
International Student Handbook

2006-2007

Webster University
Multicultural Center
and International Student Affairs

Dear International Students:

Welcome to Webster University! I hope that the time you spend here will be very educational and enjoyable – not only in the classroom, but outside of it, too. There are many great opportunities at Webster for you to grow and learn about others and yourself. This year, there are more than 300 international students studying at the St. Louis campus, and they represent more than 100 countries in the world!

With any experience in a new country, there will be times of difficulty and confusion, but these will pass, and you will be wiser and better equipped to handle obstacles in your personal and academic lives in the future. That is why we have compiled this handbook; to be a resource for international students unfamiliar with their new environment. Its contents will help you understand what you may be feeling about being in America, as well as practical information and advice.

Although we have tried to include a lot of useful information, by no means will this handbook be comprehensive of all the things you may experience here at Webster University. Please feel free to contact us if you have any questions, comments, concerns, or suggestions about how we can help you have a great Webster.

Sincerely,

MCISA Staff



“Preparing citizens of the world through cultural awareness.”

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Webster University is a private, nonprofit, accredited University that offers undergraduate and graduate degree programs in many fields including business, computer science, psychology, communications, international relations, science, education, fine and performing arts, and liberal arts.

The home campus is located in [Webster Groves](#), a picturesque suburb of St. Louis, Missouri. Founded in 1915 as a small private college, Webster has grown into an international network of over 100 campuses across the United States, Europe, China and Thailand.

Currently the University enrolls approximately 22,000 students worldwide who range in age from traditional college age students to adult learners, and represent over 100 nationalities.

Webster University is dedicated to academic excellence, innovation in higher education, meeting the needs of students in an ever-changing world and incorporating an international perspective throughout the curriculum.

Mission Statement of Webster University

Webster University is an independent, comprehensive, non-denominational, multicampus, international university with undergraduate and graduate programs in various disciplines including the liberal arts, the fine and performing arts, teacher education, business and management.

Webster University combines the cultural intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future. In doing so, Webster University:

- Creates a student-centered environment accessible to individuals of diverse ages, cultures and socioeconomic backgrounds.
- Sustains a personalized approach to education through small classes and close relationships among faculty and students.
- Develops educational programs that join theory and practice, and instill in students the spirit of systematic inquiry.
- Encourages creativity, scholarship and individual enterprise in its students and faculty.
- Promotes international perspectives in the curriculum and among students and faculty.
- Encourages in its students a critical perspective, a respect for diversity, and an understanding of their own and others' values.
- Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world.
- Educates diverse populations locally, regionally, nationally, and internationally.
- Strengthens the communities it serves through support of civic, cultural, corporate and educational organizations.

2006-2007 Academic Calendar

Fall 2006

8 Week/16 Week Format (undergraduate)

Fall 1 and FA	Aug 21 - Oct 13
Fall Break	Oct 16 - Oct 20
Fall 2 and FA	Oct 23 - Dec 15

9 Week Format (Graduate)

Fall 1	Aug 14 - Oct 13
Fall 2	Oct 16 - Dec 15

[No fall break in this format]

Graduation Dates

Fall 1	Oct 14
Fall 2	Dec 16

Spring 2007

8-Week/16-Week Format (Undergraduate)

Spring 1 and SP	Jan 15 - Mar 9
Spring Break	Mar 12 - Mar 16
Spring 2 and SP	Mar 19 - May 11

9-Week (Graduate)

Spring 1	Jan 8 - Mar 9
Spring Break	Mar 12 - Mar 16
Spring 2	Mar 19 - May 18

Graduation Dates

Spring 1	Mar 10
Spring 2	May 19
St. Louis Graduation Ceremony	May 12

Important Telephone Numbers

Academic Affairs	968-6962	Public Information	968-7456
Alumni Office	1-800-305-ALUM		
Development Office	968-7148	Registrar's Office	968-7450
Evening Student Admissions Center	968-7100	Student Affairs	968-6980
Financial Aid Office	968-6992	Switchboard	968-6900
President's Office	968-6996	Undergraduate Admissions Center	968-6991

University Center Desk 968-7105
University Communications 968-7456

Academics



UNDERSTANDING THE ACADEMIC SYSTEM

Goals of the Academic System

1. Broad Education

The United States academic system, as a whole, is intended to provide a broad education for as many people as possible. There is no screening examination which directs a student at an early age into an academic or non-academic area. A high proportion of the population completes secondary school - and secondary school is not as challenging as it is in countries where access to education is more limited. A high proportion of the population attempts some type of post-secondary education.

2. Specialization

The United States educational system also produces specialists, people who have studied a limited range of topics in depth. However, specialization comes later in the United States system than it does in most others. It is not until the third (junior) year of undergraduate work that a student concentrates on the study of his *major* field. There is further specialization in graduate work, especially as a student undertakes research for a thesis.

3. Evaluation

As in any educational system, it is considered important to evaluate students' work. A grading system is used to rank and compare students' academic work. Grades receive considerable attention in competition for scholarships and fellowships, for admission to universities and for jobs.

There are many conflicts among these goals. For example, there are arguments for earlier and greater specialization, and against opinions for broader, humanistic education. The grading system is considered by some people to be opposed to the development of learning. As a result of the existence of these conflicts, there are changes from time to time in the rules, procedures and practices of the academic system.

Methods of the Academic System

1. Lectures

The most common method of instruction is the classroom lecture. The lectures are supplemented by discussion (especially when classes are small), by reading assignments in textbooks or library books, and by periodic written assignments.



It is important for the student to contribute to discussions in the classroom. In some countries, it is “disrespectful” for the student to question or challenge the professor. In this country, by contrast, questioning or challenging the professor is viewed as a healthy sign of interest, attention, and independent thinking. In many classes, your grade will be determined in part by your contributions to class discussion. If you sit in “respectful” silence, it is likely to be assumed that you are not interested in what is being said in class, or that you are unable to contribute.

When the class is too large to permit questions and discussion, or if for some reason you do not have the opportunity to raise questions in class, you can visit privately with the professor during his or her office hours or make an appointment to see the professor. Professors usually announce their office hours at the first meeting of the class.

2. Discussion Sections

If your lecture class is very large, the professor may structure one or two discussion sections per week. Attendance is required for these sections. Grades are usually based on class participation.

3. Seminars

The seminar is a small class at the advanced undergraduate or graduate level. It is likely to be devoted entirely to discussion. Students are often required to prepare presentations for the seminar, based on their independent reading or research.

4. Laboratories

Many courses require work in a laboratory where the theory learned in the classroom is applied to practical problems.

5. Term Papers

In many courses, you will be required to write a *term paper* (often called simply a *paper*). A term paper is based on study or research you have done in the library or laboratory. Your professor will usually assign a term paper in the early part of the course. You are expected to work on it during the semester, and submit it near the end. The grade you receive on the term paper may constitute a significant portion of your grade for the course.

While there are helpful booklets available in bookstores and the libraries which explain the format of a term paper, including the use of footnotes and bibliographies, you should first check with the Writing Center located on the ground floor of Loretto Hall. There are many resources at the Center to help you with papers and homework. Make sure you go early in the semester, as the Center gets busier during midterms and finals. If you have questions about a particular term paper assignment, you should discuss them with the professor.

It is better to submit typewritten than handwritten papers. It is possible to hire someone to type your papers for you, but it is expensive to do so. If you will have a large number of papers to submit during the time you are here, it might be wise to learn how to type and use a computer. All Webster students also have access to computer labs located across campus. Remember, though, that access may be limited during times of high usage (during mid-terms and finals).

In both the preparation of term papers and in doing assignments for your classes, you are likely to use the library more than you have in the past. It is important, therefore, to learn how the library is organized.






Trained employees are happy to answer your questions about the library's organization, the location of specific materials, bibliographies, etc.

6. Examinations

The U.S. education system is, in general, a system of *continuous assessment*. This means that you will have many examinations, quizzes, and tests. Nearly every class has a *final examination* at the end of the semester. Most have a *mid-term examination* near the middle of the semester. There may be additional tests or quizzes given with greater frequency, perhaps even weekly. All these examinations are designed to assure that students are doing the work that is assigned to them, and to measure how much they are learning.

a. Objective examinations:

An objective examination tests the student's knowledge of particular facts. Foreign students often have great difficulty with objective examinations, not because they do not know the material on which the test is based, but because they are unfamiliar with the format, or perhaps because their English proficiency limits their ability to distinguish subtle differences in meaning. There are five different kinds of questions commonly found on objective examinations:

-  **Multiple Choice**-The student must choose from among a series of answers, selecting the one (or more) that is (or are) most appropriate.
-  **Matching**-The student must match words, phrases, or statements from two columns.
-  **True or False**-The student must read a statement and indicate whether it is true or false
-  **Identification**- The student must identify and briefly explain the significance of a name, term or phrase
-  **Blanks**-The student must fill in the blanks left in a phrase or statement in order to make it complete and correct.

b. Subjective examinations:

Sometimes called "essay questions", Subjective examinations require the student to write an essay in response to a question or statement. This kind of examination tests a student's ability to organize and relate his/her knowledge of a particular subject. The professor will expect an in-depth account which will demonstrate the student's broad grasp of the topic. The length of the essay will depend on the complexity of the question asked and the expectations of the professor. Discuss this with other students and the professor **before** the first exam.

Academic Policies and Procedures

Academic Honesty Policy

The University is committed to high standards of academic conduct and integrity. Students will be held responsible for violations of academic honesty.

Definitions of Academic Dishonesty

Academic dishonesty includes the following and any other forms of academic dishonesty:

1. Cheating—Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorized study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one's grade.
2. Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
3. Plagiarism—Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse.
4. Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Disciplinary Actions

In most cases, the instructor will address issues of academic dishonesty within the confines of the student's course. The instructor may decide an appropriate consequence, including the following options: a written warning; the assignment of a written research project about the nature of plagiarism and academic honesty; a reduced grade or partial credit on the assignment; requiring the student to repeat the assignment; or issuing a failing grade to the student of the course.

If a student receives an unsatisfactory grade (C, F) in a course as a result of academic dishonesty, existing academic policies may lead to probation or dismissal. In extreme cases, a dishonesty violation may warrant consideration for dismissal, suspension, or other disciplinary action. These disciplinary actions require a formal judicial process as outlined in the Student Handbook.

Undergraduate Academic Probation and Dismissal

Degree-seeking students who fail to achieve a resident G.P.A. of 2.0 are placed on academic probation. Students who fail to earn a 2.0 current G.P.A. in their probationary semester are dismissed from the University. Students placed on academic probation are allowed to remain at Webster until their resident G.P.A. is 2.0, as long as they continue to earn a 2.0 G.P.A. each semester. A student is removed from probation when the resident G.P.A. reaches 2.0.

