal of a third of a novel by the end of the semester. Prerequisite: At least one class in creative writing, preferably fiction or nonfiction

Credit 3 units.

Typical periods offered: Fall

CAPS-ECOMP 4515 Summer Writers Institute: Nonfiction: The Self as Story - MATL

From personal narratives and family histories to observations in nature and philosophical inquiry, we write to tell the stories of our own experiences as well as the story of humanity. In this beginning creative nonfiction class, we read and write with, therefore, an ear for story, for the intersection of experience and reflection. We write ourselves as character and narrator, as one who seeks, discovers, and interprets, all the while guided by the narrative form. We supplement this creative side of the course with readings about craft, about how to build character, how to narrate a scene, and how to reflect on experience. We produce several beginnings, middles, and perhaps even ends. In live group sessions on Zoom, we discuss readings and generate and share our writings. Each student also composes one new piece of creative nonfiction to be workshopped among the class. Readings include personal and craft essays as well as excerpts from memoirs by authors such as Diane Ackerman, James Baldwin, Corinna Cook, Vivian Gornick, David Haskell, Barbara Hurd, Michael Martone, José Orduña, Joni Tevis, and Claudia Rankine. Summer Writers Institute courses are embedded within a robust series of programs (including readings, workshops, and panel discussions) that SWI students will also engage in. For more information, including a full list of programs, please visit the SWI website: summerwriters.wustl.edu.

Credit 3 units.

CAPS-ECOMP 4519 Summer Writers Institute 2021: Advanced Personal Narrative - MATL

A single life story can change the world. By writing about ourselves and our communities, we act as mirrors for others. In this course, we'll explore our subjective stances and ask how we've been shaped by the world. Why do we obsess over certain memories and events? What stories do we believe about ourselves and our society? When and how do we use myth to imbue our lives with meaning? Is it possible to engage our readers despite rather than because of the topics we choose? The reading assignments in this class are meant to inspire. A writer hones her understanding of human nature by reading. Reading teaches us how to write, and gives us confidence to embark on our own journey of self-discovery. Whether we draft from memory to better understand the past, or address conflict in our lives today, writing celebrates our impulse to record, save, examine, clarify, testify, discover, and engage in moral inquiry. Students will write three short essays and one long essay, and engage in assigned readings, discussion threads,

audiovisual material, and miscellaneous creative exercises. Selected authors include: Ryan Van Meter, Melissa Febos, Kiese Laymon, Wendy Ortiz, Colson Whitehead, Ali Eckerman, Jamaica Kincaid, Bruce Shapiro, Meghan Daum, Elissa Washuta Summer Writers Institute courses are embedded within a robust series of programs (including readings, workshops, and panel discussions) that SWI students will also engage in. For more information, including a full list of programs, please visit the SWI website: summerwriters.wustl.edu.

Credit 3 units.

CAPS-ECOMP 4523 Summer Writers Institute 2021:**Autobiography & Poetry: Revenge On Circumstance - MATL**

Out of the quarrel with others we make rhetoric, writes W.B. Yeats. Out of the quarrel with ourselves we make poetry. Poems, therefore, are art objects we make from wrestling with who we were, who we are, who we want to be, and who we can't even imagine being yet. This generative poetry writing workshop, open to students at all levels, will introduce poems by a diverse range of poets. We will read and analyze these poems to unlock the magic and mystery of their form, content, and meaning. We will learn foundational approaches to prosody, versification, detail, image, figuration, and what John Keats calls negative capability. Most importantly, we will write and revise six original poems that engage with material drawn from our lives, from our triumphs and tragedies, and consider how poetry and the making of a poem can be our revenge on circumstance. Selected poets include: Edgar Kunz, Emily Moore, Aram Saroyan, Solmaz Sharif, Suji Kwock Kim, Rick Barot, Li-Young Lee, Ocean Vuong, Sir Thomas Wyatt, Robert Hayden, Natasha Trethewey, Elizabeth Bishop. Patricia Smith, Sharon Olds, Randall Jarrell, Marie Howe, Linda Gregg, Jean Valentine.

Credit 3 units.

CAPS-ECOMP 4600 Advanced Novel Writing

This course will build on the foundation of Fundamentals of Novel Writing, with students working towards finishing the first draft of their novel. Lessons will focus on writing effective dialogue to develop characters and their relationships, show emotions in said characters, identify themes in the author's writing. Students will finish the first drafts of their novels and then give consideration to the revision process, crucial for the preparation of a novel for publication. Students will have craft readings but also be able to select a craft book from their chosen genre, as well as continue their study of novels already published in their chosen genre. Students will commit to writing 40k words of their first draft, bringing them to a completed first draft around 60k words. Prerequisite: Fundamentals of Novel Writing (U11 4500)

Credit 3 units.

Typical periods offered: Spring

CAPS-ECOMP 4999 Independent Study

Credit 3 units.

Data Analytics Certificate

The **Certificate in Data Analytics** focuses on data preparation, data analysis, applied statistics, and data visualization. Students in the program learn to communicate, problem solve, and lead around data practices, making them competitive in the St. Louis region.

This certificate program is designed primarily for individuals wishing to transition to a data analytics career, including people who have little to no background in data or students who have some background in data but want to enhance or learn data-related skills. Upon completion of the certificate, students will be competitive for entry-level data analytics and data analysis careers.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact: Dorris Scott
Phone: 314-935-5498
Email: d.scott@wustl.edu
Website: <https://caps.wustl.edu/programs/certificates/>

Requirements

Certificate in Data Analytics

Required Courses: 12 units

Code	Title	Units
CAPS-DATASTUDIES 1400	Data Fundamentals I	1.5
CAPS-DATASTUDIES 1450	Data Fundamentals II	1.5
CAPS-MATH 2000	Applied Statistics	3
CAPS-DATASTUDIES 3250	Communicating, Leading, and Problem Solving With Data	3
CAPS-DATASTUDIES 4050	Experiential Learning in Data Analytics	3
Total Units		12

Elective Courses 6 units (chosen from the following):

Code	Title	Units
CAPS-DATASTUDIES 1240	Introduction to (Statistical) Programming With R	3
CAPS-DATASTUDIES 1335	Programming with Python	3
CAPS-DATASTUDIES 2006	Data Analysis and Visualization in Tableau	3
CAPS-DATASTUDIES 2031	Introduction to Data Science with Python	3
CAPS-DATASTUDIES 2115	SQL and Data: Exploration and Analysis	3
CAPS-DATASTUDIES 2240	Advanced Data Visualization (with R)	3

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment

options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS - DATASTUDIES 1240 Introduction to (Statistical) Programming With R

In this online course, students learn how to work with data using the R package. R is a computer language that is often used for statistical analysis and computations. This course will include a short introduction to terms and concepts from descriptive statistics (mean, median and frequency, for example), but this is not a statistics course. No prior programming or statistics is required, although both/either would be helpful. Prereq(s): College algebra.

Credit 3 units.

Typical periods offered: Summer

CAPS - DATASTUDIES 1335 Programming With Python

An introduction to programming in Python. Topics include the software development process, documentation, debugging, and testing within the commonly used Python environment. Students learn to recognize patterns and develop strategies for solving programming tasks. At the end of the course, students should be able to write and debug basic programs to display and interpret data using accepted programming conventions and styles. Note: an understanding of high school algebra is assumed. Students with no prior programming experience may need to spend additional time on assignments.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS - DATASTUDIES 1400 Data Fundamentals I

Data Fundamentals I is the first part of two-part course series that provides a foundation in integral data concepts such as data literacy, data management, data preparation, data analysis, foundational statistical concepts, and communicating with data. This course is designed for students who have little to no background in data foundations or would like a refresher on foundational data concepts. Credit 1.5 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS - DATASTUDIES 1450 Data Fundamentals II

Data Fundamentals II is the second part of a two-part course series that provides a foundation in integral data concepts such two- and three-dimensional data visualization and an overview of geospatial data. This course is designed for students who have little to no background in data foundations or would like a refresher on foundational data concepts. Since this course builds upon the concepts in Data Fundamentals I, it is required that students take this course prior to enrolling in this course or have prior knowledge of the concepts discussed in Data Fundamentals I.

Credit 1.5 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall



CAPS - DATASTUDIES 2006 Data Analysis and Visualization in Tableau

In this course, students will create interactive visualizations in order to gain meaningful insights about a dataset. Students will learn the basic functions of Tableau, including filtering, sorting, formatting common chart types, and visualization aesthetics. Advanced topics will include dashboard actions, calculation functions, and parameters. Students will also learn to explore, dissect, and reproduce existing visualizations created by Tableau experts. A variety of datasets will be provided but students will also have the opportunity to bring in their own datasets for analysis. This course is ideal for students who have an understanding of descriptive statistics and have analyzed datasets using other data tools (Excel, R, SPSS, SAS, etc.).

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS - DATASTUDIES 2024 Advanced Data Visualization (with R)

Visual representations of data are important for conveying complex information simply. There are many packages available in R (such as ggplot2) that can be used to generate plots and graphs of various kinds. Sometimes the default output from a particular command is not the best way to communicate a particular result or trend. This course will help students to learn more about the common ways to display data, as well as how to make changes to the codes so that the visualizations are more effective. Visualization techniques involve study from areas such as graphic design, computer science, psychology, and mathematics. Topics include: categorical data, distributions, time series, scatter plots, and maps.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS - DATASTUDIES 2031 Introduction to Data Science With Python

A continuation of Programming with Python, students apply their skills to data science examples. The course will start with a brief review of Python and then shift to technical topics such as working with the numerical library NumPy; data manipulation with pandas; and creating graphics with matplotlib, Seaborn and other data visualization libraries. The final project will be an application of machine learning using the scikit-learn library. Prerequisites: U20 133 or permission of the instructor

Credit 3 units. UColl: NSC

Typical periods offered: Spring

CAPS - DATASTUDIES 2115 SQL and Data: Exploration and Analysis

This course is designed to provide students with a basic understanding of common tools needed to explore and analyze data and to create actionable information. Spreadsheets, databases, and a programming language to manipulate data form the foundation of this toolset. While there are many applications available in these three categories, this class will utilize Microsoft Excel, Microsoft Access, and Structured Query Language (SQL) to understand the fundamentals. By the end of this course, students should be familiar using spreadsheets and databases for data queries, analysis, and visualization. Any basic statistics required for the class will be covered. No prerequisites, but college algebra, plus basic knowledge in spreadsheets, would be helpful (but not necessary).

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS - DATASTUDIES 2240 Advanced Data Visualization (with R)

Visual representations of data are important for conveying complex information simply. There are many packages available in R (such as ggplot2) that can be used to generate plots and graphs of various kinds. Sometimes the default output from a particular command is not the best way to communicate a particular result or trend. This course will help students to learn more about the common ways to display data, as well as how to make changes to the codes so that the visualizations are more effective. Visualization techniques involve study from areas such as graphic design, computer science, psychology, and mathematics. Topics include: categorical data, distributions, time series, scatter plots, and maps.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 3250 Communicating, Leading, and Problem Solving With Data

Some of the most desired skills in the job market, across various fields, are management, communication, leadership, and the ability to apply data to influence policy and decision-making in an organization. The purpose of this course is to help students develop the non-technical skills needed to use data in various professional settings such as concepts in data literacy, data interpretation, and data communication. Students will be able to apply the knowledge they learned through mini-assignments, weekly discussions, and a semester long-project that is divided into stages.

Credit 3 units.

CAPS - DATASTUDIES 4001 Foundations of Programming for Data Analytics & Applications

Programming is an increasingly important skill, whether you aspire to a career in software development or in other fields. This course introduces core programming concepts and problem-solving using Python. Students will learn the principles of software development, style, and testing. Topics include an operational model of Python execution, procedures and functions, iteration, recursion, lists, strings, algorithms, exceptions, object-oriented programming, and GUIs (graphical user interfaces). As the course progresses, students will learn to work with packages, data structures, object-oriented programming, and tools for data science and cybersecurity.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 4002 Foundations of Mathematics for Data Analytics & Applications

This course introduces the fundamental concepts, theorems, and tools used in data science and machine learning, including probability, optimization and calculus, linear algebra, discrete mathematics, and statistics. Applications of the theory to data science and machine learning will be developed with mathematical concepts being applied in Python.

Credit 3 units.

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS - DATASTUDIES 4050 Experiential Learning in Data Analytics

This course is designed to provide students with direct experience in applying data concepts to a semester-long independent project. Students may apply concepts and tools covered throughout their coursework in the Data Analytics Certificate program. They have a choice of either doing data work for a client or doing an independent project on a subject of their choosing. Students must have completed all coursework for the Data Analytics certificate with the exception of Communicating, Leading, and Problem Solving with Data (U71 DATA 3250), which they can take concurrently with this course.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

Forensic Psychology Certificate

Forensic psychology examines the intersection of human behavior and criminal justice, and it applies theories and skills from psychology to the legal system, including areas such as law enforcement, corrections, victim services, and the treatment of offenders. Forensic psychology includes five major subdisciplines—police psychology, investigative psychology, criminal psychology, correctional psychology, and legal psychology—all of which are covered in the course work comprising the 15-unit **Certificate in Forensic Psychology**.

Forensic psychologists are growing in numbers in judicial systems and law enforcement, working in correctional facilities, law enforcement agencies, police offices, school and university settings, community service agencies, and private practices. In addition to being a springboard to graduate study in Psychology, Sociology, Criminal Justice, and Criminology, the Certificate in Forensic Psychology complements undergraduate degrees in Psychology, Political Science, Sociology, Anthropology, Urban Studies, Biology and Chemistry.

Students are able to complete this certificate online, however, course availability may vary depending on the semester.

Contact: CAPS
Email: CAPS@wustl.edu
Website: <https://caps.wustl.edu/programs/certificates/forensic-psychology>

Requirements

Certificate in Forensic Psychology

Required Courses: 6 units

Code	Title	Units
CAPS-PSYCH 3205	Introduction to Criminology	3
CAPS-PSYCH 3210	Introduction to Forensic Psychology	3
Total Units		6

Elective Courses: 9 units. Students choose from among the following:

Code	Title	Units
CAPS-WGSS 3055	Sex Trafficking	3
CAPS-WGSS 3070	Gender and the Prison System	3
CAPS-PSYCH 3080	Juvenile Delinquency	3
CAPS-WGSS 3120	Gender and Crime	3
CAPS-PSYCH 3175	Introduction to Psychopathology and Clinical Psychology	3

CAPS-PSYCH 3215	Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder	3
CAPS-PSYCH 3245	Principles of Forensic Assessment	3
CAPS-PSYCH 3250	Criminal Typologies	3
CAPS-ANTHRO 3440	Introduction to Forensic Anthropology	3
Additional authorized Forensic Psychology courses		

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Geographic Information Systems Certificate

Geographic information systems (GIS) display and manage all types of data over time, usually in the form of maps, charts and reports that help with the analysis of patterns and trends.

GIS technology, easily integrated into any organization's information system, provides a quick and effective method for sharing data visually and for solving spatial problems. GIS is widely used in many fields and industries, including environmental science, architecture, engineering, medicine, municipal government, public health, social work, business, and a variety of research enterprises.

The 18-unit **Certificate in Geographic Information Systems** teaches both fundamental and advanced concepts and skills, including the design of GIS projects, the operation of software, cartographic output, spatial analysis, and industry-specific applications of GIS. The certificate targets working professionals seeking course work and skill enhancement in the field, as well as students wishing to complement their academic interests with additional training in GIS.

Students are able to complete this certificate online, however, course availability may vary depending on the semester.

Contact: Dorris Scott
Phone: 314-935-5498
Email: d.scott@wustl.edu
Website: <http://caps.wustl.edu/programs/certificates/geographic-information-systems>



Requirements

Certificate in Geographic Information Systems

Required Courses: 15 units

Code	Title	Units
CAPS-GIS 2000	Introduction to GIS	3
CAPS-GIS 3000	Advanced GIS	3
CAPS-GIS 3005	Digital Cartography	3
CAPS-GIS 4010	Spatial Data Modeling and Design	3
CAPS-GIS 4015	GIS Clinic	3
Total Units		15

Elective Courses: 3 units. Students choose from among the following:

Code	Title	Units
CAPS-GIS 3010	GIS Programming	3
CAPS-GIS 4000	Applications in Geospatial Intelligence	3
CAPS-GIS 4035	Applications in Imagery Analysis	3
Other courses with approval		

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-GIS 2000 Introduction to GIS

This course introduces students to the fundamental principles and applications of geographic information systems (GIS), their underlying geospatial science and spatial thinking. This problem-based course explores applications of GIS to spatial questions in the areas of social science, business, the humanities and earth sciences. Example topics include understanding spatial data types; map coordinate systems and projections; basic spatial data analysis; acquiring, editing, creating and managing geospatial data; and processing and visualizing data using GIS. This hands-on course works through problems using ESRI ArcGIS software (primarily ArcGIS Pro), but other open source tools will also be introduced. Students who complete this course should be able to apply skills to think through a spatial problem and employ GIS tools to address it.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-GIS 3000 Advanced GIS

This course is designed to move beyond fundamental data presentation and map production skills. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with GIS software applications, resolution of problems, and efficient delivery of results. A semester project will provide experience in the planning and execution of real-world projects using geospatial technology. Course objectives include applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software and selected extensions, resolution of problems, and efficient delivery of results. Completion of an introductory level GIS course is a prerequisite.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-GIS 3005 Digital Cartography

In today's world, it is imperative that students develop the necessary skills to communicate their ideas to a large audience in an efficient manner. Graphics and visual representations are one of the most effective ways to neatly convey complex data sets to readers. This course presents both theoretical and hands-on mapping and graphical problems to students. Students will learn to solve these problems with self-created solutions. The course teaches students the basics of GIS-based mapping for producing publishable work. Students will develop basic skills in computer-aided mapping and computer drafting primarily using the ArcGIS Suite of desktop software, ArcGIS and Google online web mapping, and other tools. Students will also be introduced to other mapping or statistical programs as needed.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-GIS 3010 GIS Programming

This course introduces students to the use of programming in desktop and web geographic information systems (GIS). The course will be divided into two units: the first unit will focus on scripting for task automation, while the focus of the second unit will be web development. Topics include general programming concepts, using spatial libraries for both Python and R, the ArcGIS API for JavaScript, Leaflet, and consuming and publishing map services. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).

Credit 3 units.

Typical periods offered: Spring

CAPS-GIS 4000 Applications in Geospatial Intelligence

This course introduces the concept of geospatial intelligence (GEOINT) and demonstrates how location can be used to identify patterns, visualize connections, and define relationships to ultimately see what others can't. Learn about the Intelligence Cycle, the mission of the National Geospatial-Intelligence Agency (NGA) and other members of the Intelligence Community (IC), as well as potential career pathways in GEOINT. Students will learn how to leverage GIS to solve problems and make decisions related to Intelligence. This course features both a theoretical understanding provided by subject matter experts (SME) from the industry, as well as a practical understanding through hands-on exercises using ArcGIS Pro Intelligence and other Esri software applications.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-GIS 4010 Spatial Data Modeling and Design

This course expands on the fundamental principles of geographic information systems (GIS) and introduces advanced spatial database concepts and a visual programming environment for automating geoprocessing tasks. The course is divided into two parts: the first exploring spatial database design with emphasis on the ESRI Geodatabase, and the second focusing on automating workflows using ESRI ModelBuilder. Topics include data needs assessment; conceptual modeling, logical design, and physical implementation; using models to perform multi-step spatial analyses; and the automation of repetitive processes with iteration tools. Lectures are supplemented with lab exercises to develop proficiency and problem-solving skills using ArcGIS software and associated tools. Prerequisite: the course should be taken after or concurrently with Advanced GIS (U90 GIS 300).

Credit 3 units.

Typical periods offered: Fall

CAPS-GIS 4015 GIS Clinic

The GIS Clinic places students in real work settings to provide direct experience with geospatial concepts and data. Students apply concepts and tools covered in all courses comprising the GIS Certificate program. GIS Clinic requires students to work on projects beginning to end, under supervision, and independently. The Clinic provides professional services to the University Community as well as outside organizations. Possible clinic settings include working with faculty on research projects using GIS, working with local organizations to develop GIS data, and working on regional GIS initiatives. Prerequisite: All other GIS Certificate requirements are expected to be completed prior to enrolling in the Clinic.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-GIS 4035 Applications in Imagery Analysis

This course exposes students to the range of applications of imagery analysis. Topics will include remote sensing concepts and instrumentation; the history of aerial photography and satellite remote sensing; and common techniques and workflows used to prepare and perform such tasks as digital imagery processing, imagery classification, and change detection. Furthermore, students will be introduced to industry applications and learn about the remote sensing job market. Students will perform hands-on lab activities to reinforce the concepts covered in lectures and readings. Students will also have the chance to interact with professionals in the field through guest lectures. Most activities will be performed using ArcGIS Pro software and extensions.

Credit 3 units.

Typical periods offered: Fall

Health Care Transitions Certificate

The **Certificate in Healthcare Transitions** focuses on the science and math skills that are necessary to transition to a healthcare-focused career. The program provides pathways to entry-level apprenticeships and careers in roles such as medical assistant, medical secretary, lab technician, and more.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact:

Kilinyaa Cothran

Phone:

314-935-3503

Email:

cothran@wustl.edu

Website:

<https://caps.wustl.edu/programs/certificates/>

Requirements

Certificate in Health Care Transitions

Required Courses: 15 units

Code	Title	Units
CAPS-BIO 1000	Concepts in Biology	3
CAPS-MATH 1040 Algebra or CAPS-SCI 1020 Quantitative Reasoning		3
CAPS-BIO 2330	Human Body Systems *	3
CAPS-HCARE 2400	Medical Terminology and Language	3
NEW COURSE COMING SOON	Healthcare Communications	3
Total Units		15

* Students working toward certain credentials may opt to take the sequence CAPS-BIO 2200 Anatomy and Physiology I and CAPS-BIO 2201 Anatomy and Physiology II (4 units each) in lieu of Human Body Systems.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Leadership and Organizational Development Certificate

The **Certificate in Leadership and Organizational Development** focuses on teaching students to develop and apply effective, adaptive, and inclusive leadership skills for successful organizational development. Students in the program learn principles in group behavior, management, and teambuilding as well as how to successfully employ those principles in the workplace.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact: Joe Cruz
 Phone: 314-935-8665
 Email: cjoe@wustl.edu
 Website: <https://caps.wustl.edu/programs/certificates/>

Requirements

Certificate in Leadership and Organizational Development

Required Courses: 9 units

Code	Title	Units
CAPS-BUS 3020	Leadership for Organizational Success	3
CAPS-BUS 3055	Principles of Management	3
CAPS-BUS 3210	Strategic Planning	3
Total Units		9

Elective Courses: 6 units, chosen from the following:

Code	Title	Units
CAPS-COMM 2230	Integrated Strategic Communications	3
CAPS-BUS 3080	International Management: Leadership across Cultures	3
CAPS-COMM 3440	Public Relations Principles and Practices	3

Business-related programs at WashU Continuing & Professional Studies (CAPS) are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International) at WashU. Most courses are 3 units.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Marketing Certificate

The **Certificate in Marketing** offers learners the opportunity to build a focused and practical foundation in marketing. Designed to complement a variety of majors, this certificate equips learners with a set of market-aligned skills that are highly valued across industries. Learners will explore core marketing concepts and develop key

competencies in areas such as market research, communication strategy, product marketing, and public relations. Learners will gain the knowledge and basic tools needed to support marketing initiatives, contribute to brand development, and make data-informed decisions.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact: Joe Cruz
 Phone: 314-935-6700
 Email: cjoe@wustl.edu
 Website: <https://caps.wustl.edu/programs/certificates/marketing>

Requirements

Certificate in Marketing

Required Courses: 12 units

Code	Title	Units
CAPS-COMM 2010	Writing for Business Communication	3
CAPS-BUS 2210	Marketing Concepts	3
CAPS-COMM 3010	Market Research and Communications Strategies	3
CAPS-COMM 3440	Public Relations Principles and Practices	3
Total Units		12

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Project Management Certificate

The **Certificate in Project Management** emphasizes the essential skills needed to successfully research, plan, develop, and complete a project in an organizational context. Students in the program learn key project management fundamentals, how to identify and effectively manage risk, the role of data in project planning and implementation, and communication skills for leaders.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.



This program is not explicitly designed as PMP exam preparation. Please consult the WashU CAPS PMP Course-to-Skill Map to see how courses in this program align with key competencies assessed in the PMP certification exam.

Contact: Joe Cruz
 Phone: 314-935-6700
 Email: cjoe@wustl.edu
 Website: <https://caps.wustl.edu/programs/certificates/>

Requirements

Certificate in Project Management

Required Courses: 9 units

Code	Title	Units
CAPS-BUS 3040	Managing Organizational Risk	3
CAPS-BUS 3055	Principles of Management	3
CAPS-BUS 3065	Principles of Project Management	3
Total Units		9

Elective Courses: 6 units, chosen from the following:

Code	Title	Units
CAPS-COMM 2230	Integrated Strategic Communications	3
CAPS-BUS 3210	Strategic Planning	3
CAPS-DATASTUDIES 3250	Communicating, Leading, and Problem Solving with Data	3

Business-related programs at WashU Continuing & Professional Studies (CAPS) are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International) at WashU. Most courses are 3 units.

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Somatic Studies Certificate

Somatic practices promote integrated personal development by training students in processes for mindful, embodied living; they complement disciplines of inquiry and knowledge related to the human body and mind. Although these disciplines are relatively new to Western thought, somatic practices are recognized in numerous ancient and contemporary cultures not only as beneficial to physical health but also as methods for the cultivation of the mind and the discovery of knowledge. Such experience may inform and complement knowledge in such areas as biology, neuroscience, physics, psychology, philosophy, anthropology and religious studies. Somatic practices also have applied value in professions such as education, performing arts, athletics, medicine and physical therapy.

The **Certificate in Somatic Studies** offers a diverse spectrum of established movement processes aimed at self-development, with courses taught by certified instructors in their respective disciplines. With the coordinator's approval, a maximum of 3 units of course work from other disciplines may be applied to the Certificate in Somatic Studies.

Contact: David Marchant
 Phone: 314-935-4476
 Email: marchant@wustl.edu
 Website: <http://caps.wustl.edu/programs/certificates/somatic-studies>

Requirements

Certificate in Somatic Studies

The Certificate in Somatic Studies is composed of a minimum of 15 credit units of coursework. This includes the required 2-unit course CAPS-DANCE 2360 Introduction to Somatic Practices, which is an introductory survey of a variety of practices offered in the program, complemented by lectures on related disciplines such as biology, philosophy, and psychology.

Students choose an additional 13 units from courses listed in CAPS-DANCE according to their individual interests and goals. With the coordinator's approval, a maximum of 3 units of coursework from related disciplines may be applied toward the Certificate in Somatic Studies.

Note: Courses that apply to the Certificate in Somatic Studies must be taken for a letter grade. If a course is offered as Pass/No Pass only, certificate candidates should inform the instructor and contact the registrar to verify that they are registered for graded credit.

Below is a selection of courses from which students can choose; there may be others listed in CAPS-DANCE in a given term. Of note is that some Somatics courses only carry 1 unit of credit (rather than 2 units) during the shortened summer sessions.



Code	Title	Units
CAPS-DANCE 1000	Body Conditioning	2
CAPS-DANCE 1030	Topics in Dance: The Alexander Technique	2
CAPS-DANCE 1050	Beginning T'ai Chi Ch'uan	2
CAPS-DANCE 1060	Body-Mind Balance	2
CAPS-DANCE 1070	Yoga and Relaxation Techniques	2
CAPS-DANCE 2050	Introduction to Pilates	2
CAPS-DANCE 2090	Contact Improvisation	2
CAPS-DANCE 2180	Mind Body Movement: Yoga and Pilates	2
CAPS-DANCE 3105	Integrative Healing: Somatic Modalities for Trauma	2

Courses

CAPS-DANCE 1000 Body Conditioning

This Body Conditioning course provides training for the whole body with equal emphasis on strengthening work, cardio intervals, and building endurance and flexibility while supporting the mindful practice of movement awareness. Through a progressive series of developed skills, class activities are designed to provide overall toning and awareness of body/mind connectivity through basic bodyweight exercises and playful, dance-inspired practices combined with Yoga and Pilates-based work. Students will need an exercise mat for floor work and resistance bands for various strengthening and stretching exercises. No prerequisites. Students may enroll up to three times. Pass/Fail only. Students admitted to the Certificate in Somatic Studies must take this course for a letter grade.