Nondegree students must maintain a semester G.P.A. of 2.0 or be subject to dismissal.

The University reserves the right to dismiss nondegree students without review or right of appeal.

Graduate Academic Warning, Probation, and Dismissal

M.A., M.S., M.S.N., M.B.A., M.F.A., M.M., D.Mgt.

Graduate students are expected to maintain a minimum B grade average to remain in good academic standing. The graduate student has a responsibility to demonstrate the ability to complete graduate-level coursework, including the ability to write clearly and succinctly. If the student receives grades of C, F, or ZF, the following conditions prevail:

Before Advancement to Candidacy (within first 12 credit hours of the program)

Probation Before Advancement—A student who receives a C grade is on probation.

Dismissal Before Advancement—A student who receives two C grades, an F, or a ZF is dismissed. A special status student who receives one grade of C or below is dismissed, without right to seek reinstatement.

After Advancement to Candidacy (after successfully completing first 12 credit hours of the program)

Academic Warning—A student who has been advanced to candidacy and receives one grade of C is sent a notice of academic warning.

Probation After Advancement—A student who receives one grade of F or ZF or two grades of C is placed on probation. The student is deemed to be on probation as soon as the grade which results in probation is submitted.

Students will receive formal written notice of probation by the Office of Academic Affairs in St. Louis. Students on probation are expected to limit their enrollment to one course (3 credit hours) per term.

Webster University employs academic advisors to assist in dealing with academic problems and student concerns. The student should make every effort to determine the circumstances that have led to inadequate performance. Students on academic probation should normally enroll in only one course per term. The academic advisor should be consulted when the academic performance of the student is inadequate.

Dismissal After Advancement--A student who receives a grade of C and a grade of F or ZF, or two grades of F or ZF, or three grades of C is automatically dismissed from the University. The student is deemed to be dismissed as soon as the grade which results in dismissal is submitted. Students will receive formal written notice from the Office of Academic Affairs in St. Louis. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted pursuant to relevant policies. Dismissal from a graduate program is dismissal from Webster University.

Students can also be dismissed from the program for violations of United States criminal codes.

Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans' Administration.

Students should consult the Sequential Master of Arts and the Sequential Master of Business Administration sections under Master of Arts and Master of Business Administration for probation and dismissal policies for those degree programs.

IF YOU HAVE DIFFICULTY. . . .

Withdrawal from Courses

Students may withdraw from courses after the official drop/add period. Tuition waivers for withdrawals are made on a pro rata basis. Since the credit hours of withdrawals remain on the student's record, students adding courses and exceeding the 18-credit-hour maximum will be charged additional tuition. Students may withdraw from courses up to and including the Friday of the sixth week of an eight-week course and the Friday of the twelfth week of a semester course. To withdraw, a student must complete a withdrawal form, which is signed by the advisor. The symbol for course withdrawal (W) is recorded on the student's transcript. Withdrawals after the above dates may occur only under exceptional circumstances, and the withdrawal form

must be approved by the instructor, the advisor, department chair, and the director of the Academic Advising Center.

Graduate Students A student may withdraw from a course by filing a Withdrawal Petition prior to the Friday of the sixth week of the term. A grade of W will be recorded on the transcript. Students should consult the Refunds section under Tuition, Fees, and Refunds for further information.

Keys to Academic Success

To succeed in the United States academic system, you will need to learn how it is organized and how it works, or, as we sometimes say, “how to play the game.” Listed below are some suggestions that you should keep in mind as you begin your studies. You will learn more of the informal rules of academic success as you undertake courses and have the opportunity to talk with experienced students in your field of study. The more you discuss these topics, the sooner you will be able to develop a helpful understanding of the way your academic department functions.

1. Examine your expectations

Keep in mind that a period of adjustment to a new educational system is necessary before you will be able to perform to the best of your ability. In general, international students earn lower grades than U.S. students during their first semester in this country. Then, as they become accustomed to the system and as their English improves, their grades improve. Foreign students generally cannot expect to do outstanding work during their first semester here.

2. Select your courses wisely

Especially during your first semester, do not take more courses than you have to. Make sure you have a combination of more demanding and less demanding courses, rather than only difficult ones which require unusually heavy amounts of work. When arranging your course schedule, consult not only with your academic advisor, but also with experienced students who are familiar with available courses and teachers. You may be tempted to take more courses than necessary in order to try to earn your degree faster. The usual result of taking too many courses is discouragement and a poor academic performance.

3. Work hard from the beginning

Don't wait until the latter part of the semester to begin studying! If you do not begin studying on the first day of classes, you are likely to fall behind and to experience difficulty. The U.S. system is based on continuous assessment, so make sure you keep up with your work during the semester.

4. Talk with your professors

Professors in the U.S and especially at Puget Sound expect students to ask questions in class (or immediately following the class). They expect students to see them in their offices when the students are having problems. **If you are not doing well in a class and do not discuss the situation with your professor, he or she is likely to assume that you are not interested in the class.** Any time you feel unsure of what is

expected of you in a class, ask the professor and some of your fellow students about it. If you do not ask, it will be assumed that you understand everything.

5. **Open your mind to the values of the system**

From your experience in other educational systems, you have developed certain assumptions about the purposes and methods of education, and about the way your field of interest should be studied. For example, you may assume that it is best to examine narrow aspects in great depth. At Puget Sound, by contrast, you may find that memorization of material is less important than synthesizing material from a variety of sources. It is important to realize that differences of this kind exist between the United States and other educational systems, and that one is not necessarily better than another. There are many different ways of learning. Be open-minded and adaptable and you will have a richly rewarding academic experience at the University. Remember, we are all here to help you succeed.

Some possible general cultural differences in educational systems and academic expectations

OTHER CULTURES...

May have special treatment for foreigners or make exceptions. Foreigners may have special classes, exams or easier requirements than local students.

Study may be relaxed throughout the semester. Heavy concentration study at end of second term (academic year) and before finals in any term.

Exams are of primary importance and sometimes the only form of evaluation.

Coursework and schedules are often preprogrammed by the institution. Students know what they will take and when they will take it for their entire degree program.

Students often study in groups or are assigned to groups who they stay with for their entire program.

Usually stay in one field of interest. In many countries, specialization begins at the pre-university level.

U.S. CULTURES...

Have little special treatment for foreigners and you are usually graded exactly like everyone else. May offer extra time during exams or extra time to finish assignments. Do not usually offer anything for students who have studied English in other countries.

Heavy and constant work from the first day of class. Getting behind is a disaster because at times it is hard to catch up.

Emphasis on writing skills, debate, and discussion of readings. Undergraduate and graduate students may have class participation counted as part of their final grade.

At the undergraduate level, students choose classes by individual preference within requirements. Undergraduates will take a number of courses in their area of interest during junior and senior years. Both graduate and undergraduate students have choices about elective classes.

Students choose their classes individually. They may find other students to study with on an individual basis. Some class professors may assign group projects.

At the undergraduate level, breadth of understanding is of greatest importance. Specialization begins during the junior year of the undergraduate degree in many cases and continues at the graduate level. Note: Certain undergraduate departments specialize

at the freshman or sophomore levels; i.e. engineering, music, natural resources, etc. *Copyright Kari Johnstone and Kay Clifford*

Some differences in learning styles: Other Countries vs. the U.S.

OTHERS COUNTRIES

Lecture is customary

Students may not speak or offer an opinion if they do not know the answer.

May not see personal experience as relevant or as having educational value.

Students may be relationally oriented.

May not expect to be called upon unless hand is raised. This may result in embarrassment and this might be seen to be the teacher's responsibility.

May dress formally for class; may not eat, drink, or put feet on desk. May not eat in front of anyone unless they could offer something to everyone.

Students often assist each other and may study in groups.

Students are often formal with their professors.

Students may wait 10 to 30 seconds after another speaker before starting to speak. They may see interrupting as rude.

Memorization, problem solving, and intense discussion may be expected.

Students may be passive.

Students may not say anything if they agree.

U.S.

Lecture and experience are accepted as legitimate learning.

Accept personal experience as relevant and as having educational value.

Accept being called upon. May not feel shamed if the student does not know the answer or is not prepared.

Students often compete. Students may work in groups, but will do certain parts individually.

Students are often informal with their professors.

Students may interrupt each other and the professor (this may not be viewed as

interrupting). The usual turn taking is 10 seconds or less.

Memorization, problem solving, and creativity may be expected.

Students may be active.

Students may speak if they agree or disagree.

Students may speak or offer an opinion even if they do not know the answer.

Students may be goal oriented.

May dress informally for class, may eat, drink, may put feet on desk. May not offer anyone food and drink.

Copyright Kay Clifford

Twenty Steps to Successful Time Management

1. Clarify your objectives. Put them in writing. Then set your priorities. Make sure you're getting what you really want out of life.
2. Focus on objectives, not on activities. Your most important activities are those that help you accomplish your objectives.
3. Set at least one major objective each day and achieve it.
4. Record a time log periodically to analyze how you use your time, and keep bad time habits out of your life.
5. Analyze everything you do in terms of your objectives. Find out what you do, when you do it, why you do it. Ask yourself what happens if you didn't do it. If the answer is nothing, then stop doing it.
6. Eliminate at least one time waster from your life each week.
7. Plan your time. Write out a plan for each time week. Ask yourself what you hope to accomplish by the end of the week and what you will need to do to accomplish those results.
8. Make a to do list every day. Be sure it includes your daily objectives, priorities, time results, time estimates, and not just random activities.
9. Schedule your time to make sure you accomplish the most important thing first. Be sure to leave room for the unexpected and for interruptions. But remember things that are scheduled have a better chance of working out than things that are unscheduled.
10. Make sure that the first hour of your workday is productive.
11. Set time limits for every task you undertake.
12. Take the time to do it right the first time. You won't have to waste time doing it over.
13. Eliminate recurring crises from your life. Find out why things keep going wrong. Learn to protect instead of react.
14. Institute a quiet hour in your day--a block of uninterrupted time for your most important tasks.
15. Develop the habit of finishing what you start. Don't jump from one thing to another leaving a string of unfinished task behind you.
16. Conquer procrastination. Learn to do it now.
17. Make better time management a daily habit. Set your objectives, clarify your priorities, and plan and schedule your time. Do first things first. Resist your impulses to do unscheduled tasks. Review your activities.
18. Never spend time on less important things when you could be spending it on things that are more important.
19. Take time for yourself – time to dream, time to relax, and time to live.
20. Develop a personal philosophy of time – what time means to you and how time relates to your life.