Credit 2 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-DANCE 1030 Topics in Dance: The Alexander Technique

Applies the principles of the Alexander Technique to technical and performance issues. Students learn to recognize and change counter-productive habits and to allow natural postural reflexes to work, improving length, balance, and flexibility. The result is enhanced range of expression and the ability to make choices about how one moves. This course is available as Pass/Fail, but students pursuing the Certificate in Somatic Studies must enroll for a letter grade.

Credit 2 units.

Typical periods offered: Spring

CAPS-DANCE 1050 Beginning T'ai Chi Ch'uan

An introduction to the theory and practice of T'ai Chi Ch'uan. T'ai Chi Ch'uan is based on the Daoist theory of complementary opposites (yin/yang). The purpose of these exercises is to help students gain bodily strength, balance, flexibility, peace of mind, relaxation, and improved circulation. T'ai Chi Ch'uan may also be used for self-defense; it specializes in the neutralization of an attack by turning of the waist. Students should wear loose-fitting clothing and sneakers. Readings in Daoist texts, including taijiquan classics, are assigned. During the fall semester, students learn parts one (18 movements) and two (36 movements) of the three-part Yang Family T'ai Chi Ch'uan sequence. Part three (final 54 movements) is taught as a continuation course in Spring. Pass/Fail only for most students, but students admitted to the Certificate in Somatic Studies must take this course for a letter grade. Students may enroll no more than two times.

Credit 2 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-DANCE 1051 Beginning T'ai Chi Ch'uan II

A continuation of an introduction to the theory and practice of T'ai Chi Ch'uan for beginning students. T'ai Chi Ch'uan is based on the Daoist theory of complementary opposites (yin/yang). The purpose of these exercises is to help students gain bodily strength, balance, flexibility, peace of mind, relaxation, and improved circulation. T'ai Chi Ch'uan may also be used for self-defense; it specializes in the neutralization of an attack by turning of the waist. Students should wear loose-fitting clothing and sneakers. Readings in Daoist texts, including t'ai chi classics, are assigned. Part III of the Yang Family T'ai Chi Ch'uan sequence will be taught. Prerequisite: U31 115. Students may enroll no more than two times. This course is available as Pass/Fail, but students pursuing the Certificate in Somatic Studies must enroll for a letter grade.

Credit 2 units.

Typical periods offered: Spring

CAPS-DANCE 1060 Body-Mind Balance

Employing theories and practices of contemporary movement sciences, current body-mind and relaxation techniques, somatic exercises and yoga, this class emphasizes body awareness and deep mindfulness. It is designed to support and encourage the ability to calm the critical mind, awaken the physical senses and tune into the inherent wisdom of the body-mind. Discussion of readings and viewings of related and current topics opens each meeting. Students should wear comfortable clothing and bring a mat or towel. For students of all ages; this class is less strenuous than U31-120. Students may enroll no more than two times. This course is available as Pass/Fail, but students pursuing the Certificate in Somatic Studies must enroll for a letter grade.

Credit 2 units.

Typical periods offered: Fall, Spring

CAPS-DANCE 1070 Yoga and Relaxation Techniques

Systematic introduction to the methods and theory of Hatha Yoga as a means of stretching, strengthening, energizing, and relaxing the body. This class focuses on breath work and poses as the foundation of a Hatha Yoga practice supplemented by relaxation and visualization exercises. Students should wear comfortable clothing and bring a towel or mat. Participation requires steady commitment and physical dexterity. Readings assigned. Pass/Fail only, but students pursuing the Certificate in Somatic Studies must enroll for a letter grade. This course meets twice weekly in two different locations. Student may enroll no more than two times.

Credit 2 units.

Typical periods offered: Fall, Spring

CAPS-DANCE 1150 Beginning Taekwondo I

The objectives of this course are to learn the philosophical and historical backgrounds of Taekwondo and master basic Taekwondo martial art skills such as kicks, punches, blocks, and Taeguk forms to facilitate physically and mentally reflective growth. As a form of martial arts, Taekwondo's ultimate goal is to achieve self-reflection through the physical trainings and self-discipline. Throughout this course, the students will be able to: (1) understand the philosophical and historical backgrounds of Taekwondo; (2) master basic Taekwondo kicks, punches, blocks and forms up to the yellow belt level; (3) perform TKD non-touching sparring using the basic and advanced skills; (4) self-reflect on their physical and mental growth through the self-defense training. Must be taken Pass-Fail. Course may be repeated one time.

Credit 2 units.

Typical periods offered: Fall, Summer

**CAPS-DANCE 1151 Beginning Taekwondo II**

Taekwondo's ultimate goal is for the student to achieve self-reflection through physical training and self-discipline, and this course builds on the foundation developed in Beginning Taekwondo I. Throughout this course, students will learn to understand the philosophical and historical backgrounds of Taekwondo; to master Taekwondo kicks, punches, blocks, and forms up to the blue belt level; to perform Taekwondo non-touching sparring using the basic and advanced skills; and to self-reflect on their physical and mental growth through the training. Pass/fail only. Prerequisite: Beginning Taekwondo I or permission of the instructor.

Credit 2 units.

Typical periods offered: Fall, Spring

CAPS-DANCE 1160 Personal Ecology

Using a somatic lens, we will explore our embodied relationship to Nature. Students will review research on the benefits of being in nature and take the connectedness to nature survey to assess their own current state of connectedness. Through facilitated explorations both indoors and outdoors, students will learn somatic practices in mindful awareness, including walking and sitting meditations, creative movement, creative art forming, and embodied writing. An emphasis on multiple ways of knowing will inform online and in-class discussions.

Credit 1 unit.

Typical periods offered: Spring

CAPS-DANCE 1180 Intro to Authentic Movement & Body-Mind Integration

This is an experiential introduction to the theory and practice of authentic movement and the principles of body-mind integration through in-depth movement exploration and the expressive arts. The course combines topics associated with somatics and creativity in order to deepen connections among imagination, memory, and expression. Students cultivate the practice of focusing within the body, allowing movement to happen rather than doing or making movement. In addition, students use journals, drawing, and work with clay to integrate personal movement material. Pass/Fail only.

Credit 2 units.

CAPS-DANCE 2050 Introduction to Pilates

This course offers an introduction to the Pilates Method mat repertoire, part of the method developed by movement pioneer Joseph Pilates. The mat repertoire focuses on core strengthening, spinal articulation and stabilization. The exercises increase strength and flexibility and work towards correcting asymmetries and chronic weaknesses to bring the body into a balanced, neutral alignment. Students will gain body awareness and an understanding of the principles of Pilates including: control, breath, flowing movement, precision, centering, stability, range of motion, and opposition. No previous training in Pilates is required. The instructor will offer modifications that address individual limitations. Readings will be assigned that address topics in Pilates as well as related topics in exercise science and functional anatomy. There are 2 short midterm quizzes and practical exam at the end of the semester. May be repeated one time for credit. This course is offered as Pass/Fail only, unless students are pursuing the Certificate in Somatic Studies; these students must enroll for a letter grade.

Credit 2 units.

Typical periods offered: Fall, Spring

CAPS-DANCE 2090 Contact Improvisation

Introductory studio work in principles and techniques of Contact Improvisation. CI is an open-ended dance form for two or more people exploring spontaneous physical interaction in the present moment. This unique dance class is instructed through guided parameters and

free-form movement play between partners to develop improved movement coordination, balance and creativity. Invented in the early 1970's, CI is practiced all over the world for its fun, accessibility, artistic beauty, physical challenge, and for making connections with other people. Recently CI is also recognized for its positive and therapeutic effects on personal well-being through shared exercise, stress relief, and cultivation of mindful presence. A core value of CI's inclusivity, the practice is open to all people and levels of dance training from beginning to advanced; no prior experience required. May be repeated one time. This course is recommended as Pass/Fail. Students pursuing the Certificate in Somatic Studies must enroll for a letter grade.

Credit 1 unit.

Typical periods offered: Spring

CAPS-DANCE 2120 Dance and Its Music Live in the Concert Hall and On Stage and Screen

A series of non-technical listening courses that examine the works and careers of various major composers. See Course Schedule for current topics.

Credit 3 units.

CAPS-DANCE 2140 Introduction to Hip-Hop and Funk Dance Styles

This course will be an introduction to the fundamentals of hip-hop, jazz funk, house dance and other related dance styles. This course is designed to introduce students to the various elements of these styles -- the history, terminology, technique, core movement concepts, and prominent dance figures -- and for students to experience all of these elements through dancing, observation, research, discussion, and choreography. This course will also explore the culture and music of hip-hop and other related styles of dance. As a whole, this course will focus on strengthening movement skills through increased flexibility, strength, and endurance while sharpening musical awareness, learning choreography, exploring improvisation, and understanding the appropriate vocabulary needed to develop strong technique for these styles. There will be written assignments and readings included in this course. Previous movement training is recommended but not required.

Credit 2 units.

Typical periods offered: Spring

CAPS-DANCE 2160 Intermediate Tai Chi Chuan

An introduction to the theory and practice of Chen Style T'ai Chi Ch'uan (Taijiquan) for intermediate students. Students who have demonstrated proficiency in Yang Style T'ai Chi Ch'uan and have completed the two-course introductory sequence may enroll; others may enroll only with the permission of the instructor. T'ai Chi Ch'uan is based on the Taoist theory of complementary opposites (yin/yang): the purpose of these exercises is to help students gain bodily strength, balance, flexibility, peace of mind, relaxation, and improved circulation. T'ai Chi Ch'uan may also be used for self-defense; it specializes in the neutralization of an attack by turning of the waist. Students should wear loose-fitting clothing and sneakers. Readings in Daoist texts, including t'ai chi classics, will be assigned. Pass/fail only.

Credit 2 units.

Typical periods offered: Summer

CAPS-DANCE 2180 Mind Body Movement: Yoga and Pilates

This course combines Yoga, SATYA (Sensory Awareness Training for Yoga Attunement), Pilates Method mat exercises and meditation/relaxation techniques with the goal of improving mind body awareness, postural alignment, balance, strength, range of motion and psychological well-being. Students will be guided through beginning level yoga breathing practices (Pranayama), sensory awareness and myofascial release exercises, yoga postures (Asanas) and Pilates Method mat exercises. Intermediate level postures and exercises will be added as the class progresses. An emphasis will be placed on practicing



safely with optimal postural alignment, joint stabilization, fluidity and ease. No previous training in yoga or Pilates is required. The instructor will offer modifications that address individual limitations. Coursework will include a home mindfulness practice and short online discussion posts on the ethical principles of yoga and current scientific research on yoga or other somatic practices. This course may be repeated one time for credit. This course is offered as Pass/Fail only, unless students are pursuing the Certificate in Somatic Studies; these students must enroll for a letter grade.

Credit 2 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-DANCE 2210 Tap Dance: Beginning

Introduction to basic tap steps and rhythms. Development of awareness of varied tap dance styles. No previous dance training required.

Credit 2 units.

CAPS-DANCE 2220 Introduction to Dance of West Africa

This course entails the study of West African Dances and the Music that accompanies them. Special emphasis will be placed on the dance, music, culture, language and arts of the Ivory Coast. This course will address the relationship between music and dance and their social and cultural significance. The class will consist of lecture and demonstration followed by active participation by students, primarily dancing and drumming. Outside of class students will build technique and develop an appreciation and understanding of the relevant resources available and how to research them. May be repeated one time.

Credit 2 units.

Typical periods offered: Fall

CAPS-DANCE 2227 Dance Doorway to India

An introduction to two of the classical Indian dance styles, bharatanatyam and kuchipudi, and their cultural contexts. Students will learn the mythology of India along with hand gestures and intricate foot work, combining mental discipline with the fluidity and rhythms of the body. No Indian dance background is required. May be repeated once for credit.

Credit 2 units.

Typical periods offered: Fall

CAPS-DANCE 2280 Xingyiquan--Five Elements

An introduction to the theory and practice of Xingyiquan (Hsing Yi Ch'uan). It is one of the three great systems of Wu Dang Internal Arts, along with Taijiquan (T'ai Chi Ch'uan) and Baguazhang (Ba Gua Chang). The purpose of these exercises is to help students gain bodily strength, balance, flexibility, peace of mind, relaxation, and improved circulation. Xingyiquan may also be used for self-defense; it features straightforward defense techniques, with specialization of upper-body movements. Students should wear loose-fitting clothing and sneakers. Readings in Daoist texts are assigned, along with readings on the history, philosophy, and technique of this art. Prerequisites include U31 115, U31 116, and U31 218. Students admitted to the Certificate in Somatic Studies must take this course for a letter grade. Students may enroll no more than two times.

Credit 1 unit.

Typical periods offered: Summer

CAPS-DANCE 2290 Xingyiquan--Twelve Animals

A continuation course in the theory and practice of Xingyiquan (Hsing Yi Ch'uan). It is one of the three great systems of Wu Dang Internal Arts, along with Taijiquan (T'ai Chi Ch'uan) and Baguazhang (Ba Gua Chang). The purpose of these exercises is to help students gain bodily

strength, balance, flexibility, peace of mind, relaxation, and improved circulation. Xingyiquan may also be used for self-defense; it features straightforward defense techniques, with specialization of upper-body movements. Students should wear loose-fitting clothing and sneakers. Readings in Daoist texts are assigned, along with readings on the history, philosophy, and technique of this art. Prerequisite: U31 238 or instructor's permission. Students admitted to the Certificate in Somatic Studies must take this course for a letter grade. Students may enroll no more than two times.

Credit 2 units.

Typical periods offered: Fall, Summer

CAPS-DANCE 2300 Tap Dance II

Additional work on technique with attention to acquiring a sense of musical phrasing, rhythmic accuracy, and clarity of sound. Rhythmic improvisation. Some outside reading. Prerequisite: U31225 or permission of the instructor.

Credit 2 units.

CAPS-DANCE 2360 Introduction to Somatic Practices

Introduction to Somatics investigates a growing field of practices that emphasize the unity of mind and body as experienced from within, through conscious guided movement and self-awareness. This course is a survey of somatic courses available in University College Dance and Somatic Studies Certificate Programs. In-class work is supplemented by readings and complimented with guest lectures in related theoretical disciplines, such as biology, psychology, philosophy, etc. Satisfies pre-requisite for the Somatic Studies Certificate Program.