Hints on Planning a Better Time Schedule

The effectiveness of your time schedule will depend on the care with which you plan it. Careful consideration of these points will help you make a schedule that you can control and will work for you.

- & Plan a schedule of balanced activities. College life has many aspects that are very important to success. Some have fixed time requirements, and some are flexible. Some of the most common which you must consider are:
 - & FIXED: eating, organization meetings, classes, church, and work
 - & FLEXIBLE: sleeping, personal affairs, recreation, relaxation, study
- & Plan enough time in studying to do justice to the subject. Most college classes are planned to require about two to three hours per week per credit hour. By multiplying your credit load by two or three, you can get a good idea of the time you should provide for studying. Of course, if you are a slower reader, or have other study deficiencies, you may need to plan more time in order to meet the competition of college classes.
- & Study at a regular time and in a regular place. Establishing habits of study is extremely important. Knowing what you are studying, and when, saves a lot of time in making decisions and retracing your steps to get necessary materials. Avoid generalizations in your schedule such as “STUDY.” Commit yourself more definitely to STUDY HISTORY or STUDY CHEMISTRY at regular hours.
- & Study as soon after your lecture class as possible; one hour spent soon after class will do as much good in developing an understanding of materials as several hours a few days later. Review lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still fresh.

- & Utilize odd hours during the day for studying. The scattered one-hour or two-hour free periods between classes are easily wasted. Planning and establishing habits of using them for studying for the class just finished will result in free time for recreation or activities at other times in the week. Psychologists doing research on learning have discovered that, in the long run, several short, distributed sessions of study produce better results than one or two long, highly concentrated study sessions.
- & Be alert to studying or review that can be done while you are doing something else. Each day you do a number of routine physical tasks that require minimal intellectual involvement.
- & Limit your blocks of study time to no more than two hours at a time on any one course. After one and a half to two hours of studying you begin to tire and your ability to concentrate decreases rapidly. Taking a break and then switching to studying some other course will provide the change necessary to help keep your efficiency. If you find that your schedule of available time requires that you do your study in long time blocks, stop for a few minutes and change activities. If you are reading, switch to writing, then to studying notes, and then finally return to reading.
- & Trade time—don't steal it! When unexpected events arise that take up the time you had planned to study, decide immediately where you can find the time to make up the study missed and adjust your schedule for that week. Note the three weekend evenings. Most students can afford no more than two of them for recreation, but may wish to use different evenings on different weeks. This "trading" agreement provides for committing one night to study but rotating as recreational possibilities vary.
- & Provide for spaced review – a regular weekly period when you will review the work in each of your courses will help to keep you up to date. This review should be cumulative, covering briefly all the work done thus far in the quarter/semester. Such reviews will reduce the need for cramming later.
- & Practice self-recitation as a device for increasing memory. Organize your notes in a question-and-answer format and think in terms of questions and answers about the main ideas of the materials as you review weekly. When preparing for exams, try to predict the questions the instructor may ask.
- & Employ the principles of self-reward and self-discipline. Be sure to keep the level of reward/discipline appropriate to the amount of studying done, and be consistent. Treat yourself to a half-hour of television for every two hours of studying chemistry. Forfeit your Saturday evening movie if you don't complete your architecture project.
- & Continually revise your study schedule. The more you learn about yourself and your study habits, the more you will be efficient in your use of time. Making time work for you is a skill one acquires after considerable practice.

Remembering

College students are confronted with two kinds or types of memory work. The first and more common is general remembering or remembering the idea without using the exact words of the book or professor. General memory is called for in all subjects; however, the arts, social sciences, and literature probably make greatest use of this particular kind of remembering.

The other type of memory work is the verbatim memorizing or remembering the identical words by which something is expressed. This type of memorizing may be called for in all subjects but especially in law, dramatics, science, engineering, mathematics, and foreign language where the exact wording of formulas, rules, norms, laws, lines in a play, or vocabulary must be remembered.

Both kinds of memory have their place and it is important for the student to know when to stop with the general idea and when to fix in mind the exact words, numbers, and symbols. Here are some specific suggestions for both types of remembering:

- & Understand thoroughly what is to be remembered and memorized. When something is understood, be it a name or a chemical chain, it is almost completely learned. Anything thoroughly understood is well on the way toward being memorized. In the very process of trying to understand, to get clearly in mind a complex series of events, or chain of reasoning, the best possible process of trying to fix in mind for later use is being followed.

- & Spot what is to be memorized verbatim. It is a good plan to use a special marking symbol in text and notebook to indicate parts and passages, rules, data and other elements which need to be memorized instead of just understood and remembered.
- & If verbatim memory is required, go over the material and try to repeat it at odd times, while going back and forth to school, for example.
- & *Think* about what you are trying to learn. Find an interest in the material if you wish to memorize it with ease.
- & Study first the items you want to remember longest.
- & Learn complete units at one time as that is the way it will have to be recalled.
- & Over learn to make certain. In other words, do not stop trying to recall something as soon as you can recall it the first time. Continue to review and recite regularly.
- & Analyze material to determine the major points; organize an outline of these. This makes the material more meaningful and thus easier to remember.
- & Fix concrete imagery whenever possible. Close your eyes and get a picture of the explanation and summary answer. Try to see it on the page. See the key words underlined.
- & Make your own applications, examples, and/or illustrations.
- & Reduce the material to be remembered to your own self-made system or series of numbered steps.
- & Represent the idea graphically by use of pictorial or diagrammatic forms.
- & Make a list of key words most useful in explaining the idea or content of the lesson.
- & Form a variety of associations among the points you wish to remember. The richer the associations, the better the memory. Does point A explain point B? Do they relate to what you already know?
- & Try making the idea clear to a friend without referring to your book or notes.
- & Actually write out examination questions on the material that you think you might get at the end of the term. Then write answers to your own questions. Since you now have the chance, consult the text or your notes to improve your answers.

Maintaining your Legal Status

Terminology

- ♣ USCIS – United States Citizenship & Immigration Services (Formerly the INS – Immigration and Naturalization Services)
- ♣ BICE – Bureau of Immigration and Custom Enforcement (also formerly the INS)
- ♣ BCBP- Bureau of Customs and Border Protection
- ♣ DOS – Department of State
- ♣ (P) DSO – (Principal) Designated School Official
- ♣ SEVIS – Student and Exchange Visitor Information System
- ♣ DS-2019 or an I-20 – these forms allow you to apply for a visa and tell you how long you can stay in the country
- ♣ D/S – this is found on your DS –2019 or I-20 and means “Duration of Status”
- ♣ Visa – this is the document that the Embassy or Consulate gives you that will allow you to enter the country (like a key to a door – it gets you in)
- ♣ Work – any employment, on-campus or off-campus, paid or unpaid

Changes that apply to F and J students

The BICE/USCIS will now be electronically monitoring the following:

- ♣ Your enrollment at the university that issued your I-20 or DS-2019
- ♣ Where you are living
- ♣ Where you are legally working (on-campus or off-campus)
- ♣ After you’ve graduated, if you’ve left the country, if you’re doing OPT (Optional Practical Training), or if you’re changing your visa status
- ♣ If you are enrolled in a “full course of study”

Once Information is sent through SEVIS, it cannot be undone!

Full Course of Study

Undergraduate Students:

- ♣ 12 Credit Hours or more each semester

Graduate Students:

- ♣ 6 Credit Hours or more each nine-week term
 - E.g.: two 3-credit hours classes in Spring 1, and two 3-credit hours classes in Spring 2, or one 3-credit hours class in Spring 1, one 3-credit hours class in Spring 2, and one semester-long 3-credit hours class

ESL Students:

- ♣ As determined by your ESL advisor (Carolyn Trachtova or Bert Barry)

On-line Courses

- ♣ 1 on-line course per term can count towards your full-time course load

You can enroll for classes at the community college to save money and have a full course load. If you choose to do this, please contact the International Recruitment & International Services Office (538 Garden Avenue).

Reasons for dropping below a full course of study

- ♣ Medical Reasons: This must be documented by a licensed medical practitioner and sent directly to the Director of International Services, Bert Barry.
- ♣ Academic Reasons:
 - Lack of familiarity with the US educational system
 - Problems with English or reading requirements
 - Improper course placement (too high or too low)

Vacation Time

- ♣ Undergraduate students
 - The regular summer session

- ♣ Graduate students
 - After 4 consecutive full-time terms (your 5th term is your vacation)

Your Responsibilities

Your responsibilities for maintaining your visa status are:

- ♣ Be enrolled in a full course of study and make normal academic progress towards completion of your academic program
- ♣ File timely extensions of stay, change of visa status, school transfer, optional practical training, and other benefits
- ♣ Keep continuity in the program of study
- ♣ Refrain from unauthorized work
- ♣ When traveling abroad, always return in proper status
- ♣ Keep your passport valid for six months into the future
- ♣ Report any changes in address, name, name of dependents, telephone number to the International Recruitment and International Services Office and to the International Student Advisor within 10 days of the change
- ♣ Obey all State and Federal laws
- ♣ Depart from the United States in a timely manner

*Adapted from NAFSA: Association of International Educators, Professional Development Program
Professional Practice Workshop
F-1 Regulations for Beginners
Participant Manual*

Updated by Catheryn Cotton, David Fosnocht, Regina Henry, Sue Marlay and Hanya Redwan

Student Services and Resources

The Multicultural Center and International Student Affairs



The mission of the Multicultural Center & International Student Affairs (MCISA) is preparing *citizens of the world through cultural awareness*. MCISA is committed to developing and implementing programs to educate the entire university community about issues of diversity.

Services provided by the MCISA are Exchange of Cultures Program, Initial Arrival Hosting, Host Family, Conversation Partner, Holiday Hosting, Buddy Program; Trips (Shopping Trips, Social Security Administration Office, and Missouri State ID), Multicultural and Diversity Retreat, Emergency Hospital Transportation, Winter Break Airport Shuttles, Car Care Clinics 1 & 2.

Some of the Programs that MCISA organized to increase multicultural awareness are: International Night, Get on the Bus, Love Jones, Guess Who's coming To Dinner, International Dating Game, Vagina Monologues, International Week, MLK program, Indian Dance Workshop, Women's Faces Across Cultures.