Credit 2 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-DANCE 2999 Independent Study

Student must have permission of the coordinator of the dance division. Credit 3 units.

CAPS-DANCE 3010 Theory and Technique of Modern Dance III

Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 202 or recommendation of the student's previous WU instructor or permission of the course instructor.

Credit 2 units. EN: H

CAPS-DANCE 3020 Structured Improvisation for Dance

Seeking creative people. This studio course combines the exploration of movement within structured dance frameworks. Improvisation will be studied not only as a means to exploring movement for choreographic purposes, but as a way of developing dance improvisation as an art form. The course will introduce basic principles of composition necessary for successful improvisation. Previous dance or movement experience not necessary. Students may enroll no more than two times.

Credit 1 unit.

CAPS-DANCE 3022 Theory & Technique of Modern Dance IV

Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 301 or recommendation of the student's previous WU instructor or permission of the course instructor.

Credit 2 units. Art: HUM EN: H



CAPS-DANCE 3040 We Are the Movers and Shakers: The History of Percussive Dance in America

This course focuses upon the rich history of movement and sound in American Dance, from the Colonial Era to the present day. African, Latin American, Native American, and European dance forms and their interactions are explored. We also study distinctly American forms such as clogging, stepping, and tap dancing. Much of percussive dance evolved from the people, and we examine the relationships between percussive dance and social and political movements: peaceful protest and Native American dance; police brutality/Jim Crow/Japanese internment and tap dance; creating a protective enclave or safe space for expression in African American step dance; and community building/intergenerational dance in Appalachian clogging. This is not a movement technique class, but students learn some basic body rhythms or dance movements in order to comprehend and contextualize the performances discussed in class. Students may also be required to attend a dance or music performance. Credit 3 units.

CAPS-DANCE 3060 American Roots of Contemporary Dance

This course is an introduction to contemporary modern dance, with a particular focus on its American roots. Students will both develop various techniques and learn concepts used by American modern dance pioneers. Elements of improvisation and basic dance composition skills will also be explored. Topics will include the aesthetics and history of American modern dance as well as how the roots of American modern dance continue to influence contemporary dance of the 21st century. No prerequisites. Credit 2 units.

CAPS-DANCE 3070 Special Studies in Dance

Students with previous training may register for this course in order to receive additional instruction in intermediate and advanced levels of modern dance or ballet. Enrollment restricted to University College students. Permission of University College dance coordinator required. For more information, please contact the University College dance coordinator at (314) 935-4474. Credit 3 units.

Typical periods offered: Spring

CAPS-DANCE 3105 Integrative Healing: Somatic Modalities for Trauma

"Integrative Healing: Somatic Modalities for Trauma" offers a practical and theoretical introduction to somatic practices that emerged in Europe and North America in the 20th century. In this class, students will have opportunities to explore social, environmental, relational, and cultural ways of understanding the body and movement. They further will investigate how Somatics can heal emotional and physical pain and discord and how integrative services can help with that healing. The course will include readings and videos about related approaches emergent in the past 20 years within the fields of yoga, somatic experiencing to trauma, conscious yoga, and sensorimotor psychotherapy. Somatics is a constantly-evolving field that encompasses many disciplines focused on the dialogue between inner and outer experiences of the whole person. "Integrative Healing..." will explore movement; theory; and the integration of the body, mind, and spirit through modalities including Somatics and social justice/Generative Somatics, Body-Mind Centering, bodywork, and yoga (various types). Students will explore Cultural Somatics, Trauma Conscious Somatics, and other areas in text, discussion, and movement. Credit 2 units. UColl: CD

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-DANCE 3120 Tap Dance Workshop

Students learn repertory taught by the instructor and excerpts of dances by well-known tap artists such as Leon Collins, Eddie Brown, Eleanor Powell, Fred Astaire, and the Nicholas Brothers. Prerequisite: U31 250 or permission of instructor.

Credit 2 units.

Typical periods offered: Fall

CAPS-DANCE 3160 Topics in Theatre: Stage Management

This course will examine the role of the stage manager in live theatrical production. Students will learn how to shepherd a production from auditions and pre-production through to the final performance. We will examine the stage manager's function in maintaining the artistic vision of the directors and designers and serving as an advocate for all members of the company. Students will also become familiar with the forms and protocols of stage management, including effective communication strategies and the generation of paperwork. Prerequisite: L15 Drama 212E Introduction to Theater Production or permission of the instructor.

Credit 3 units.

CAPS-DANCE 3170 Creative Dance Movement for Grades K-5

This course introduces creative movement as a mode of whole body learning. Students will experience creative dance movement both as an expressive form and as a vehicle for arts integration in the K-5 classroom. Students will become familiar with using the elements of dance: body, space, force and time in lesson planning, and will gain practice with strategies using mindfulness and sensitivity to movement as ways to foster self-regulation in children. Reading assignments and specific movement exercises will support the student's development in pedagogical expertise. National dance education standards will inform methods for lesson planning, evaluation and assessment. This course applies towards both Missouri State Elementary Dance certification requirements and to the Certificate in Somatic Studies at Washington University.

Credit 3 units.

CAPS-DANCE 3180 Ivory Coast Dance

A West African Dance course specifically focused on the Ivorian dance traditions of the Baule, Bete, Dan, Lobi, Malinke, and Senufo peoples. Students will learn the drum rhythms and cultural background of the dances. A studio course with related reading material. Previous training in West African dance recommended.

Credit 2 units.

CAPS-DANCE 3220 Xingyiquan -- Linking Forms

This is a continuation course in the theory and practice of Xingyiquan (Hsing Yi Ch'uan). It is one of the three great systems of Wu Dang Internal Arts, along with Taijiquan (T'ai Chi Ch'uan) and Baguazhang (Ba Gua Chang). The purpose of these exercises is to help students gain bodily strength, balance, flexibility, peace of mind, relaxation, and improved circulation. Xingyiquan may also be used for self-defense; it features straightforward defense techniques, with specialization of upper-body movements. This course builds upon the foundational courses in Five Elements and Twelve Animals. Students will learn two short linking forms that utilize the skills and techniques learned in the two foundational courses. Students should wear loose-fitting clothing and sneakers. Readings in Daoist texts are assigned, along with readings on the history, philosophy, and technique of this art. Prerequisites: U31 238 and U31 239. Students admitted to the Certificate in Somatic Studies must take this course for a letter grade. Students may enroll no more than two times.

Credit 2 units.

Typical periods offered: Spring, Summer

CAPS-DANCE 3240 Jazz Dance in Motion and History

This is a studio course in modern jazz dance technique and a historical overview of traditional jazz dance forms derived from vernacular dance. The course will examine the origins and evolution of different forms of jazz dance as we know it today both through movement and through related readings, films, musical compositions and discussions.

Credit 2 units.

CAPS-DANCE 3270 Special Studies in Somatics

Students with previous experience may register for this course in order to receive credit for specialized small group instruction in somatic practices. Permission of School of Continuing & Professional and Studies Somatic Studies coordinator required. Credit variable, max 3 units. This course is available as Pass/Fail, but students pursuing the Certificate in Somatic Studies must enroll for a letter grade.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-DANCE 4050 Topics in Dance: Dance Movement Therapy

Introduction to movement as a powerful therapeutic tool for enhancing personal growth and physical and emotional integration. Course includes lecture, discussion, and experiential process. Assigned reading and paper.

Credit 2 units.

CAPS-DANCE 4070 Applied Anatomy for the Performing Artist

Introduction to basic anatomy (skeletal system, muscles, nature of joints) applied to concerns of dancers and actors: movement analysis, pre-performance warm-up/post-performance cool-down, and stretching, with specific emphasis on improving body awareness and movement potential. Lectures, readings, discussion, and practical applications. Not a performance class. Prerequisite: minimum one year of training in dance or acting.

Credit 2 units.

CAPS-DANCE 4078 Practicum: Applications of Somatic Learning

This is an advanced course on somatic theory and practice that integrates lectures and experiential activities to study the contributions of prominent somatic educators and therapists and how they have applied their methodology to specific areas and different populations. Each student will identify a specific somatic approach, study in-depth associated theories, techniques, and applications. Each student will write a final paper about their project, lead a group session, and present a class presentation. Prerequisite: Completion of Somatic Awareness I or Somatic Awareness II.

Credit 2 units.

CAPS-DANCE 4120 Curriculum and Instruction in Dance

Dance curriculum in middle and secondary schools--methods of instruction and assessment in teaching dance. Introduction to the unique position of the role of dance in public education, and the dance teacher's role as diplomat and arts advocate. Designing dance curriculum including artist residencies and master classes, assessment, and lessons based on national and state standards and sound dance education principles. Credit may be applied toward the education major and potentially toward state certification.

Credit 3 units.

Typical periods offered: Fall

CAPS-DANCE 4540 Seminar in Arts Management

Management of non-profit, professional performing arts organizations. The basic functional areas of arts management: artistic concerns; financial management, planning, marketing, and development; discussion of organizational structures, contracts, and unions.

Credit 3 units.

CAPS-DANCE 4999 Independent Study

Credit 3 units.

Strategic Communication Certificate

The **Certificate in Strategic Communication** provides essential skills for designing, implementing, and managing business communications programs for a range of corporate, agency, and nonprofit organizations. Students in the program learn to coordinate internal and external communications. Program components help students implement programs personally, manage in-house resources, or direct external teams of communications professionals.

This program provides in-depth instruction in writing, editing, and presentation along with analysis of critical concepts in communications research, management, marketing, advertising, public relations, technology, and media (traditional and new) and how these functions relate to each other in the creation of effective organizational communications.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact: Joe Cruz

Email: cjoe@wustl.edu

Website: <https://caps.wustl.edu/programs/certificates/strategic-communication>

Requirements

Certificate in Strategic Communication

Required courses: 9 units

Code	Title	Units
CAPS-COMM 2000	Foundations of Communications	3
CAPS-COMM 2230	Integrated Strategic Communications	3
CAPS-COMM 3010	Market Research and Communications Strategies	3
Total Units		9

Electives: 6 units, chosen from the following:

Code	Title	Units
CAPS-COMM 3440	Public Relations Principles and Practices	3
CAPS-COMM 3630	Crisis Communications	3
CAPS-COMM 3710	Digital Communications Analytics	3

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not



count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

CAPS-COMM 1120 Protect Yourself: Personal Digital Security

We all use computers, smartphones, & the internet, but most of us don't know much about securing our devices, our personal data, or even our identity. There's a lot to worry about—viruses, phishing, surveillance, tracking, & much more—but what should really concern you? How can you tell if you or your devices are vulnerable? How can you safeguard yourself? This course, meant for the average technology user, will answer these questions and many more. Topics covered include passwords, spyware, messaging & email, encryption, testing for vulnerabilities, HTTPS, and backup.

Credit 1 unit.

CAPS-COMM 1996 Communications Elective - 100 Level

Credit 0 units.

CAPS-COMM 2000 Foundations of Communications

Foundations of Communication is designed to help students be more effective communicators by examining the principles and contexts of human communication. It introduces fundamental elements (including self-awareness, perception, listening and responding, and verbal and nonverbal messages) and models of communication, basic communication theory, interpersonal communication, small group communication, and public speaking, with an emphasis on a practical application at each level. Students will learn the skills and techniques essential to effective communication and will be expected to demonstrate those in each communication context throughout the semester.

Credit 3 units.

Typical periods offered: Spring

CAPS-COMM 2010 Writing for Business Communication

Effective and appropriate written communication skills are a distinct advantage to any employee and an essential requirement for today's manager. In this course we will take a creative and active approach to increasing your knowledge of communications principles and formats as well as your ability to express yourself in a variety of written forms, including memos, proposals, presentations and reports. Communications strategy, and the importance of how the message, medium and an understanding of the audience all relate to affect communications outcomes, will also be reviewed. Prerequisite: One college-level course in English composition.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 2016 Search Engine Optimization Strategies

The greatest tool for discovery today is the search bar. More than 80 percent of people search online for products and services, but from a marketing perspective, how do you ensure your website result will be shown to them? It is imperative to consider search engine optimization for any digital campaign you embark upon, and SEO work is best learned by doing. Through this course, we aim to deconstruct and demystify how search engines work and what brands, organizations and individuals can do to improve their own search engine standing. Specifically, we will focus on understanding the algorithms that power search engines; how keyword strategies can be researched and constructed; the elements of strong SEO performance; and how to devise and measure tactics that improve a site's overall ranking.

Credit 1 unit.

Typical periods offered: Summer

CAPS-COMM 2017 Oral Communication

Oral Communication is an introductory course that bridges the most prominent areas in the study of interpersonal and speech communication, including effective one-to-one, small and large group, intercultural, relational, organizational and professional, and public speaking. It will emphasize theoretical/conceptual approaches as well as skill development and the application of oral and speech communication tactics to various communication settings and contexts. Students will explore and apply effective communication strategies that incorporate elements in persuasion, mindful listening, cultural awareness, and group management and leadership.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 2050 Introduction to Public Speaking

This course is the online version of U48 2111. Public speaking is an essential skill for success in a student's professional career and in public life. This online version is particularly geared toward virtual public speaking and presentation. The focus of this course is to develop each student's ability as well as the confidence necessary to speak effectively in public. Students will learn to structure an effective and ethical speech, write to be heard and not read, use the voice and imagination successfully, and look and sound professional in a virtual meeting or job interview. Students will present a special occasion speech, an informative speech, and a persuasive speech.

Credit 3 units.

Typical periods offered: Spring, Summer

CAPS-COMM 2051 Introduction to Public Speaking

Public Speaking is an essential skill for success in a student's professional career and in public life. This class is geared for students to succeed. The focus of this class is to develop each student's innate ability and the confidence necessary to speak effectively in public. The presentation skills we will work on are: structuring an effective speech, writing to be heard and not read, and using the voice and body successfully. Students will present an introductory speech, an informative speech and a persuasive speech.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-COMM 2080 Professional Writing, Speaking, and Presentation

This is a course in organizational communications drawing upon the means of persuasion from classical rhetoric to Powerpoint. We will practice writing, speaking, and listening in the various formats: paper, oral presentations, and internet. We will also conduct comparative



analyses of what works best with varying topics, situations, audiences, purposes. Students must have an e-mail account and access to the Internet to take the course. Required for the Liberal Arts and Business Program (LAB) and the Business Communication Certificates. Credit 3 units.