In addition to that, the MCISA is a great place to:

- ♣ meet other students
- ♣ study and have group meetings
- ♣ hangout between classes
- ♣ receive support and encouragement
- ♣ voice concerns and share ideas
- ♣ get information on a variety of topics

The center has a number of great amenities for Webster University students, including:

- ♣ computers with internet access
- ♣ cable television
- ♣ a comfortable sofa and chairs
- ♣ a refrigerator and microwave oven
- ♣ current magazines
- ♣ a lending library with popular fiction and research material by and about people of color, international issues, and women

The MCISA is located on the ground floor of Loretto Hall in rooms 52 – 57. Our hours are 8:30 am - 4:30 pm. For more information, contact us at multi@webster.edu or call at 314-961-2660 Ext. 7658.

Multicultural Center and International Student Affairs Staff

Colette Cummings

Director, Multicultural Center
Associate Dean of Students
cumminco@webster.edu
(314) 961-2660 x7738
University Center Front Desk

Shay Malone

Program Coordinator
svmalone@webster.edu
(314) 961-2660 ext. 7596
Loretto Hall 59

Michael Braeuninger

Graduate Assistant
mbraeuninger34@webster.edu
(314) 961-2660 ext. 6920
Loretto Hall 52

Wenceslaus P'Oryem

Director, International Student Affairs
wporyem01@webster.edu
(314) 961-2660 ext. 7649
Loretto Hall 57

Rene Murph

Department Associate
murphr@webster.edu
(314) 961-2660 ext. 7774
Loretto Hall 55

Academic Resource Center

Loretto Hall, LRTH 10

The Academic Resource Center helps students obtain “out of the classroom” resources needed to meet their academic goals. For tutoring, students can request one-on-one sessions or drop in for tutoring by peers who have been recommended by faculty. Students may also make arrangements to take make-up classroom exams as well as CLEP and Dantes Tests in the Testing Center, and they can pick up and study materials for graduate and professional school exams (e.g. LSAT, MCAT, GMAT, GRE, C-Base). Students with documented disabilities register with the Director who is responsible for helping them obtain needed accommodations. Office hours are Monday through Thursday, 8:30a.m. to 7:00 p.m.; and Friday 8:30 a.m. to 4:30 p.m.

Writing Center

Loretto Hall, LRTH 10

The Webster University Writing Center is designed to give students, faculty, and staff access to the writing resources used by professional writers, including state of the art computer hardware and software, and trained writing coaches. Created by the faculty, and overseen by a Writing Board consisting of a representative from each department, as well as Academic Resource Center staff, the Writing Center plays a scaffolding-coaching, rather than an instructional, role in the writing program. Within this framework, writing is viewed as the tangible outcome of a complex problem-solving process whose goal is to communicate ideas clearly to a pre-specified audience. Office hours are Monday through Thursday, 8:30a.m. to 7:00 p.m.; and Friday 8:30 a.m. to 4:30 p.m.

Academic Advising

Garden Park Plaza (Parking Garage)

The Academic Advising Center coordinates the undergraduate and graduate advising system. This office provides students with information about academic programs as well as special study opportunities; it also administers admission to graduate degree programs.

Bethany Keller, along with regular advisor responsibilities, Bethany advises international students at the Webster Groves campus and serves as liaison with International Recruitment office and the International Student Affairs office She also coordinates advising processes with the international campuses

Bethany Keller

International Student Academic Advisor

GPP 143

(314) 968-6972

bethanys@webster.edu

Health Services

Loretto Hall, First Floor

Health Services is a nurse directed facility. Our staff is available to help all Webster University students, staff, and faculty.



Our goal is to help you maintain a healthy lifestyle during your studies at Webster. A healthy lifestyle will continue to be an advantage throughout your life. We encourage you to come to our office as soon as you are not feeling well. Delaying care for any illness, no matter how minor, may affect your ability to attend classes. We also offer many services for those persons that "never get sick."

Health Insurance

Health insurance is **mandatory** for all international students on F-1 and J-1 visas including those on OPT. Beginning in August 2006 we can only accept two types of insurance namely: ***HTH- Global USA Student Preferred*** and ***Webster University Health Insurance***. If you have HTH the insurance must cover you until August 2007. However, in 2007 only Webster University Health Insurance will be accepted. United States has a privatized health care system, which means that each individual has to pay for his/her health care by buying health insurance.

If you will be living in campus housing, you will need to complete the enclosed health packet. The health packet can also be downloaded at: <http://www.webster.edu/studlife/health/index.htm>

Additionally, if you change your visa status, transfer to another school, or graduate, you will need to let health services know.

Susan Daily, Director
Loretto Hall, First Floor
(314) 968-6922
dailyism@webster.edu

Counseling and Life Development **Loretto Hall, LRTH 103**

Phone: 314-968-7030; E-Mail: counselingld@webster.edu (non-confidential)
For calls related to Sexual Offense call 314-565-9144

The Counseling and Life Development Staff are available to assist all current Webster University students, faculty and staff. If you have any personal issues that are interfering with your success, please contact Counseling and Life Development office for help. You can make appointment in person by going to their office in room #103, Loretto Hall or by calling the Counseling and Life Development office at **314-968-7030**. In case of an emergency call 314-968-6911, and they will handle it immediately.

Other International Departments

The Center for International Education (CIE)

The Center for International Education promotes international opportunities and activities for the University and wider communities. Along with housing the international studies major and certificate programs, the CIE serves as a resource for Webster faculty, staff, and students by providing information on various international fellowships, grants, internships, and other programs. The CIE also sponsors many programs, including the International Studies Symposium Series. Together with other Webster offices, the Center's activities enhance the international atmosphere at Webster.

For more information, contact:
Thomas Finan

Interim Director, Center for International Education
(314) 961-2660 Ext. 7711
tfinan@webster.edu
538 Garden Avenue



Study Abroad Programs

Webster University-Geneva, our first international campus, opened in 1978 and was followed by Webster-Vienna, Leiden, London and Cha Am. The office of Study Abroad (OSA) at Webster University-St. Louis administers Webster's Study Abroad Programs, and is a resource to students studying abroad.

As a study abroad student, you can study at our campuses in Geneva, Switzerland; Leiden, The Netherlands; London, England; Vienna, Austria; and Cha-am, Thailand. Webster University students can also take advantage of our affiliations with universities in Japan and Mexico. Additionally, Webster offers a number of faculty-led short-term programs that take students elsewhere throughout the world.

Both Webster and visiting students may study abroad with Webster for the fall or spring semester, an entire academic year, or a summer term. Webster University students have the additional option of studying abroad for one eight-week term during the fall or spring semester provided the second eight weeks is spent in St. Louis.

Contact the Study Abroad Advisor to see how your financial aid may be used to study abroad at Webster University's international campuses. There are also scholarships available to qualified students. Contact the Office of Study Abroad (OSA) for more information.

Contact the Office of Study Abroad for application details or email to worldview@webster.edu. Once you have applied, the Study Abroad Center is your main resource for program information, course schedules, housing details, etc.

For more information, contact:

Amanda Weathers

Advisor, Office of Study Abroad

(314) 968-6988

weathama@webster.edu

Webster Hall 116

International Business Internship Exchange (IBIE)

The international Business Internship Exchange in Partnership with the State of Missouri offers students the opportunity to go to England, Germany, Ghana, Japan or Mexico for two months in the summer for an internship and home stay. The application process begins in October for the following summer. For available opportunities and qualifications, please contact the IBIE office.

Wilma Prifti, Director

538 Garden Avenue

(314) 968-6132

prifwi@webster.edu

Department of International Languages and Cultures
ESL Program

The English as a Second Language program at Webster University - Saint Louis uses a content-based approach, which means that every ESL student is enrolled for both ESL and Content course work.

There are three enrollment options, which are determined by a student's scores on the Webster University Placement Tests. These tests consist of an Institutional TOEFL, an interview, and an essay.

International Recruitment and Services

International Services provides assistance and support in immigration/visa regulations, and with cross-cultural adjustment. International students submit all work authorization request through this office.

BERT BARRY, Ph.D.

Director ESL-English as a Second Language
& Director of International Services

Phone: 314-968-6964

Fax: 314-968-7122

e-mail: barrybe@webster.edu

Housing Information

Student housing includes traditional suite-style residence halls and apartments. For the 2006-2007 academic year, housing options for first-time freshman include West Hall in the New Residence Hall Complex and Loretto Hall. Transfer students, as well as returning sophomores, juniors, seniors, and graduate students may apply for housing in the Webster Village Apartments and the East Hall in the New Residence Hall.

Applying for housing on campus



The housing system at Webster University accommodates 550 students in traditional suite-style residence halls and apartments. All first time, first year students who live outside a commutable distance of the university (35 miles), are required to live on campus. If you are a first time freshman, housing options include Loretto halls and West Hall, and limited space in the Webster Village Apartments (WVA). Sophomores and above may apply for housing in the WVA and East Hall only

Effective May 1, 2006: International Students transferring to the main campus or attending the Webster Groves campus for the first time are required to stay on campus for their first year.

WHAT TO ASK WHEN LOOKING FOR A HOUSE OR APARTMENT OFF-CAMPUS

Location

- Where is the house/apartment?
- Is the area safe? Have there been attacks in the area before?
- How close is the house/apartment to campus? If I had to walk to campus, could I do it?

- How close is it to a grocery store?
- How close is it to a laundromat? (If not available on site)
- How close is it to a mall or shopping area? Can I get to one conveniently by bus or bicycle?
- If a house, what is the access to the room? Do I disturb anyone if I come in late at night?

Transportation

- What is the nearest public transportation?
- How close is it to the house/apartment?
- Is public transportation safe?
- How often does the bus service run during the week, weekends, evenings, and summer?

Rental

- How much is the monthly rent? Where and when must this be paid?
- If it is paid late, is there a late fee?
- Do you have any discount rates?
- What utilities do I have to pay for?
- How many people can share a house or apartment?
- Can the people that share the apartment be: students, professionals, male, or female?
- Is there a nine- or a twelve-month lease?
- Could my rent increase during the leasing period?
- If a house, do I have to perform chores to live in the room, and if so, what are they?
- Do I need references from former landlords?
- How much notice is needed either to renew or terminate the lease?
- What are maintenance's hours?
- When could I move in?

Security Deposit

- How much is the security deposit? When must this be paid?
- Can I pay with a personal check?
- When is it returned, or may it be used as my last month's rent?
- What must I do to have my security deposit returned in full?

Subletting

- Are sublets allowed?
- May I find someone who is willing to make a new lease and end my responsibility?
- Does it cost extra to sublet?

Facilities

- Is there a washing machine or laundry service available on the premises?
- How many people share the facilities?
- Do I get a parking space?
- If a house, what are the kitchen arrangements, room in cupboards, and refrigerator access?
- Do I have access to a lounge with a TV? Is there a tennis court, fitness center, or pool?

Here is some other useful information when you are apartment or house hunting

Month-to-month leases: a contract for one month at a time. The property owner can raise the rent, alter, or terminate the agreement at the end of any rental month, provided that proper notice is given. A month-to-month lease allows the tenant to easily terminate the contract if proper notice is given.

Term leases: provides more protection for the tenant against rent increases or changes to the contract.

Provided you don't breach your contract, the landlord is obligated to rent to you for the length of time, under the conditions, and for the rent amount outlined in the lease. However, it is not as easy to terminate the term lease.

Be a good tenant and neighbor: get to know the neighbors in your area so if there are any problems (noise, crime, trash, etc.), you can work them out together. Be aware of any laws and ordinances that govern all other citizens (pets, trash, snow shoveling, etc.). Students who engage in behavior off-campus that violates the Webster University Code of Conduct (see pages 28 – 44 in the 2001 – 2002 Student Handbook) or local, state or federal laws, may be subject to disciplinary action by the university.

Check in: make a note of all existing damages (this includes flushing the toilets and checking the plumbing, looking for cracks and scratches, etc.) before you sign your lease. The check-in sheet helps to determine normal wear and tear. It is also a record of existing damage. Be thorough when checking this sheet and report any discrepancies to your landlord.

Insurance: *it is highly recommended that you consider renter's insurance to insure your belongings against damage, as well as to insure your house against liability due to personal injury.*

Appliance and Furniture Rental/Buying Advice

- ⊖ Be careful of renting furniture and appliances because it's more expensive in the long-run.
- ⊖ Appliance rental is generally good for short term (1 – 2 weeks at the most) and is good for specific occasions
- ⊖ Garage sales are excellent places to buy appliances. Check the Thursday and Sunday edition of the St. Louis Post-Dispatch for more information.

Student Employment on and Off Campus

On-Campus employment

- ♣ During the school year, you can work up to 20 hours/week.
- ♣ During school breaks you can work up to 40 hours/week.

Off-Campus employment

There are three options available:

- ♣ Severe Economic Hardship
- ♣ CPT (Curricular Practical Training)
- ♣ OPT (Optional Practical Training)

Practical Training

CPT (Curricular Practical Training)

- ♣ To be completed while the student is currently enrolled in classes

OPT (Optional Practical Training)

- ♣ For a maximum of 12 months at each academic level
- ♣ Can be done before or after a student completes school
- ♣ Students who have maintained their visa status are eligible after 9 months of full-time study

Departure/Termination of Status

It is good practice to report permanent departures and conclusions of study to the International Recruitment and International Services Office, regardless of visa status. For those in F or J status, such reporting is vital. U.S. immigration law is harsher than ever in punishing those who abandon their original purpose for coming to the United States without the consent of the BCIS. International

Recruitment and International Services will provide advice on how best to maintain legal status within the U.S., as long as students and scholars keep the office well informed.

Visits Abroad and Re-Entry

Most people with non-student visas face few if any restrictions on their travels. Students in F-1 status must request the signature of a Designated School Official (DSO) before leaving the United States if they wish to return. The student simply brings his/her I-20, along with evidence of registration for the next semester, to The International Recruitment and International Services Office. Although the DSO's signature is supposed to be good for up to one year, it is advisable to have the I-20 signed if the most recent signature is over six months old. Upon return, the student will present his/her passport (with valid visa) and the signed I-20 to the U.S. Immigration & Naturalization Service at the Port of Entry. Readmission should be swift and simple.

J-1 visa holders who leave the U.S. will need to present a valid passport and visa upon return, along with the *pink* copy of their DS- 2019. The Responsible Office (RO) must have signed this copy within the past twelve months.

Transfer of Schools

Students can transfer from Webster University to another college or university by following these steps:
_____ notify the International Recruitment and International Services office that you would like to transfer schools

_____ drop any classes you may have enrolled in

_____ check with the business office to make sure your account is at a zero balance

_____ inform Health Services that you will be transferring to another school

_____ inform the Multicultural Center and International Student Affairs that you will be transferring to another school

DSO's are:

Bert Barry – Principal

Director of Int'l Services

(314) 968-6964

barrybe@webster.edu

538 Garden Avenue

Maureen Hamed

Department Associate, Int'l Recruitment & Int'l Services

(314) 961-2660 x7433

hamed@webster.edu

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Dorothy Nootbaar

Representative, Int'l Recruitment & Int'l Services

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Loretto Hall 57

RO

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Director of International Services

(314) 968-6964

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538 Garden Avenue

Cultural Adjustment

This next section is going to be dealing with the differences in cultures and what you may be feeling.

Stages of Cultural Adjustment

Living in a foreign country is very challenging. In the first year, almost everyone experiences “culture shock” to some degree. Culture shock is that feeling of dislocation that affects people who move to a new place or country. Many who experience it do not even realize that they are suffering from it – all they know is that everything is very difficult in their new home.

Culture Shock

Culture shock is a psychological disorientation due to being in a new culture. It is not fatal.

Broadly speaking, culture shock comes from:

- living and/or studying (or working) for an extended period of time in a different environment;
- having values you held absolute brought into question because of cultural differences;
- being constantly put into situations where you are expected to function with maximum proficiency but where the rules have not been adequately explained. As can be seen, culture shock does not result from a specific event. Rather, it builds up slowly from a series of small events often difficult to identify. Remember that the reactions are emotional and not easily subject to rational management.

How can you know if someone is experiencing culture shock?

People who are experiencing culture shock worry and complain about all aspects of life – the food, the weather, the people, etc. They worry about minor ailments and pains. They often become frustrated and angry over minor problems, and some even refuse to learn the new language. Overall, they feel helpless and homesick, and want to go home to see relatives and to talk with people that “make sense.”

What are the stages of cultural adjustment?

There are four stages of culture adjustment, though each lasts a different length of time for every individual who experiences it. In general, the stages are:

Stage 1: Excitement. During the first stage, foreign visitors often feel excited. The new country is interesting, the people are friendly and helpful, and the future looks promising. The first stage is also called the “honeymoon phase.” Everything around you is new and different. As a foreigner, you will probably experience a lot of attention from the people around you.

Stage 2: Problems! School, language, shopping, dealing with the climate – everything is difficult. Things that were simple back home require more effort in the new country. It seems hard to make friends, and at this point, foreign visitors may begin to believe that the local people are unfriendly. Homesickness begins, and along with it complaints about the new country. This is the stage we hear referred to as “culture shock.” At this stage, you can experience severe depression. It is important to talk about it and approach the situation positively.

Stage 3: Recovery. The foreign visitor begins to use the language more fluently, so communication with locals becomes easier. Customs and traditions become clearer, and slowly the situation passes from impossible to hopeful; you start to feel more comfortable in the new environment. Minor misunderstandings that were stressful in Stage 2 become manageable. Make sure you set goals for your stay in the United States, to make your experience an enriching one.

Stage 4: Stability. Eventually foreign visitors begin to feel more at home in the new country. Those things they do not like about their new country no longer make them so dissatisfied and unhappy. Life has settled down, and they are now able to find humor in the situations in which they find themselves.

Although culture adjustment takes place every time a person moves to another country, with each move the shock usually lessens. It is important to realize that your stay in the United States will probably be accompanied by a degree of personal growth. Try to be aware of these changes in your personality as you return to your home culture, and expect your feelings toward your culture to have changed as well. People often do not fully understand culture shock until they return home to their country, when they are surprised to see their own country with new eyes. Remember you are now an international traveler, and you will see everything a little differently from now on.

Sometimes students worry about “losing their culture” if they become too well adapted to their host culture. Don’t worry: it is virtually impossible to lose the culture in which you were raised. In fact, learning about another culture often increases your appreciation for and understanding of your own culture. Don’t resist the opportunity to become bicultural – able to function competently in two cultural environments.

Just as culture shock comes from a series of cultural clashes, a series of small successes can lead to more effective interactions within the new culture. As you increase your abilities to manage and understand the new social system, practices that recently seemed so strange will become less puzzling. Eventually you will adapt enough to do your best in your studies and in your social life to relax and fully enjoy the experience.

Assumptions and Values

Members of a particular culture share certain unquestioned values and assumptions, that is, ideas about how the world operates, humankind’s place in the world, what is right and what is wrong, and what the purpose of living is supposed to be.

People from different cultures have different ways of putting information together to reach judgments and decisions. What is “logical” to people from one place might not be logical to people from another.

Discussing differences in ways of thinking is difficult, because the subject is abstract.

The First Few Days

During the first few days, you may wish to begin exploring your new environment. It also will be useful to come to orientation or visit the International Student Advisor (Loretto Hall 23) or the International Recruitment and International Services Office (538 Garden Avenue).

Explore the area immediately surrounding your accommodations. Visit the nearest post office, bank, supermarket, etc. which you will need to use in the future. To avoid getting lost, look for landmarks such as churches, stores, etc., which will help you retrace your steps. Of course, ALWAYS take a map!

WAYS TO GET USED TO A NEW COUNTRY QUICKLY AND COMFORTABLY

Explore – get a sense for the physical environment.

- Go on campus and St. Louis walking tours.
- Talk to people in your department.
- Try to find another student to show you around.
- Find a friend and do your own walking tour.

Get a sense for norms of behavior.

- Watch people’s behavior. (You may want to keep a journal of what you observe.)
- How do people greet other?
- How do they line up for a bus, how do they seat themselves on a bus? The bank?
- How do people behave in offices?
- How do people behave walking on the street?

Be slow to judge.

- *Observe first*, then find a “cultural interpreter” (someone who knows the culture) and ask. Be sure to ask “why” people do what they do. Good sources of cultural interpretation are the people in the Multicultural Center and the International Recruitment and International Services Office. They will be glad to answer any questions you have.
- While you are observing behavior, you might think about what people would do in the same situation in your country. That way you will learn about your own culture as well as have a basis of comparison.

Go to events where you can meet people over time.

- Participate in sports on campus, SAC, MC, RA/CA Programs
- Join student organizations.

Talk to everyone you meet.

- Talk to Webster employees.
- Visit with other students.
- Start a conversation with anyone you can

Read, listen, and watch.

- Try reading **all** local newspapers: The St. Louis Post-Dispatch, The Riverfront Times, Suburban Journal, etc.
- Check out books about American culture from the library.
- Watch local television stations.

Relax, take it slowly, and keep your sense of humor!