CAPS-COMM 2090 Website Design and Development

This course covers Web site development using the three methods that have been used since Web design first began: hand-coding HTML using a text editor; building Web pages using a WYSIWYG editor like Dreamweaver; and using the most modern method, a Content Management System that separates design from content while making it easy for non-technical users to update a site. We will cover design principles, Cascading Style Sheets, server-side vs. client-side technologies, Web browsers, and Web servers. We will conclude the course with a brief overview of the future of Web development: XHTML and XML.

Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-COMM 2100 Introduction to Journalism

This course provides an overview of hands-on journalism skills with an emphasis on clear, accurate, and persuasive writing. Students will learn how to get the story, conduct interviews, report the story, and proofread their work. We will study and practice the art of pursuing a story, digging up and verifying facts, sorting fact from opinion, and uncovering information using principles of fairness, truth, and accuracy. As the format for news distribution varies and changes regularly, the course prepares students to use all platforms, including newspaper, television, radio, Facebook, Twitter, social media, citizen journalism, blogs, and all other formats. Credit 3 units.

CAPS-COMM 2210 Marketing Communications

An introduction to advertising, public relations, and promotions and how they influence communications, journalism, and mass media. Students explore each of the three sisters of marketing and how they are used to build integrated marketing programs. Specific tools, including special events, direct mail, sponsorship, and press materials, will be discussed. In addition, the class will examine current and memorable marketing campaigns, view new technologies, and learn techniques and trends from professionals in the marketing field. Credit 3 units.

Typical periods offered: Summer

CAPS-COMM 2230 Integrated Strategic Communications

Strategic communication programs enable organizations to accomplish business goals by building and maintaining trusted relationships with their most important communities. A strategic communication plan includes clear and measurable objectives, is based on positioning that clearly differentiates the organization, and takes advantage of appropriate and effective tactics. This course provides an overview of all aspects of strategic communication and how they relate to each other in corporate, agency and not-for-profit environments. It covers the critical concepts needed to manage diverse communication disciplines - including marketing, branding, advertising, public relations, promotions, graphic design, traditional and new media. This course provides the foundation in theory and practice required by today's business executives and professional communicators to create and manage successful programs, using all available strategic communication techniques. Credit 3 units. UColl: SSC

Typical periods offered: Summer 3, Spring, Fall, Summer

CAPS-COMM 2250 Fundamentals of Public Affairs: Messaging Strategies, Public Policy and Advocacy

This course examines the relationships between the public and influential institutions, especially different levels of government and media communication networks. Students also study how changes in communications and media, including the Internet, print, and social media, have influenced the field of public affairs. Related course topics include lobbying, publishing, and entertainment, their interface with political, economic, and social issues, and their influence on the work of public affairs professionals. We also will analyze how changes in the media impact international communication, and how these influence our understanding of other cultures, regions, and countries. Credit 3 units.

CAPS-COMM 2260 Black Voices and Crusading Journalists: Frederick Douglass to Oprah

Credit 3 units.

CAPS-COMM 2996 Communications Elective - 200 Level

Credit 0 units.

CAPS-COMM 3008 Website Design: Principles and Practice

The Web is its own design medium, and it requires a specific set of skills. This hands-on course teaches students the concepts, issues, and skills needed to design attractive, usable, and accessible websites that work across a wide range of devices. Bringing together graphic design and code, topics will include design principles, color, typography, layout, and multimedia. Graphic design tools will be introduced and explained. Prerequisite: U48 218 or permission of the instructor. Credit 3 units.

CAPS-COMM 3010 Market Research and Communications Strategies

This course provides an overview of market research techniques with an emphasis on planning for communications campaigns. The course provides a hands-on look at several popular market research techniques used in supporting communications, such as focus groups and phone surveys. No previous knowledge of statistics is necessary. Recent case studies are used to illustrate how research results have influenced communications campaigns. Credit 3 units.

Typical periods offered: Fall, Spring

CAPS-COMM 3020 Digital Paid Media

In this course, students will receive an introduction to digital paid media. Students will learn about the various ad networks and platforms that help reach consumers online. Digital paid media includes search engine marketing, social media ads, display, mobile, and video ads. This course delves into best-practice approaches to planning and measuring digital paid media campaigns, as well as how to leverage complex algorithms. Credit 1 unit.

CAPS-COMM 3031 Organizational Communication

Organizational Communication provides an overview of communication dynamics within and between organizations. Students will analyze these processes using various analytical frameworks, concepts, theories, and methods aimed at both examining and improving organizational communication strategies. Emphasis will be given to contemporary issues and challenges facing communication professionals and organizations at large. This course's guiding principle is to teach students how to lead their organizations in gaining a competitive advantage in a strategic communications context.

Credit 3 units.

CAPS-COMM 3050 Social Media for Public Relations

This class introduces students to the various ways social media may be used in the practice of public relations and marketing. We use the traditional steps of research, strategy, and measurement and apply them to online campaigns. We learn about various emerging social media technologies—including blogs, wikis, Facebook, Twitter, and LinkedIn—and how they have changed the world of PR and marketing.

Credit 1 unit.

Typical periods offered: Summer

CAPS-COMM 3060 Making the Cut: Editing Digital Video

This course introduces students to video editing: reducing hours of recorded video to compelling moments and creatively weaving together the best parts to attract and hold viewers. Students will use supplied video material to learn how to guide the viewer's attention, build suspense, and inform the audience. We will also learn tricks to fix common mistakes made in the field and explore higher-level production methods (e.g., color correction, picture-in-a-picture technique) to achieve a professional look. By the end of the course, students will be proficient in making simple edits to create the equivalent of a basic short narrated video package or promotional video. Students will also learn to improve their videography skills by seeing what works in the editing suite.

Credit 3 units.

CAPS-COMM 3080 Sports Reporting and Writing

No journalist works longer or more unappealing hours than a sportswriter, and no one faces tougher deadlines. None is more dedicated to round-the-clock coverage. We'll learn the skill for channeling a love of sports into twitter feeds, blog posts, game stories, columns, hot takes and podcasts even when the home team stinks, the owner is broke, the stadium is falling apart, the point guard has flunked out and the starting goalie gets arrested on a DUI.

Credit 3 units.

CAPS-COMM 3110 Advanced Web Site Design and Development

This course focuses on one of the most important parts of Web development: Cascading Style Sheets (CSS), which allow developers to set the formatting and positioning of content in webpages. We will cover topics such as CSS selectors, media-specific styles, animation, navigation, layouts with Flexbox and Grid, lightboxes, and we'll take an in-depth look Responsive Web Design via Bootstrap and other frameworks. Prerequisites: U48 218 Web Site Design and Development or instructor permission.

Credit 3 units.

Typical periods offered: Spring

CAPS-COMM 3330 Technology for Managers: Tools and Strategies

This course is designed for managers involved in making business decisions involving technology. Students are expected to know how to use a computer, but this course is not a hands-on tutorial. Instead, we will discuss a range of issues focusing around modern technologies used by businesses around the world. Topics include networking, communications, open source software, content management systems, computer based training, Web services, Web site usability, wireless, productivity tools, and more.

Credit 3 units.

CAPS-COMM 3440 Public Relations Principles and Practices

This course provides an overview of public relations and its social media and online components. We will consider theoretical and practical applications of communications with various publics: media, employees, consumers, the community, and shareholders.

Credit 3 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 3452 Effective Editing

Online version of the course U49 345. Today's communicators don't just write, they also must edit their work for posting on a website or publishing in print. Learn about editing, including the basics of professional-grade grammar, punctuation and style usage. Most editing today involves not just copyediting, however. Communicators must know how to spot sexist and racist language, poor organization and imprecise sentences. This class will help you edit others' work, and, most importantly, your own.

Credit 3 units.

CAPS-COMM 3630 Crisis Communications

Both profit and nonprofit organizations are increasingly embroiled in controversies and crises. Consequently, demands are growing for public relations practitioners to help restore an organization's good name and reputation, along with its financial stability. In learning to construct, implement and evaluate a crisis communication plan, students will research and analyze an organizational crisis, identify the communication demands of various audiences affected by a crisis, and develop strategies and communication tools for managing a crisis.

Credit 3 units.

Typical periods offered: Spring

CAPS-COMM 3650 Communications Technology and New Media

This course explores concepts, production, design, publications, strategies and practical applications of interactive media. The course focuses on emerging topics and technologies to help students develop strategies for addressing and resolving both basic and complex issues associated with interactive media. Case studies will be introduced to examine a range of interactive media topics including photography, blogging, videography, ethics and social media marketing.

Credit 3 units.

Typical periods offered: Fall

CAPS-COMM 3680 The Business of Communications

This course presents the business side of journalism and media organizations, from publication and creation of content to day-to-day operations. Students will study business practices and procedures of all types of media organizations, with emphasis on sales and marketing, product distribution, production, and audience identification and engagement. We also will learn to develop publications and products which speak to readers and viewers.

Credit 3 units.

Typical periods offered: Fall

CAPS-COMM 3700 Politics of Encryption: Snowden, Surveillance, and the Fourth Amendment

In 2013 Edward Snowden disclosed the existence and extent of world-wide government surveillance, leading to important debates about encryption, surveillance, and control. This course uses the implications of Snowden's revelations as a takeoff point to explore the politics of encryption. Topics include encryption and secure communications, the use of encryption by terrorists and criminals, United States and international laws concerning encryption, and the clash between businesses like Apple and U.S. intelligence agencies.



Credit 3 units.

CAPS-COMM 3710 Digital Communications Analytics

For the last quarter century, organizations, companies and brands have entered into an increasingly evolving world of digital communications, offering unbridled opportunities to reach and engage their key stakeholder audiences. This course delves deep into how to uncover and utilize data analytics and their related insights to better understand, plan and optimize communications within digital channels and platforms. It goes into detail on how the digital ecosystem has evolved and is still evolving due to technological advances, regulatory actions, and other cultural impacts. It explores how to use digital data to better understand audiences and their behavior as well as for specific marketing and communications objectives, such as launching a new product and planning for a crisis.

Credit 3 units.

Typical periods offered: Fall

CAPS-COMM 3999 Independent Study in Communications

Instructor and CAPS approval required.

Credit 1-4 units.

Typical periods offered: Summer 4, Summer 3, Summer 2, Summer 1, Summer, Spring, Fall

CAPS-COMM 4050 Topics in Public Relations

An advanced-level examination of public relations functions through studies in special subjects related to the field. A major research paper or project is required. For information about current offerings, consult the Course Schedule.

Credit 3 units.

CAPS-COMM 4161 Communications Ethics and the Law

In this course, we will analyze principles that influence ethical judgment in the newsroom, the public relations firm, and the broader communications business. We will look at historical foundations of ethical thought in communications, study laws governing mass communications, and examine tools and strategies for ethical judgment in the field. We will also consider how one's personal ethical framework influences judgment, and we will use case studies to analyze ethical questions associated with social responsibility, commercial speech vs. political speech, and censorship.

Credit 3 units. UColl: ML

Typical periods offered: Spring

CAPS-COMM 4600 Topics in Communications and Journalism

Credit 3 units.

CAPS-COMM 4994 Internship in Public Relations and Advertising

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CAPS-COMM 4999 Independent Study

Credit 3 units.

Typical periods offered: Spring

Sustainability Certificate

The **Certificate in Sustainability** provides an interdisciplinary foundation for understanding and addressing today's most pressing and complex social, environmental and economic challenges.

This certificate covers the broad sustainability knowledge, skills, and competencies needed for those interested in either advancing within their current field or seeking a new direction. It can apply across a wide range of fields, from management, design, and planning to environmental services in business, nonprofit, and public institutions. The program addresses the collaborative and integrative nature of sustainability with an emphasis on applied learning — taking the lessons from the classroom into St. Louis.

Students are able to complete this certificate online. However, course availability may vary depending on the semester.

Contact: Joe Cruz

Email: cjoe@wustl.eduWebsite: <https://caps.washu.edu/programs/certificates/certificate-in-sustainability/>

Requirements

Certificate in Sustainability

Required Courses: 15 units

Code	Title	Units
CAPS-SUST 2010	Foundations and Practice of Sustainability	3
CAPS-SUST 2020	Introduction to Environmental Studies	3
CAPS-SUST 3155	Sustainability as Transformative Agent in Business and Public Policy	3
CAPS-SUST 3060	Environmental Law: Applications Toward Sustainability	3
CAPS-BUS 3210	Strategic Planning	3
Total Units		15

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. WashU Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).



Community Programs

WashU Continuing & Professional Studies (CAPS) is expanding educational boundaries in the St. Louis region through four innovative community programs: English Language Programs (ELP), the Master of Arts in Teaching and Learning (MATL), and the Prison Education Project (PEP). These programs democratize access to education and foster continuous learning by supporting the region's international population, facilitating enrichment opportunities for retirees, bringing new teachers into St. Louis-area schools, and offering pathways for personal and professional growth to incarcerated individuals.

Contact: CAPS
 Phone: 314-935-6700
 Email: CAPS@wustl.edu
 Website: <https://caps.washu.edu/programs/community-programs/>

Program Information

• English Language Programs (p. 133)

CAPS English Language Programs (ELP) are designed to strengthen and advance the English language capacities of those who speak English as an additional language, facilitating students' academic and professional success at the university and beyond.

• Master of Arts in Teaching and Learning (p. 57)

The Master of Arts in Teaching and Learning (MATL), a collaboration between WashU Continuing & Professional Studies (CAPS) and Teach St. Louis, trains both current and aspiring public school teachers in the St. Louis region to become leaders in their schools.

• Prison Education Project (p. 134)

CAPS Prison Education Project (PEP) is a transformative program that offers a college education to incarcerated students at the Missouri Eastern Correctional Center (MECC) and the Women's Eastern Reception, Diagnostic and Correctional Center (WERDCC).

English Language Programs

WashU Continuing & Professional Studies (CAPS) English Language Programs (ELP) are designed to strengthen and advance English language capacities through courses, support, and assessments. ELP helps WashU students who speak English as an additional language achieve academic and professional success.

Academic Pathways

ELP has offered an academic and professional language support program for WashU graduate students and scholars for over 40 years. This program is designed to connect students' and scholars' knowledge of English with the skills of scholarship through courses in three academic pathways: academic writing, conversational proficiency, and presentations and teaching. Refer to the ELP Academic Program Pathways tab for further details.