SOME GOOD GUIDELINES FOR CROSS-CULTURAL COMMUNICATION

1. Make sure the persons to whom you are speaking understand your exact meaning. Some people are not very good listeners, especially when you take the cultural variables into account. Sometimes they will be preoccupied with how they come across, rather than carefully listening to you.
2. Pay attention to facial expressions and body language. Body language can be a good supplement to a conversation.
3. If you do not understand exactly what someone is saying, ask them to repeat and clarify it. Do not assume you understand.
4. What you say is as important as how you say it.
5. Choose your words carefully; avoid using slang and idioms until you are very comfortable with the language.
6. Be aware of your own biases. You may encounter some cultural peculiarities you might not agree with. Remember to listen with a tolerant and open mind.
7. Listen carefully and do not interrupt immediately when you hear something is you disagree with.
8. Take time to form your responses and choose the types of words you are going to use. Go slowly if you need to.

Always be sensitive to cross-cultural differences. Always give the benefit of the doubt to the individual and be patient with yourself and your partner.

PEOPLE

Individuality

In the way they dress, act, talk—there can be no mistaking that individuality is important to Americans. This can be a little unnerving to visitors who come from cultures where conservative values, “conforming to the group,” and maintaining harmony and order are important.

While you are certainly not expected to change your values, you may experience difficulties in the classroom if you come from a culture such as the one mentioned above. Independent thinking is expected of students in American classrooms. Interpretation, analysis, critical thinking, and even challenging the professor may be expected of you in your classes. You may even be graded on your classroom participation. It takes practice and time to become accustomed to doing these things, but most students eventually succeed. (Visiting faculty members will also have to become accustomed to these qualities in American students.)

Personal Space

A person who comes from South America or the Middle East, places where people typically stand very close together during conversation, may find that Americans like to stand several feet away. Some may think that Americans are unfriendly or uninterested. This is not true. In general, Americans like to keep about 2 – 3 feet between them and the person they are talking to, unless the person is a close friend, relative, or spouse.

In the United States, it is customary to shake hands when you meet someone, and tell them your first name. This does not always occur, so at times there may be a moment of hesitation on your or their part. It is usually sufficient to just say your name or “nice to meet you” even if you don’t shake hands.

Greetings

Americans do not usually embrace in public, except with members of their family or very close friends. Men usually shake hands the first time they meet. Women generally do not do so in a social situation, but do in a business atmosphere. “How do you do?” “Good morning” and “Good afternoon” are formal greetings. Most people will use the more informal greeting of “Hello,” or “Hi.”

Titles

In America, if you don’t know a person well, in general, you place a title in front of their name. This is out of respect. If it is a man, you may call him ‘mister,’ and if it is a woman, you may call her ‘miss,’ ‘missus (Mrs.),’ or ‘miz (Ms.).’ These titles go in front of a person’s last name, for example, Mr. Woodard, or Ms. Hard. If you do not know the person’s last name, you may call a man ‘sir,’ and a woman ‘ma’am.’

Informality

You will probably notice what appears to be great informality between student and professor, employee and boss, etc. Calling professors, new acquaintances, and employers by their first name should not be taken as a lack of respect. It is often just “the American way.”

Age Differences and Respect

Respect for elders by younger people is expected in the U.S., but not to the degree found in many other countries. You will find that most people in the U.S. expect to treat you as an equal. For example, if you have a roommate who is ten years older than you, your roommate will not expect any special privileges. Simply remember to use common courtesy in your dealings with others and you will not offend them.

Politeness

It is customary to say “excuse me” if you: want to get someone’s attention, bump into someone, or want to get by. You should also knock before entering a room where the door is fully or partially closed.

Prejudice and Discrimination

Prejudice beliefs and discrimination take many forms – from things said, to mimicking and joking about others, to poor service or attitude. As an international visitor, you may experience some form of discrimination or prejudice while you are here. If you feel that you have been discriminated against and would like to talk about the experience, please feel free to come and talk to the International Student Advisor.

Questions

It may seem to you that Americans’ conversational questions are both too numerous and too personal. People in the mobile society are used to meeting new people and quickly feeling at ease with them. Their way of getting to know someone is to ask all sorts of questions about that person’s job, his/her background, and family. Such questions are out of interest, not an invasion of privacy. If you are uncomfortable with some of these questions, you need not answer them. You can freely admit that you are not used to a particular question, that such a question would not be asked in your culture. Your honesty in this regard will be appreciated.

If you enjoy this exchange of information, by all means ask Americans about their families and themselves. Be aware though, that despite all of our openness and our straightforward approach, we too are uncomfortable with certain questions. These include questions about a person’s age, weight, religion, politics, salary, and the cost of his/her belongings. Married couples are especially sensitive to being asked why they have no (or only one or two) children.

Time

Americans place great importance on being punctual. It is very important to honor appointments without being late. You may also notice what you might consider to be an unusual concern with time and efficiency. Americans are often looking for a faster and more efficient way of doing things. A common sentiment is the more that is accomplished each day, the better.

SOCIALIZING AND INTERACTING

Some Social Customs

Although scholars have various ways of defining the term, “culture” usually refers to the ideas, ways of thinking, and customary behaviors that are shared by members of a given group. Everyone agrees that cultures do differ, but explaining those differences in a way that is clear to everyone can be difficult. While it is important for visitors to learn the main customs that prevail locally and to follow them - or at least not violate them – it is not possible to give a complete catalog of any culture’s customs. Here are a few customs that Americans automatically know and might not think to tell you.

Social Invitations

Invitations should be accepted as soon as possible. Appointments for social affairs are usually more flexible than those for business functions. For example, if a party is to begin at 8:00 pm, many of the guests will arrive at staggered hours, and some may come as late as 10:00 pm. This is not acceptable for a dinner invitation. You should always arrive at the time stated if the invitation includes dinner. Under normal circumstances, a person who invites you to dinner or to the theater takes care of the bill as well. However if a student invites you, you should be prepared to pay for yourself, since students are often short of money. If you are in doubt, ask. You may want to suggest that each person pay for their own meal. You may receive an invitation that asks you to a potluck dinner (a dinner where each guest brings a

part of the meal) or asks you to bring your own beverage (BYOB). Although it may seem strange, this is a perfectly acceptable way of entertaining in America.

Common Social Events

- **Parties** range from the extremely informal gatherings of students to formal occasions requiring written invitations and fancy dress. Usually there are snack-type foods and alcoholic beverages. Some parties are “dances” and some are social mingling and conversation.
- **Cocktail parties** are semi-casual late afternoon or early evening parties for conversation and meeting people. Usually for special interest groups
- **Teas** are semi-formal afternoon gatherings usually given by ladies groups.
- **Receptions** are semi-public gatherings arranged as needed to provide acquaintance with special persons. The nature of the reception depends upon those for whom it is given.

Dinners

The most common form of individual/small group entertaining. Certain rules of etiquette (courtesy) must be followed:

1. Always be definite in accepting or declining the invitation. If you accept but later find that you are unable to attend, inform the host as soon as possible.
2. Arrive on time.
3. It is polite to ask the host if you can bring something and to inform him/her of any dietary restrictions.
4. Gifts are not expected, although bringing something small such as flowers or candy can be nice for special occasions. Guests often bring a bottle of wine although this is certainly not expected of non-drinkers.
5. It is polite to compliment the hostess on the food. Sincerity is appreciated. Thank the host as you leave.
6. If your host does not smoke, ask if it is all right for you to smoke before you take your cigarettes.

Dinners range from informal to formal, but the most common are very casual, especially in a university environment. Plan to spend the evening at the host’s home. Other than eating, conversation is the main event at dinner. It is impolite to “eat and run” unless you have a compelling reason to leave early. It is generally expected that you stay and socialize for approximately an hour after the meal.

Going to a restaurant

When students go out together, they expect to pay their own meals individually. Always be prepared to pay for yourself unless someone specifies that they wish to “take you out.” Likewise, you may suggest going out without assuming the responsibility of paying for everyone.

Food and Table Manners

Americans usually eat three meals a day. Breakfast may be eggs, bacon, cold cereal, and toast served with coffee, tea, milk or juice. A light lunch of sandwiches, soups, or salads is common. The main meal, supper, is eaten between 5 and 7 p.m. and usually consists of meat, vegetables, bread, salad, and dessert. Low-calorie and “diet” meals are popular with Americans, as the country becomes more health-conscious.

Saying Thank You

It is considerate to send a thank you note to your host or hostess. It is not necessary to take a gift, especially if you are invited only for dinner. If you are invited to a birthday party or for Christmas, a small gift is appropriate. It is never necessary to give an expensive gift; a small souvenir from your country would be happily received. It is customary to say “thank you,” even for small favors done by a

person who is only doing his/her job (such as a clerk in a store). The response, "You're welcome," is also customary.

Tipping

Rarely are service charges included in a bill. Waiters, waitresses and taxicab drivers should be tipped approximately 15 to 20 percent of the total bill or fare. Porters or bellboys should be given one dollar for each suitcase, carrying luggage, but desk clerks are not tipped. Barbers, hairdressers, delivery persons and caddys tend to be tipped as well. No tips are given to theater ushers, gas station attendants, airline employees, bus drivers, receptionists or store clerks. NEVER tip custom officials, policemen, or other government employees. This could be taken as a bribe and considered offensive or illegal.

Relationships

Most Americans have large numbers of friendly acquaintances, but just a few close friends. Visitors from other countries often remark that Americans are very friendly, even at first meeting, but that it is difficult to get to know them very well. Sometimes this is true, because though Americans are friendly to everyone, they are also private people and often have just a few intimate friends.

"I'll be seeing you soon," "We'll have to get together soon," and "Drop over sometime," are usually just friendly ways of saying good-bye between new acquaintances, and should not be taken seriously as invitations.

If you would like to get to know someone better, it is a good idea for you to take the initiative and invite them to coffee, soda, etc. By participating in as many social activities as you can, you will make many new friends.

Dating

American social customs may be very strange to you at first. Many international visitors are often surprised and confused at the informality between men and women in the United States. Many couples go without a chaperone, to a bar, movie, play, theater, concert, or other activity. Some students may even go to the library for a "study date."

For a long time, men took the initiative in asking women out and paid for the evenings' expenses. However, this is changing. Women are now asserting themselves by paying at least part of the expenses. In some situations, you may encounter an evening where both parties split the cost of the bill. This shared expense is called a "Dutch" date.

Overall, relationships between men and women in the United States may be seen as platonic friendships, strong emotional and physical commitments, or sometimes something in-between these two extremes. What is most important in a relationship is to be honest and open about your feelings and intentions, and to avoid any unnecessary misunderstandings.

When you are asked out on a date, it means nothing more than an agreement to meet at a specified time and place for recreation or leisure. Dating, does not pressure a sexual involvement or a long term emotional commitment. Some Americans speak very freely and use sexual references in a conversation. This can lead to many different interpretations and misunderstandings. Some Americans are less afraid to become sexually involved than do individuals in other cultures. However, every individual must be respected for his or her own personal values regarding sex and relationships. Do not interpret open sexual language as a sign of permissiveness or sexual interest.

Bathing and Hygiene

Most Americans bathe or shower daily, and use a deodorant and anti-perspirant. Americans therefore, find body odor and perspiration offensive. For the time that they are here, some international visitors may need to adjust their bathing and hygiene routine in accordance with American norms.

Language

Americans are taught to speak and write clearly and simply. However, you will notice that this is not what always occurs. On a college campus, you will encounter people who will use a great deal of technical words, jargon and phrases that may be very foreign to you. Like other people in the world, Americans have developed certain phrases and sayings in their everyday language. As a college student, you will surely encounter many different colloquialisms and "slang" terms. Depending on where you live in the United States, such words are often unique and differ from state to state and town to town.

It will not be unusual to hear slang in almost every conversation you have. You may also notice that the same word may have a different meaning in different contexts. Do not hesitate to ask for clarification if you do not understand an expression. Most Americans are very helpful in assisting international visitors, and becoming familiar with the local slang is often a great way to develop a friendship.

Examples of American Slang

The following expressions may give you an idea of the types of expressions you may be hearing for the first time after your arrival in the United States.

Barbecue (Bar-B-Que/BBQ): an outdoor party that features meat with spicy sauce cooked over an open fire.

Beat around the bush: to be evasive; not speak openly about something.

Big deal: sarcastic term to play down or belittle what someone has done.

Biggie: something that is very important.

Blow it: to do badly, e.g., "I really blew that exam."

Bogus: inferior quality; phony.

Boonies: the countryside, far from the city.

Break the ice: to get acquainted, to make an awkward social situation comfortable.

Broke: to be without money.

Bummer: bad or sad situation; also bummed, bummed out: feeling very bad.

Burbs: diminutive of suburbs, residential area outside of the city.

Chill out or chill: to slow down, to relax.

Cold feet, to have: to be nervous; to be uncertain about doing something.

Come again?: "Please repeat what you just said."

Come off it: to stop what you are doing or saying

Cool: term denoting approval for something or someone.

Cool it: to slow down; to relax.

Cop out: to quit; deny responsibility for; (n.) an excuse.

Couch potato: person who spends all leisure time watching television.

Cram: to study frantically just before a test; also eat a lot, to stuff yourself.

Crash: to sleep or stay temporarily at someone's place; also to go to a party uninvited.

Cut it out, knock it off: a request or command to stop doing something.

Date: to go out with a person of the opposite sex; (n.) the person with whom you go.

Down to earth: practical, straightforward; simple and honest; most often used to describe a person.

Drag: boring or unpleasant thing, (adj.) not much fun.

Drive a hard bargain: to hold out for the best terms in a trade.

Drop in, drop by: to visit unexpectedly.

Drop off: to deliver to designated location.

Drop out: someone who didn't graduate from school; (v.) to quit before completing a goal.

Go Dutch: each person pays for his/her own food or entertainment.

Fat chance: very little chance.

Fed up: sick of; disgusted with or tired of something.

Fishy: suspicious; "There's something fishy about his story."

Flunk: to fail an exam or a course.
Freak, freak out: to show great emotion, positive or negative.
Funky: a term denoting approval, most often used to describe items of a clothing or design.
Get it together, get one's act together: to get organized.
Get on one's nerves: to cause irritation.
Get up on the wrong side of the bed: humorous way of commenting on someone's irritability.
Get with it: to conform with the situation; make the necessary adjustment; also to "get in the swing" of things.
Give me a ring: "Telephone me."
Go for it: to taken an active part in something, try to achieve some specific goal.
Good egg: a nice person.
Greeks: members of fraternities or sororities.
Gross: term denoting something crude and extremely unpleasant.
Had it: to reach a limit of tolerance; "I've had it!"
Hang around: to wait, doing nothing in particular.
Hang in there: "Don't give up," "Keep trying."
Hang on: in reference to the telephone, "Do not hang up the receiver. I'll be back," also "Keep trying."
Hang out: to spend time relaxing, not working or doing anything in particular; (n.) a place in which to spend leisure time.
Hang-ups: inhibitions or worries about things.
Hassle: trouble or difficulty; "Catching the 7:00 a.m. bus every morning is a hassle," (v.) "Don't hassle me."
Have it in for someone: to have a deliberate intention to cause trouble for another.
Have it made: to be assured of success.
Put one's foot in one's mouth: to say something for which you are embarrassed.
Hit it off: become friends
In a bad way: the situation is getting very bad.
In a big way: very much, a term to show emphasis as in, "he was hurting in a big way."
In your dreams: not possible; "It'll never happen."
Keep in touch: to phone or write occasionally.
Keep your fingers crossed: a good luck gesture or expression.
Know one's stuff: to be knowledgeable in a certain subject.
Lay off: to stop bothering or nagging.
Make ends meet: to budget within one's income.
Mess around: to play, relax
No way: a response to a suggestion of something that is wrong or that one does not wish to do.
Off the wall: crazy.
On me: "I'll pay," also, "I'll pick up the tab (pay)."

General Information

Places to know off-campus

Webster Police Department (non-emergency) (314) 963-5400

Webster Fire Department (non-emergency) (314) 963-5345

IN CASE OF EMERGENCY dial 911 from an off-campus phone, or 9-911 from an on-campus phone

St. Joseph's Hospital (314) 966-1500

St. Anthony's Medical Center (314) 525-1000

St. Mary's Health Center (314) 768-8000

Forest Park Hospital (314) 768-3000
Cardinal Glennon Children's Hospital (314) 577-5600
Barnes-Jewish Hospital (314) 747-3000
Poison Control (Cardinal Glennon) (314) 772-5200

Driving in the United States

Students – Which is best for you?

Should you rent, lease or buy a car? Here are some questions to ask yourself:

1. Why do I want a car?
2. What will I use it for?
3. How long do I plan to be in the U.S.?
4. How much money can I afford to spend?

Following is some information about renting, leasing, or buying a car:

RENT A CAR

- For short road trips
- For emergencies
- Your car is broken/being repaired
- You have visitors from out of town
- You don't have a lot of money
- Short-term usage

LEASE A CAR

- You'll be here for about 1 year
- For moderate use (there are mileage penalties)
- Transportation to and from your apartment/the university
- Don't have to resell it when you leave

Buying A Car

USED CARS

- Typically smaller payments
- Shorter finance period
- Cheaper (cost, insurance, taxes)
- Cost effective for students who plan to be in the United States for short stays (about 1 – 2 years)

Be Careful Of:

- ⇒ Does the car have a warranty
- ⇒ Is it a good and reliable used car
- ⇒ Read the contract
- ⇒ Maintenance and upkee

NEW CARS

- The car has a warranty
- Low mileage
- For longer stays in the United States (about 2 – 4+ years)
- Good resale value

Be Careful Of:

- ⇒ Higher insurance rates
- ⇒ Read the contract and be familiar with its Terms and Conditions
- ⇒ Maintenance and upkeep
- ⇒ Longer finance period

Tips about automobile insurance

- ⇒ Shop around and compare prices (Geico, State Farm Insurance, Progressive.com, and Allstate, among others – you can check the Yellow Pages Telephone Book for more choices. Look under the heading “insurance”.)
- ⇒ If you have a new car, get comprehensive insurance
- ⇒ GET LIABILITY INSURANCE
- ⇒ Some cars have higher insurance rates, in general: red cars, convertibles, trucks, SUV's, sports cars (i.e. Mustangs, Corvettes, Porsches, etc.)

- ☞ Have one copy of your insurance card in your car AND one with you at all times
- ☞ If you're renting a car, get the rental car company's insurance

Taxes

- ☞ Ask the salesperson to figure out the sales tax for the car
- ☞ Pay your taxes within 30 days or you are subject to legal penalties (including jail time) or ask about getting a Personal Property Tax Waiver from St. Louis County. You'll have to pay yearly property tax if you're here for more than a year
- ☞ This information is also used for filing your annual federal and state taxes

Getting your Drivers License

- ☞ Take the written test first then you'll get a learner's permit (you can practice only with a licensed driver in the car)
- ☞ Take the driving test
- ☞ Pay for your license (\$10.00 for a 3 year license, and \$20.00 for a 6 year license)

The nearest location to Webster University is: **Department of Revenue: Motor Vehicle Marine and Drivers Licensing**

<http://www.dor.mo.gov/mvdl/drivers/license.htm>

3234 Laclede Station Road

St. Louis, MO 63143

(314) 647-9375

Directions:

Take E. Lockwood Ave. east to Big Bend Blvd. and bear to the left

Go northeast on Big Bend Blvd past N. Laclede Station Rd.

Make a left into Deer Creek Plaza (there will be a McDonald's on the left – turn here)

The building will be past Petsmarts and will say "Dept. of Revenue"

Tags and Plates

- ☞ Always have your license tags current and visible
- ☞ You must pay to get new tags every year or two years
- ☞ If someone takes your license plates or tags, you have to pay to replace them immediately
- ☞ If you moved to Missouri from a different state, you need to have your license changed. Take your passport, car registration, tax waiver, and money, and go to the Department of Revenue.

If you're stopped by a police officer

- ☞ Do not get out of your car
- ☞ Present all requested documents when you are asked for them
- ☞ Remain calm and do not insult the officer; cooperate with the officer as best you can
- ☞ Keep your hands visible (e.g. on the steering wheel); don't make sudden movements
- ☞ Don't try to bribe the officer with money or anything else
- ☞ Make a note of the officer's name, badge number, and car number/license

Where to look for cars & How to sell your car

- ☞ Newspapers' classified section
- ☞ The Internet
- ☞ TV and radio commercials
- ☞ Trading Times and Auto Mart
- ☞ Word-of-mouth

How to be prepared

- ☞ Check the Internet (especially ConsumerReports.com – you'll have to subscribe to the site, but many people think the \$20.00 spent joining the site and the cost of information about your potential car can save you hundreds or thousands of dollars. You can also use the site for more information about the quality of other

products. Additionally, the library has the most recent edition of Consumer Reports' Car Buyers Guide/Edition.)