ELP Resources

- Language proficiency assessment for WashU international undergraduate and graduate students, postdoctoral scholars, and other WashU-affiliated individuals
- Individualized meetings for resources, planning, and feedback to support students in developing their English language skills for academic and professional success

English on Demand

ELP offers customized, on-demand programming in English for specific professional purposes, Community English, English for Researchers, and Pronunciation for Clear Communication. Drawing on a long history of expertise in applied linguistics, ELP can develop programming tailored to your specific needs based on the principles of effective language instruction and adult learning. To learn more about existing English on Demand programs, visit the CAPS ELP website and scroll to the bottom of the page.

ELP Academic Program Pathways

Academic Pathways

English Language Programs has offered an academic and professional language support program for WashU graduate students and scholars for over 40 years. This program is designed to connect students' and scholars' knowledge of English with the skills of scholarship through courses in three academic pathways: academic writing, conversational proficiency, and presentations and teaching.

Academic Writing Pathway

The Academic Writing Pathway is designed to help students develop their English skills for success in writing academic papers.

Code	Title	Units
CAPS-ELP 1108	Skills & Strategies for Academic Writing	2
CAPS-ELP 1115	Writing for Academic and Professional Communication	2
CAPS-ELP 2208	Research Writing for International Students & Scholars	2
CAPS-ELP 3350	Advanced Research Writing Institute	2
CAPS-ELP 4499	Writing Intensive Tutorial	1



Conversational Pathway

The Conversational Pathway is designed to help students develop their English skills for talking with fellow students and professors on campus and in the broader St. Louis community.

Code	Title	Units
CAPS-ELP 1101	Pronunciation for Clear Communication I	2
CAPS-ELP 2202	Talking to Americans: Casual and Professional Conversations	2
CAPS-ELP 4498	Pronunciation Tutorial	1

Presentation and Teaching Pathway

The Presentation and Teaching Pathway is designed to help students develop their English skills, present their research, and more effectively serve in a teaching capacity.

Code	Title	Units
CAPS-ELP 1170	Presentation Skills for Academic & Professional Settings	2
CAPS-ELP 1171	Talk Like TED: Interdisciplinary Communication & Presentation Skills	2
CAPS-ELP 4470	Language, Culture and Interaction Strategies for Instruction	2

Prison Education Project

CAPS also administers the WashU Prison Education Project (PEP). The WashU Prison Education Project offers credit-bearing college courses and degrees to incarcerated students at two Missouri prisons: the Missouri Eastern Correctional Center in Pacific, MO, and the Women's Eastern Reception, Diagnostic, and Correctional Center in Vandalia, MO. As part of CAPS, PEP offers both an Associate in Arts and a Bachelor of Science in Integrated Studies (with concentrations in Humanities, Social Sciences, Natural Science, and Mathematics). PEP cultivates a rigorous college-in-prison environment that encourages and supports life-long curiosity, dialogue and collaboration. By offering courses, degrees and other opportunities for intellectual engagement in the liberal arts, PEP strives to nurture thinkers and social change agents who positively impact their communities, families and each other. In addition to its programs for incarcerated students, PEP offers staff at the Missouri Department of Corrections the opportunity to pursue courses and degrees through CAPS.

Special Programs

WashU Continuing & Professional Studies (CAPS) offers the following additional undergraduate programs:

- Accelerated Programs (p. 134)
 - Includes the Advanced Track (ACTRAC) program and the Combined Bachelor's/Master's Program
- Combined Bachelor's/Master's Program (p. 135)
- Special Audit Program (p. 135)
- Undergraduate Honors Program (p. 136)

Accelerated Programs

Get Your Degree Faster

WashU Continuing & Professional Studies (CAPS) has a range of courses and programs shaped to fit each student's schedule and goals. Students may choose from the options below, and, as they browse the semester's course listings, they can also search for "Half" term and "Interession" courses.

ACTRAC

Students wanting to advance more quickly toward their degree can do so with the Accelerated Track program (ACTRAC). Eligible WashU Continuing & Professional Studies (CAPS) students may enroll in courses that carry the ACTRAC option. By completing additional coursework prescribed by the instructor, students earn 4 credits for each ACTRAC course rather than the usual 3 credits. By taking ACTRAC courses, students can reduce the total number of courses they must take before they graduate.

Program Requirements

Eligible students must:

- Be admitted to a CAPS undergraduate degree program
- Have successfully completed at least 12 credits in CAPS
- Have completed an English composition course at CAPS with a grade of B or better
- Have a 3.0 minimum grade point average
- Have written approval from a CAPS student success navigator (advisor)

Once approved, students register and pay for 4 credits for each ACTRAC course. The ACTRAC option must be chosen at the beginning of the semester, and it is not available to WashU day students.

The "extra credit" work is determined by the instructor and will normally include extra reading, writing and research.

Combined Bachelor's & Master's Degree

The Combined Bachelor's & Master's Degree Program at WashU Continuing & Professional Studies (CAPS) is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs at CAPS.

Program Requirements

- Formal admission to CAPS
- Completion of a minimum of 135 units of coursework, undergraduate and graduate, including all residency requirements for the Bachelor of Science degree



- Completion of all requirements in the student's graduate program, including a final written project where required, in accordance with all academic policies and procedures for undergraduate and graduate study in CAPS and/or the Graduate School of Arts & Sciences
- A maximum of 15 to 18 units of graduate coursework (depending on the specific MA program) at the 4000 and 5000 levels may count toward requirements for both the graduate degree and as unrestricted electives for the undergraduate degree.
- Students must continue their master's degree coursework in the semester (fall or spring) immediately following completion of the bachelor's degree.

Combined Bachelor's/Master's Program

The Combined Bachelor's/Master's Degree Program at WashU Continuing & Professional Studies (CAPS) is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs at CAPS.

Eligibility Requirements

Eligibility requirements for the Combined Bachelor's/Master's Degree Program in CAPS include the following:

- Admission to a Bachelor of Science degree program in CAPS
- Completion of a minimum of 60 units toward the Bachelor of Science degree, including transfer credit, with a 3.0 or higher cumulative grade-point average (**Note:** Only in exceptional cases will candidates be authorized to pursue the Combined Bachelor's/Master's Degree Program after completing 84 units.)
- Completion of a minimum of 12 units of undergraduate course work in CAPS, at least 9 of which must be at the advanced level (3000- and 4000-level courses), with a 3.0 or higher cumulative grade-point average
- Completion of a Combined Bachelor's/Master's Degree Program Preliminary Authorization Request
- Two academic writing samples, at least one of which must be research-based, to be submitted to CAPS
- Personal interview with the Director of Undergraduate Student Success and/or Vice Dean

Application Requirements

Preliminary Authorization

Students who meet the eligibility requirements noted above should meet with a CAPS representative to complete the Combined Bachelor's/Master's Preliminary Authorization Request form.

Writing Samples and Personal Interview

Two academic writing samples, one of which must be research-based, and a personal interview are also required for preliminary authorization.

Applicants will be informed, following a review of their writing samples and personal interview, whether or not they have been authorized to pursue the Combined Bachelor's/Master's Program and to register for graduate course work that will count toward both the undergraduate and appropriate master's degree.

Students receiving this preliminary authorization are required to submit a graduate application during their final 30 to 36 units of undergraduate study, at which time their academic performance and potential for continued graduate study will be reevaluated. If approved, students will be formally admitted to a graduate program of study.

Program Requirements

- Formal admission to CAPS
- Completion of a minimum of 135 units of course work, undergraduate and graduate, including all residency requirements for the Bachelor of Science degree
- Completion of all requirements in the student's graduate program, including a final written project where required, and in accordance with all academic policies and procedures for undergraduate and graduate study in CAPS
- A maximum of 15 to 18 units of graduate course work (depending on the specific master's program) at the 4000 and 5000 levels may count toward requirements for the graduate degree and as unrestricted electives for the undergraduate degree.
- Students must continue their master's degree course work in the semester (fall or spring) immediately following completion of the bachelor's degree.

For more information or to schedule an appointment to discuss the program, please call 314-935-6700.

Special Audit Program

Students may audit a wide selection of undergraduate courses at WashU Continuing & Professional Studies (CAPS) for \$450 per course. The Special Audit option makes it easier than ever for students to challenge themselves with high-quality, continuing education at WashU.

All CAPS courses available through the Special Audit program are tagged with the option in each term's course listings. Courses taken as Special Audit do not appear on a WashU transcript, do not carry academic credit, and do not apply to degree requirements in a CAPS program of study.

Please note that CAPS cannot provide technology support for students enrolled in Special Audit courses. This includes fully online, online hybrid, and in-classroom courses.



Contact: Amanda Mueller
 Phone: 314-935-6720
 Email: amanda.mueller@wustl.edu
 Website: <https://caps.washu.edu/programs/special-programs/special-audit-program/>

Undergraduate Honors Programs

WashU Continuing & Professional Studies (CAPS) Honors programs provide students with multiple opportunities to deepen and extend their knowledge, earn scholarships and academic awards, and join communities of intellectually and socially engaged learners. Undergraduate Honors programs at CAPS include the following:

Latin Honors

Latin Honors is a designation offered to only a few students. At CAPS, Latin Honors indicates that students have earned top grades and completed a substantial research project. Students admitted to Latin Honors receive a scholarship covering their thesis units and funding for research.

Before applying, students should have completed CAPS-ECOMP 2030 Critical and Researched Writing and at least 9 units of upper-level coursework (courses numbered 3000 and higher) at Washington University with a GPA of 3.65 or higher. On approval, a student will begin working with the relevant program or subject coordinator to identify a faculty research/thesis advisor. Students in Latin Honors are granted permission to take one Arts & Sciences day class per semester at CAPS rates, with approval, to prepare for their theses. CAPS Latin Honors students also will be invited to participate in any honors activities sponsored by CAPS.

Students complete two-semester research and writing projects within their fields of study, guided by their faculty advisors, to earn degrees with Latin Honors.

Latin Honors GPA minimums are as follows:

- 3.65 for cum laude
- 3.75 for magna cum laude
- 3.85 for summa cum laude

Alpha Sigma Lambda

Alpha Sigma Lambda is a national honor society that recognizes high-achieving adult learners. CAPS has a chapter and invites eligible undergraduate students to join the organization each spring. Eligibility is determined as follows:

- The student has accrued a minimum of 24 credits in residence at Washington University as an evening student.
- The student must be in their first undergraduate degree program.
- The student has accrued a minimum of 12 credits from liberal arts and sciences coursework. (These courses can be from within or outside the student's field of study and can be comprised of combined WashU and transfer credits.)
- The student has a minimum GPA of 3.5.

CAPS grants approval for membership based on the student's entire record.

Dean's Honors

Undergraduate degree recipients with superior records will be recognized with Final Honors at the time of graduation. Final Honors are calculated by a formula based on the number of credits and grades earned at CAPS.

Dean's List

Recognition on the Dean's List is given to students who are undergraduate degree or certificate candidates at WashU Continuing & Professional Studies who have completed a minimum of 6 units of coursework at Washington University during the preceding semester with a GPA of at least 3.6.

Phi Beta Kappa

For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. Candidates for Phi Beta Kappa should have demonstrated superior scholarship as well as breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhance candidacy. In addition, at least 112 credits must be completed by the end of the fall semester, at least 45 of which must be earned at WashU. Candidacy is determined by a selection committee of WashU faculty and administrators; although the committee takes GPA into account, it focuses on the breadth and depth of students' academic pursuits to inform the selection process.

Contact: Rebecca O'Laughlin
 Email: rolaughlin@wustl.edu
 Website: <https://caps.washu.edu/programs/special-programs/>

Programs Offered

- Accelerated Programs (p. 134)
- Associate in Arts Degree (p. 103)
- Associate in Arts Degree in Pre-Nursing (p. 104)
- Business Certificate (p. 106)
- Business Writing Certificate (p. 107)
- Clinical Research Management Certificate (p. 107)
- Clinical Research Management, BSIS (p. 75)



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- Combined Bachelor's/Master's Program (p. 135)
 - Creative Writing Certificate (p. 109)
 - Data Analytics Certificate (p. 116)
 - English Language Programs (p. 133)
 - Forensic Psychology Certificate (p. 119)
 - Foundations of Counseling Psychology and Behavioral Health, BSIS (p. 78)
 - Geographic Information Systems Certificate (p. 119)
 - Health Care Management, BSIS (p. 85)
 - Health Care Transitions Certificate (p. 121)
 - Health Sciences, BSIS (p. 89)
 - Humanities, BSIS (p. 93)
 - Leadership and Management, BSIS (p. 94)
 - Leadership and Organizational Development Certificate (p. 121)
 - Marketing Certificate (p. 122)
 - Pre-Nursing Program Details (p. 105)
 - Prison Education Project (p. 134)
 - Project Management Certificate (p. 122)
 - Social Sciences, BSIS (p. 98)
 - Somatic Studies Certificate (p. 123)
 - Special Audit Program (p. 135)
 - Strategic Communication Certificate (p. 128)
 - Strategic Communications, BSIS (p. 98)
 - Sustainability Certificate (p. 132)
 - Undergraduate Honors Program (p. 136)

Online Learning Programs

Whether students are degree-seeking or simply taking courses for personal enrichment, WashU Continuing & Professional Studies (CAPS) offers a diverse array of fully online and hybrid options.

Life is busy, and CAPS recognizes the need for flexible programming for modern learners with varied schedules. Accordingly, they offer a selection of fully online and/or online hybrid certificates, undergraduate degrees, and master's degrees encompassing a variety of online and hybrid courses. Online hybrid courses combine on-campus class meetings with online activities and resources.

CAPS online courses are distinguished by small class sizes, and students engage directly with faculty. Many of these courses are offered asynchronously and can be accessed at convenient times; instructors assign weekly deadlines to keep students motivated and on-pace. Instructors may also offer synchronous, live, online office hours, lectures or discussion sessions.

For information about online learning in CAPS, including course and degree program options, visit CAPS's Programs webpage.

Academic Policies

Students are required to satisfy all degree, field of study, and other program requirements as published in the *Bulletin* and on the WashU Continuing & Professional Studies (CAPS) website at the date of admission to a CAPS program of study (with a 10-year statute of limitations). If any changes are made to degree, field of study, or other program requirements prior to July 1, 2025, and noted on the CAPS website, students who have been admitted to a program of study prior to these changes being made may retain the requirements associated with the original program as printed in the *Bulletin*; alternatively, with CAPS authorization, they may make appropriate changes to their original program of study in order to adapt to newer requirements. Students admitted to a program of study after program changes are made are required to meet the new requirements and not the original requirements as posted in the *Bulletin*.

If a student has been away from CAPS for 10 or more years and the original degree or major is no longer offered, the student must select a new, currently offered program of study. If a student has been away from CAPS for 10 or more years and the original degree or major is currently offered but has changed, CAPS will first review the requirements associated with the original program and, in consultation with the student and relevant academic departments, select degree and field of study requirements, including appropriate course substitutions from either the original or current program.

More academic policy information is contained in the following sections of this page:

Courses and Credits

The number of units assigned to each course is noted in a term's Course Schedule. Courses numbered 1000-3999 carry credit toward an undergraduate degree. Courses numbered 4000-4999 possibly can carry undergraduate or graduate credit. Graduate-level courses numbered 5000 and above are open only to students admitted to a graduate program or by permission of the instructor and the program director.

Grades

WashU Continuing & Professional Studies' (CAPS's) grading system is based on a rated 4.0 scale. The scale and grade points per unit of academic credit for each letter grade are as follows:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3

D	1.0
D-	0.7
F	0.0
Pass	Credit awarded, but work was not subjected to more precise evaluation
No Pass	No credit/student's work was not satisfactory
N	No grade received by the Registrar's Office by the grading deadline
I	Incomplete/semester's work not finished, including failure to complete final exam
W	Withdrawal/student withdrew from course prior to completion
R	Repeat/course has been retaken
L	Audit/student satisfactorily audited the course throughout the semester
Z	Audit/student did not satisfactorily audit the course

These grading policies apply to all CAPS courses. Only courses taken for a letter grade may be applied toward a graduate program of study. Courses taken as Pass/No Pass or Audit will not count toward a graduate program of study. Grades below C will not count toward a graduate program of study. Students are responsible for knowing the specific grading criteria and course requirements set by individual instructors. Grades are posted online at the end of the semester. No grades are given by telephone or orally in the CAPS offices.

CAPS recommends the following grading scale:

- A: 94-100%
- A-: 90-93%
- B+: 87-89%
- B: 83-86%
- B-: 80-83%
- C+: 77-79%
- C: 73-76%
- C-: 70-72%
- D+: 67-69%
- D: 60-66%
- F: 0-59%

Grading Options

Students usually may choose among three or four grading options at the time of registration: Quality Graded Credit (AKA letter grade), Pass/No Pass, Audit, or Special Audit. Changes from one option to another must be made by the dates indicated on the CAPS Academic Calendar. Grade option changes are not permitted after a semester is over.

When undergraduate courses are taken for a letter grade, all grades of D and above are considered passing grades and satisfy the course requirements. However, grades of D are not counted toward/do not fulfill basic/general education and distribution requirements, certificate requirements, field of study requirements, or graduate degree requirements. Grades of F may be given for failing work or for

cases in which a student has failed to attend a single class or submit work. Courses graded with an F do not count toward a degree. Any required, non-elective courses that are failed must be retaken. The grade for the original course is replaced by the grade for the retaken course.

Pass/No Pass

The Pass/No Pass option is available for certain courses. Under this option, students receive credit for courses satisfactorily completed, but a grade is not assigned or calculated in the student's cumulative grade point average. **A course taken for Pass/No Pass credit is considered successfully "passed" if the student earns the equivalent of a 65% for an undergraduate course and 75% for a graduate course.** Undergraduate degree candidates may take no more than 6 units for an associate's degree and no more than 12 units for a bachelor's degree using this option. Courses intended to satisfy the basic and advanced writing requirements for the Associate in Arts and Bachelor of Science degrees, courses in the field of study, and courses specific to a graduate degree or any certificate are excluded from the Pass/No Pass option. Graduate schools and current employers may require specific letter grades rather than grades of Pass/No Pass. A specific grade may also be required as a prerequisite for more advanced coursework in that subject area. A few courses particularly designated by departments may require enrollment on a Pass/No Pass basis, in which case the course would not be included in the limit.

N Grades

A grade of N indicates that no grade has been received by the Registrar's Office by the grading deadline. Sixty days after the end of a term, a grade of N will be converted to an F. Continuing master's research is the only exception to the above policy, in which case the permanent grade is N.

Incompletes

Students may request a grade of Incomplete for a course for which they have completed a substantial amount of coursework but for which they are unable to complete all work by the end of the term. Students should seek approval from their instructor prior to the end of the term. A grade of I (Incomplete) indicates that the instructor has agreed to withhold a final grade pending the completion of a small portion (e.g., exam, final paper, presentation) of required work normally due at the end of a term. In these circumstances, the following process should be followed:

- With consent of the instructor, the student submits an Incomplete Agreement form prior to the last day of the term. No later than 60 days after the term ends, Instructors will convert any I grade to the appropriate grade based on work completed.
- A grade of Incomplete without an Incomplete Agreement form submitted within 60 days of the end of the term will be converted to an F.

- The submitted grade *may later be adjusted* in accordance with the Incomplete Agreement, within a period of one calendar year from the end of the term, after which time the submitted grade will be considered permanent.
- For graduate students, if the work is not completed within a period of one calendar year, the grade of I will remain a permanent grade.

Washington University Employees may have additional requirements. Please refer to the HR policy on incomplete grades for more information.

Retaking a Course

Students may retake a course, in which case only the highest grade will be included when calculating the student's GPA. All enrollments will appear on the student's transcript, but the symbol "R" will replace the grade for the enrollment with the lower grade. If the attempts result in the same grade, the grade for the original attempt will be replaced with an "R." Unless a course is designated as repeatable, credit may only be earned once for a course.

Auditing Courses

The regular Audit grade may be chosen if a student wishes to have the registration and grade for a course recorded on an official transcript but does not seek academic credit for the course. Students must meet the requirements established by the instructor to successfully audit a course. As an auditor, normally the student is required to attend and participate in the course but not required to complete all written assignments and examinations.

The *Special Audit* is offered only for a select number of CAPS courses. Courses taken as Special Audit will not appear on a Washington University transcript, and a grade report is not issued. Courses taken as Special Audit do not carry academic credit and do not apply to degree requirements in a CAPS program of study. Special auditors attend lectures and discussions but are not required to complete written work.

Transfer Credit

WashU Continuing & Professional Studies (CAPS) has a generous transfer credit policy for coursework completed at other accredited institutions. In deciding whether to accept credit from another institution, CAPS considers such factors as the following:

- The institution's status as a fully accredited institution of higher education at the time of course completion, either according to U.S. Department of Education standards or by the National Ministry of Education (for non-U.S. institutions)
- That accreditation's type and nature
- The information that can be found in institutional bulletins and guides

Any transfer credit awarded is at the sole discretion of CAPS. CAPS will determine, for all credit accepted, whether the credits apply to specific program requirements. These additional rules apply:

- A maximum of 84 units overall may be transferred for the Bachelor of Science degree.
- A maximum of 66 units from a community college may be transferred for the Bachelor of Science degree.
- A maximum of 60 credits from approved Associate in Applied Science programs may be transferred for the Bachelor of Science degree.
- A maximum of 24 units may be transferred for the Associate in Arts degree.
- Courses numbered as undergraduate level, according to transcript key, may be eligible for transfer credit.
- Where a relevant division or department exists, credit will be granted in that division or department. Otherwise, general elective credit will be granted.
- Transfer credit is awarded toward all categories of coursework in CAPS: general education, field of study, upper level, and so on.
- Courses with grades of C or higher are eligible for transfer credit to undergraduate degrees.
- Transfer credit is not typically awarded for internships, independent study, courses associated with vocational and technical training, or study for trade certification. In some cases, credit for prior learning may be applied on a case-by-case basis.

To receive transfer credit, a student must be admitted to a WashU Continuing & Professional Studies (CAPS) degree or certificate program and submit official transcripts from all institutions previously attended. All records must be in English. International records must be evaluated for transfer credit by an accredited transcript evaluation agency. Student Success Navigators (advisors) will evaluate transcripts to determine transfer credit and remaining course requirements toward a CAPS degree or certificate.

WashU Continuing & Professional Studies (CAPS) accepts units from the following for transfer credit: College Level Examination Program (CLEP), Advanced Placement courses, DANTES Subject Standardization Tests (DSST), and International Baccalaureate courses. The combined total number of units accepted in transfer credit from these sources, combined, may not exceed 30 units.

Students may receive a total of 15 units of advanced placement credit from standardized placement tests that were completed prior to being admitted to a CAPS undergraduate degree program. Units earned through advanced placement may apply toward CAPS distribution requirements. To receive advanced placement credit, students should submit official score reports from Advanced Placement Examinations, College Board Achievement and Aptitude Tests, the International Baccalaureate (higher levels), and British A-level examinations.

CAPS also accepts credit for prior learning evaluated by the American Council on Education (ACE) via the National Guide or the Military Guide and recommended at the baccalaureate level.

Students who have completed English composition courses at another college or university should be well prepared for the required writing courses at WashU Continuing & Professional Studies (CAPS), and transfer credit will be awarded for this work according to our regular transfer credit policies. However, students new to college must begin with CAPS-ECOMP 1110 Analytical Writing in CAPS. Students who

feel they have a strong writing background may petition to take a placement test to demonstrate the skills needed to begin with CAPS-ECOMP 2020 Critical and Researched Writing instead. All students must complete CAPS-ECOMP 2020 and a 3000-level writing course at CAPS.

Advanced Courses

In order to receive the Bachelor of Science degree, students must complete a minimum of 30 units of advanced courses (equivalent to 3000- and 4000-level course numbers at Washington University); at least 18 units of advanced courses must be taken in the field of study. Transfer credit may be awarded for additional advanced courses.

Overlap Policy

If a student is pursuing a bachelor's degree and a certificate, overlap is allowed between the field of study and the certificate. If the certificate consists of 15 units or fewer, there should be at least 6 units unique to the certificate. For certificates of 16 units or more, there should be at least 9 units unique to the certificate. (An exception to the restriction applies to sequential programs of the same name, such as Clinical Research Management, in which case all certificate courses may apply to the next-level program.)

Residency Requirement

The final 36 units of coursework toward the Bachelor of Science degree must be completed at Washington University. At least half of the units for the field of study must be completed at Washington University. Students with a gap in their studies at WashU Continuing & Professional Studies of more than 10 years are required to meet the 36-unit residency requirement upon their return.

Satisfactory Academic Progress, Academic Probation, and Suspension

The minimum GPA requirements needed to maintain eligibility are dictated by the student's specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the program requires a minimum of a C average, but any specific program may have a higher minimum GPA. A student whose previous semester's work is unsatisfactory (below a 2.0 for undergraduate students or below a 3.0 for graduate students), whose cumulative record is unsatisfactory (below 2.0 for undergraduate students or below 3.0 for graduate students), or who has a history of failure to complete coursework without adequate reason may be deemed an Academic Concern. Assigning a status of Academic Concern serves to warn a student who is not making satisfactory progress. Unless the quality of work improves during the next semester, a student may be placed on Academic Notice, suspended, or dismissed from their program, and future enrollment may not be allowed. WashU Continuing & Professional Studies (CAPS) reserves the right to cancel the registration of students who have been placed on academic suspension or who have been dismissed. Subsequent readmission will be determined on an individual basis.

Grade Appeal Policy

Course instructors are responsible for establishing grading criteria and for fairly evaluating students' academic performance. Students are responsible for meeting academic standards established by course instructors. The occasion may arise in which a WashU Continuing & Professional Studies (CAPS) student has a grievance with a faculty member over what the student considers an unfair grade for an assignment, an exam, or a final course grade.

Unfair grading is defined as work graded by a different standard than was applied to equivalent students in the course. * A grade is also considered unfair if it can be proven that an instructor assigned a grade using criteria that were substantially different from those previously announced or stated in the course syllabus.

When this happens, a student may request that their grade be reevaluated by the instructor who assigned said grade (see below for instructions). This process is not intended as a general review of the instructor's evaluation of the student's academic performance. Dissatisfaction with the grade earned is not a basis for a grade appeal. Students should have an evidence-based grievance/concern about the final grade submitted to initiate this process.

* Different grading criteria are applied to the work of graduate students who might be enrolled in courses in which undergraduate students are also enrolled. Those differing grading standards should be announced or stated in the course syllabus.

The following steps should be taken when a student wishes to report an unfair grade:

- 1. Address the Instructor**

The student should make an earnest attempt to resolve the situation with the instructor. It may be best to set up an appointment to meet with the instructor outside of class time. The student should prepare an evidence-based justification as to why their work should be reevaluated.

- 2. Contact the Program or Department Coordinator**

If the instructor is unwilling to discuss the situation with the student or refuses to consider the student's arguments after a meeting and if the student believes their situation merits consideration from a higher authority, the next step is for the student to meet with the relevant program or department coordinator. Serious complaints alleging breaches of a faculty member's responsibilities should be brought directly to the program or department coordinator. For cases in which there is no designated coordinator, complaints should be directed to the appropriate academic director.

- 3. Meet with a University or WashU Continuing & Professional Studies Facilitator**

If the student has met with both the instructor and the program or department coordinator/academic director and feels that their situation still needs attention, the next step is for the student to make an appointment to meet with a facilitator. Graduate students should contact the graduate student ombuds. Undergraduate students should contact the facilitator for CAPS (the Associate

Dean for Academics). The facilitator's role is to consider student grievances from a neutral perspective; they are accountable to both the faculty and to the student body. The facilitator will attempt to help resolve the issue.

If the student's grievance involves a faculty member from another school, the facilitator will contact the facilitator for that school regarding the complaint. As part of the grievance process, the facilitator will make a brief written record of the grievance, including the names of the parties, the nature of the accusation, the responsive explanation of the faculty member, and the resolution of the case. In processing any type of grievance, the facilitator will strive to protect, to the greatest extent possible, the confidentiality of the complainant, but complete confidentiality cannot be guaranteed in every instance. The facilitator may be contacted at any time during the grievance resolution process for advice, direction, referrals to other sources of information or help, and mediation.

- 4. Escalate to the Grievance Committee**

Depending on the situation, the facilitator may recommend moving the complaint to the Grievance Committee. The Grievance Committee consists of representatives from the student success navigation team, faculty, and the registrar's office. The Grievance Committee will advise the Dean of WashU Continuing & Professional Studies, who will make a final determination.

Note: Depending on the specific nature of the allegations, the complaint may also be referred to another university office for resolution.

Intent to Graduate and Commencement

All degree and certificate candidates are required to apply to graduate in order to have their progress evaluated and approved for degree conferral and to participate in graduation events, including Commencement exercises. Students completing a degree or certificate must apply for program completion either in Workday (preferred) or at the CAPS website prior to their last term. Students are responsible for meeting the filing deadline. All graduates are invited to Commencement and recognition ceremonies in May, when degrees are conferred and certificates presented.

Independent Study, Directed Research, and Internships

Through independent study or directed research, students may pursue topics of special interest under the supervision of a member of the faculty. Internships offer opportunities to apply classroom theory and concepts to practical work situations and to explore possible career directions. Students must submit a completed Independent Study form or Internship Learning Agreement to the WashU Continuing & Professional Studies office before registering. A maximum of 6 units of credit in independent work, including internships and study abroad, may count toward the Associate in Arts and Bachelor of Science degrees for students who complete 60 units or fewer at Washington

University; students who earn more than 60 units at Washington University may include up to 9 units of independent work. No more than 6 units of independent study, including internships and study abroad, may be applied toward the field of study, and no more than 6 units of independent study may be attempted in a single semester.

No more than 6 units of independent study may be applied toward a Master of Arts or Master of Science. No more than 6 credits of independent study may be applied toward a certificate program that requires 19 units of credit or more. No more than 3 credits of independent study may be applied toward a certificate program that requires 18 units of credit or fewer.

ACTRAC Accelerated Option

ACTRAC, the accelerated study option in WashU Continuing & Professional Studies (CAPS), is available in most CAPS undergraduate fields of study as well as for some other, preselected courses.

Eligible CAPS students may enroll in courses that carry the ACTRAC option. Students choosing ACTRAC may earn 1 additional credit unit in a designated 3000- or 4000-level course by arranging with the instructor to do additional reading, research, and writing. To be eligible for ACTRAC, the following requirements must be met:

- Admission to a CAPS undergraduate degree program
- Successful completion of at least 12 units of credit at CAPS
- Completion of a CAPS English composition course with a grade of B or better
- A 3.0 minimum GPA
- Written approval from a CAPS Student Success Navigator.

Once approved, students register and pay for the appropriate number of credits for each ACTRAC course. The ACTRAC option must be chosen at the beginning of the semester, and it is limited to students admitted to CAPS undergraduate degree programs.

Student Academic Records

A permanent record of courses, grades, and credit for each student is maintained in the Office of the University Registrar (OUR), which will issue official transcripts upon written authorization by the student. Transcript requests must include the student's name, student number, date of birth, and approximate dates of attendance. The Family Educational Rights and Privacy Act of 1974 (FERPA) provides current and former students of the university with specific rights of access to and control over their student record information. A copy of the university policies and procedures regarding educational records and the release of student record information may be obtained from the OUR.

Academic Integrity

All WashU Continuing & Professional Studies (CAPS) students are governed by the University Student Conduct Code to "foster an environment conducive to working, learning and inquiry." Among the forms of misconduct covered in the University Student Conduct Code is academic misconduct that "...includes, but is not limited to, cheating, plagiarism, fabrication of data or records, impermissible

collaboration, résumé or credential falsification, unauthorized use of resources, violation of test-taking conditions or otherwise engaging in activity prohibited by the University or applicable School's Academic Integrity and Professional Integrity policies."

Knowingly making false allegations of academic misconduct against another Student will itself be considered a form of academic misconduct. In addition to the University Student Conduct Code, all CAPS students are expected to follow principles and practices of academic integrity as defined by the applicable Academic and Professional Integrity Policy, which is based upon student status and further described below.

All CAPS undergraduate students — part-time, full-time, degree-seeking, and non-degree-seeking — are governed by the Washington University Undergraduate Student Academic Integrity Policy. If a student subject to the Washington University Undergraduate Student Academic Integrity Policy is alleged to have committed a violation of academic integrity, the case will be heard by school-specific committees according to the school in which the class is **listed**, not the school in which the student is enrolled. All violations and sanctions will be reported to the student's college of enrollment.

If a student enrolled in a graduate program administered through CAPS takes a course through CAPS and is accused of an academic integrity violation in that course, the student will be subject to the CAPS Graduate Student Academic and Professional Integrity Policy. Note that those students enrolled in another graduate or professional school at Washington University will be subject to the academic and professional integrity policies and procedures applicable to the respective school. For example, if a student enrolled in a graduate program in Arts & Sciences also takes a course through CAPS and is accused of an academic integrity violation in that course, the student will be subject to the Office of Graduate Studies, Arts & Sciences, Academic and Professional Integrity Policy for Graduate Students. Violations of the Graduate Student Academic and Professional Integrity Policy include plagiarism and other misappropriation of the work of another, cheating, copying or collaborating on assignments without permission, fabrication or falsification of data or records, research misconduct, obstruction of the academic activities of another, abuse of confidentiality, and other forms of deceit, dishonesty, and inappropriate conduct. Professional integrity violations consist of behavior that is inconsistent with ethical standards in the professional roles for which the student is being trained that are not covered by policies governing academic integrity. Please refer to the detailed Academic and Professional Integrity Policy for Graduate Students of the Office of Graduate Studies for definitions and examples of each of these categories.

All violations of academic integrity will be reported to and investigated by the academic integrity officer in CAPS. If it is determined that a student has acted dishonestly or if a student has admitted to the charges prior to a formal investigation or hearing, an appropriate sanction will be imposed; this may include but is not limited to automatic failure of the assignment or course or, in the case of serious or repeat violations, suspension or expulsion from the university. Withdrawing from a course will not prevent the dean from imposing or recommending sanctions.

Student Success Navigators (Advising) and Academic Support Services

WashU Continuing & Professional Studies (CAPS) recognizes the rich array of backgrounds and experiences modern learners bring to the classroom, and we are aware that adults entering or returning to higher education may need academic counseling, guidance, and special services. Information about CAPS degree and certificate programs and courses is available on the CAPS website. Students are encouraged to meet with a Student Success Navigator to discuss academic goals and interests prior to submitting an application for admission. Navigators are available to provide guidance and information about admissions, transfer and registration procedures, academic and degree requirements, course selection, special programs, student services, and other facets of WashU. After being admitted to a degree or certificate program, students should consult with their navigator on a regular basis to discuss course sequences, degree requirements, policies, and other important information related to the particular program of study. It is the responsibility of the student to arrange these periodic conferences. For information about navigators and all student services, call the CAPS Office of Admissions and Student Services at 314-935-6777 or visit the CAPS website.

Honors & Awards

Latin Honors

The WashU Continuing & Professional Studies Honors program provides students with multiple opportunities to deepen and extend their knowledge, earn scholarships and academic awards, and join a community of intellectually and socially engaged adults. The most prestigious distinction is Latin Honors, which allows students to do research in their field of study and graduate summa cum laude, magna cum laude or cum laude. Students should speak with a student success navigator about tailoring an honors experience that meets their learning goals.

Alpha Sigma Lambda

Alpha Sigma Lambda, the national honorary society for part-time evening students, is available to qualified WashU Continuing & Professional Studies students. To be eligible for membership, a student must have earned a GPA of at least 3.5 in a minimum of 24 units of coursework in residence toward a degree in CAPS, with at least 12 units in the liberal arts and sciences.

Phi Beta Kappa

For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. Candidates for Phi Beta Kappa should have demonstrated superior scholarship as well as breadth and depth

of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhance candidacy. In addition, at least 112 credits must be completed by the end of the fall semester, at least 45 of which must be earned at Washington University.

Dean's List

Recognition on the Dean's List is given to students who are undergraduate degree or certificate candidates at CAPS who have completed a minimum of 6 units of coursework at Washington University during the preceding semester with a GPA of at least 3.6.

Final Honors (Dean's Honors)

Undergraduate degree recipients with superior records will be recognized with Final Honors at the time of graduation. Final Honors are calculated by a formula based on the number of credits and grades earned at CAPS.

Dean's Award for Academic Excellence

The Dean's Award for Academic Excellence is given to one or more graduating undergraduate student(s) with outstanding academic records as measured by (but not limited to) the GPA.

Dean's Award for University Service

The Dean's Award for University Service is awarded to one or more graduating students who have made a significant contribution to CAPS and WashU in areas beyond academic performance.

Dean's Faculty Award

The Dean's Faculty Award is given to a CAPS instructor with many years of service in order to recognize excellence in teaching and dedication to students.

In St. Louis for St. Louis Award

The In St. Louis for St. Louis Award is given to a leader whose contributions to CAPS have had an impact on the St. Louis community. Recipients are known for their consistent dedication to meeting the needs of the community and for ensuring that the students, staff, and faculty with whom they work are contributing to upward social and economic mobility.

Dean's Award for Excellence

The Dean's Award for Excellence is bestowed upon a staff member who has contributed to improvements in one or more of the following: morale, efficiency, student experience, faculty rapport, and student success. As a collaborative colleague, this individual embodies the values of CAPS while having an innovative impact to drive the school's mission forward.

Tuition and Financial Information

WashU Continuing & Professional Studies (CAPS) provides access to a world-class education that modern learners can afford. CAPS is designed to meet the educational needs of those who are seeking to expand their professional skills, who wish to earn a degree or certificate, or who are lifelong learners with a yen to explore new fields and interests.

We realize that financing an education can be a challenge. Explore our tuition payment methods for guidance or look over financial aid terminology to gain a better understanding of the terms and definitions related to student aid.

Tuition and Fees

Tuition rates for WashU Continuing & Professional Studies undergraduate and graduate courses can be found online on the Paying for School webpage. Tuition varies according to course and program.

Refunds

All refunds are calculated from the date on which the student completes an online course change form. If the original payment was made by credit card, a refund will be applied to the student's credit card. Otherwise, students have the option to receive refunds via direct deposit or check. For more information, visit the Student Accounts webpage.

WashU Continuing & Professional Studies grants full refunds to individuals called to active military duty.

More information can be found on the Refund Policies & Deadlines webpage.

Financial Aid & Tuition

Financial assistance is available to part-time and full-time CAPS students in the form of grants, loans, scholarships, remission, and payment plans. Learn more about available financial aid at CAPS.

Satisfactory Academic Progress

Federal Satisfactory Academic Progress (SAP) is evaluated for all students at the end of the spring semester. The minimum grade point average (GPA) required to maintain eligibility for federal student aid is determined by the student's specific program of study. In accordance with 34 C.F.R. 668.34(a)(4)(ii), undergraduate students must maintain at least a C average (equivalent to a 2.0 GPA) to be eligible for federal financial aid. However, individual degree or certificate programs may require a higher minimum GPA to meet SAP standards.

Students must also complete their program within 150% of the published program length, as measured in attempted credit hours.

To remain in good standing for SAP:

- **Undergraduate students** must complete at least 67% of attempted coursework and maintain a minimum GPA of 2.0.
- **Graduate students** must complete at least 67% of attempted coursework and maintain a minimum GPA of 3.0.

Students who are not meeting SAP standards may appeal based on documented extenuating circumstances.

Other Financial Assistance and Payment Options

WashU Employees

Full-time WashU employees and their families are eligible for WashU Continuing & Professional Studies tuition remission. Learn more about WashU's Employee Tuition Assistance program.

Postdoctoral Appointees

Individuals appointed under the Postdoctoral Education Policy (effective July 1, 2004) having the titles of Postdoctoral Research Associate and Postdoctoral Research Scholar are eligible for the Postdoctoral Tuition Plan. Qualified individuals receive tuition remission on up to 4 credits per semester of WashU Continuing & Professional Studies undergraduate for-credit coursework. Courses may be taken at any time during the day or evening but must be taken at the undergraduate level (4000 level and below) and for career development purposes only. Courses may be taxable to Postdoctoral Research Scholars (non-employees). A passing grade in the course is required for the student to retain the tuition remission. For more information, visit the Employee Tuition Assistance webpage.

Employer Tuition Reimbursement

Many companies in the St. Louis area pay all or part of their employees' tuition. If your employer has a tuition reimbursement plan that pays all or part of your tuition, you can defer all or part of the tuition until the end of the semester. (This option requires written verification at the time of registration.) Interested individuals should contact their supervisor or personnel/human resources department at their place of employment to determine if a tuition reimbursement plan is available. Payment is due approximately 30 days after the end of the semester. This payment option is not available during the summer. For more information, visit the Tuition & Fees webpage.

Dependent Child Benefits

After seven years of full-time service (or its equivalent if one works part-time), eligible dependent children may receive up to eight semesters of tuition assistance for undergraduate studies. The level of benefit paid is determined by the date of hire and full- or part-time status at the time the employee utilizes the benefit. Tuition assistance benefits are tax-free for birth, adopted and stepchildren. Benefits for children of domestic partners are a taxable benefit to the employee. **Note:** Prior full-time service at another accredited university may count toward the service requirement for this benefit. WashU provides two forms

of tuition assistance benefits for dependent children of its full- and part-time employees who meet certain eligibility requirements: (1) a full tuition remission benefit at WashU and a partial tuition remission benefit at other accredited institutions for the dependent children of full-time employees; and (2) a partial tuition remission benefit at WashU and other accredited institutions for the dependent children of part-time employees. Learn more about the Dependent Child Tuition Assistance benefit.

Administration

Sean Armstrong

Dean

Kilinyaa Cothran

Vice Dean, Director of Health Programs,
Interim Director Prison Education Project (PEP)

Karen Novak

Associate Dean and Chief of Staff

Elizabeth Fogt

Director of Undergraduate Student Success

Kallie Reyes

Director of Graduate Student Success

Shawn Cummings

Student Success Navigator

Marlene Holt

Student Success Navigator

Maria Hunter

Registrar

Jacquelin Meadors Booth

Career Specialist

Patrick Myers

Student Enrollment and Success Guide

Rebecca O'Laughlin

Student Pathways Manager

Ebony Shippy

Student Success Navigator

Christopher Thurmond

Student Enrollment and Success Guide



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