- ☞ Check reviews of the car and know what the Manufacturer's Suggested Retail Price (MSRP) is
- ☞ Narrow your choices down to two styles of cars
- ☞ Talk to 2 – 3 dealers to see which of them will give you the best price for the car you want
- ☞ Ask about maintenance – how often, how reliable, how much is needed, how much does it cost
- ☞ USED CARS: check the mileage, the engine, and repair and upkeep history
- ☞ Read your car's warranty information – is it bumper-to-bumper; can you get an extended warranty
- ☞ Is there a deductible that you pay for car maintenance at the dealership
- ☞ Ask about rebates: college student rebates, first-time buyer rebates, etc.
- ☞ Ask about financing for the car; choose the lower annual percentage rate over a rebate

St. Louis Entertainment

There are a few places/areas in St. Louis that you can go to have fun.

Delmar Loop

The 6200 – 6600 blocks of Delmar Blvd. hosts a vibrant shopping, restaurant, and night club district with more than 75 shops

Central West End*

A lively and cosmopolitan neighborhood with sidewalk cafes, nightclubs and shopping, it is located on Euclid and its side streets between Delmar and Forest Park Parkway.

Laclede's Landing*

Located on the Riverfront, the landing offers cobblestone streets, cast iron street lights, pubs, taverns, clubs, and much more.

Washington Avenue Loft District

This is a place where you can go to dance, hang out, and have fun. This area of town is located between Tucker Street (also known as 12th Street) and 21st Street on Washington Avenue and Locust Street.

** You have to be 21 years old or older to enter many places here.*

NOTE: Please make sure you have identification on you at all times, preferably your student ID and your state identification card

Places Off-Campus

♣ Cab & Bus

Laclede Cab	(314) 652-3456	Bi- State	(314) 231-2345
Yellow Cab	(314) 991-1200	Call –A- Ride	(314) 534-5055
County Cab	(314) 991-5300		

(City Buses and Metro link) Bus schedules are available at the University Center

♣ Supermarkets

Schnucks Supermarket (961-0555)
8650 Big Bend Blvd
24 Hours

Dierbergs Brentwood Pointe (962-9009)
8450 Eager Road
Mon – Sat: 6:00am – 12:00am
Sun: 6:00am – 11:00pm

Shop'n Save (644-2908)
7355 Manchester Road
Maplewood, MO 63143
7 am – Midnight

Sappington Int'l Farmer's Market (843-7848)
8400 Watson Road
Mon – Sat: 7:00am – 10:00pm
Sun: 7:00am – 8:00pm

Aldi
7725 Manchester Road
Mon – Thurs: 9:00am – 7:00pm; Fri: 9:00am – 8:00pm; Sat: 9:00am – 7:00pm; Sun: 12:00pm – 6:00pm



♣ **Food Delivery**

Elicia's Pizza
842-2222

Webster Garden Chinese
961-2131

Imo's Pizza
962-3666

Papa John's Pizza
968-8800

Webster Wok Chinese
961-5999

♣ **Movie Theaters**

Esquire
6707 Clayton Rd
781-3300

Kenrick
7505 Watson Rd
822-4900

Crestwood
Crestwood Plaza Mall
968-8500

Tivoli
6350 Delmar
725-5222

Hi-Point
1001 McCausland
781-0800

♣ **Malls**

Clayprice Shopping Center
(314) 241-1945
9216 Clayton Rd

Crestwood Plaza
(314) 962-2395
164 Crestwood Plz # 100

Independence Center
(314) 890-7100
2443 Prouhet Ave

Market Place In Ladue
(314) 241-1945
9755 Clayton Rd

North Oaks Plaza
(314) 261-2777
23 N Oaks Plz # 216

Northland Shopping Center
(314) 385-0336
150 Northland Shopping Center

Olivette Plaza
(314) 962-9916
2025 S Brentwood Blvd

Plaza Frontenac
(314) 432-6760
97 Plaza Frontenac

Saint Louis Galleria
(314) 863-6633
1155 Saint Louis Galleria

South County Center
(314) 892-5203
85 S County Center Way

St Louis Center
(314) 231-5913
515 N 6th St

St Louis Union Station
(314) 421-6655
500 Saint Louis Union Station

Westfield Shoppingtowns
(314) 416-1999
22 S County Center Way

Westfield Shoppingtowns
(314) 962-3390
Watson Rd & Sappington

W County Westfield Shoppingtown
(314) 995-1432
I-270 & Manchester

♣ **International Markets**

Global Foods Market LLC
(314) 835-1112
421 N Kirkwood Rd
Kirkwood, MO 63122

Global Food Markets
421 N. Kirkwood Rd.
Kirkwood MO 63122
Tel: 314-835-1112

Big L. Supermarket
8931 Natural Bridge
St. Louis MO 63121
Tel: 314-423-6888
East Oriental Grocery
8619 Olive Blvd.
St. Louis MO 63132
Tel: 314-432-5590

Jay International Food Inc.
3172 S. Grand
St. Louis MO 63118
Tel: 314-772-2552

Olive Farmers Market
8041 Olive Blvd.
St. Louis MO 63130
Tel: 314-997-5168

SAPPINGTON INTERNATIONAL FARMERS
MARKET
8400 Watson Rd.
St. Louis MO 63119
Tel: 314-843-7848

SEAFOOD CITY CO.
7733 Olive Blvd.
St. Louis MO 63130
Tel: 314-721-6688

UNITED ASIAN MARKET
14352 Manchester Rd.
St Louis MO 63011
Tel: 636-227-2698

UNITED FRUIT & PRODUCE CO.
55 Produce Row
St Louis MO 63102
Tel: 314-621-9440

ATHENIAN INTERNATIONAL FOOD
7006 Clayton Road - St Louis
Tel: 314-645-7337

DIAMANT'S KOSHER MARKET
618 North & South
University City, MO
Tel: (314) 721-9624

SIMON KOHN'S DELI
10401 Old Olive
Creve Coeur, MO
(314) 569-0727

[PRATZELS BAKERY](#)
8625 Olive St.
University City, MO
(314) 991-0708

INDIA BAZAAR
10755 Page Ave
St. Louis, MO 63132
Tel: (314) 423-5900

[Seema Enterprises](#)
14238 Manchester Road
Manchester, MO 63011
Tel: (636) 391-5914

CLAYTON'S FARMER MARKET
1234 Orchard Village Lane
St. Louis, MO 63021
Tel: (636) 227-7596

AKBAR GROCERY
10606 Page Ave
St. Louis, MO
Tel: (314) 428-1900

AMBICA FOODS
12262 St. Charles Rock Rd
Bridgeton, MO 63044
Tel: (314) 344-1999

[SEEMA ENTERPRISES](#)
10635 Page Avenue
St. Louis, MO 63132
Tel: (314) 423 9990

SAPPINGTON FARMER'S MARKET
8400 Watson Road
St. Louis, MO
Tel: (314) 843-7848

TAJ GROCERIES
1411 S 1st Capitol Dr
St. Charles, MO 63303
Tel: (314) 946-0676

786 Enterprises
3020 N Lindbergh Blvd
St Ann, MO 63074
Tel: (314) 739-7181

INTERNATIONAL CUISINE

Bosnian

Taft Street Restaurant and Bar

Greek

Olympia Kebob House and Taverna

4457 Gravois
St. Louis, MO 63116

Chinese

Hunan Wok Chinese Restaurant
2428 S Brentwood Blvd
St Louis, MO 63144
(314) 962-0898

Chinese Noodle Café
6138 Delmar Blvd
St Louis, MO 63112
(314) 725-9889

Wong's Wok
6655 Delmar Blvd # L
St Louis, MO 63130
(314) 726-0976

Sesame Chinese Restaurant
10500 Watson Rd
St Louis, MO 63127
(314) 821-5038

Ethiopian

Red Sea
6511 Delmar Blvd
St Louis, MO 63130
(314) 863-0099

Addi's Restaurant
6269 Delmar
St Louis, MO 63130
(314) 863-8777

Japanese

Sekisui of Saint Louis
3024 S Grand Blvd
St Louis, MO 63118
(314) 772-0002

Wasabi Sushi Bar
1228 Washington Ave
St Louis, MO 63103
(314) 421-3500

Seki's Japanese Restaurant
6335 Delmar Blvd
St Louis, MO 63130
(314) 726-6477

1543 Mccausland Ave
St Louis, MO 63117
(314) 781-1299

Momos
630 North and South Rd
St Louis, MO 63130
(314) 863-3511

Gyro's House
571 Melville Ave
St Louis, MO 63130
(314) 721-5638

Colossus Restaurant
3208 Ivanhoe Ave
St. Louis, MO 63139
(314) 644-5599

Indian

House of India
8501 Delmar Blvd
St Louis, MO 63124
(314) 567-6850

India's Rasoi
4569 Laclede Ave
St Louis, MO 63108
(314) 361-6911

(also located at)
7923 Forsyth Blvd
St Louis, MO 63105
(314) 727-1414

Indian Food
8629 Olive Blvd
St Louis, MO 63132
(314) 991-9999

Mexican

Hacienda Mexican Restaurant
9748 Manchester Rd
Webster Groves, MO 63119
(314) 962-7100

Chuy Arzola's Tex-Mex Restaurant
6405 Clayton Ave
St Louis, MO 63139
(314) 644-4430

Arcelia's Mexicana

BANKS

US Bank
110 W Lockwood Ave
Webster Groves, MO 63119
(314) 961-0479

Bank of America
75 W Lockwood Ave
Webster Groves, MO 63119
(314) 284-2100

First Bank
11 E. Lockwood Ave
Saint Louis, MO 63119
(314) 301-4500

Commerce Bank
8050 Big Bend Blvd
Webster Groves, MO 63119
(314) 726-2555

Pioneer Bank and Trust Co
135 W Lockwood Ave
Webster Groves, MO 63119
(314) 961-4050

PLACES OF WORSHIP

Jewish

Brith Sholom Kneseth Israel Congregation
1107 E Linden Ave
St Louis, MO 63117
(314) 725-6230

Agudas Israel Synagogue
8202 Delmar Blvd
St Louis, MO 63124
(314) 863-8978

Christian

Holy Redeemer Catholic Church
17 Joy Ave
Saint Louis, MO 63119
(314) 962-2084

Annunciation Catholic Church
43 Short Ave
St Louis, MO 63119
(314) 968-2597

First Baptist Church
159 E Kirkham Ave
Webster Groves, MO 63119
(314) 961-3246

Webster Groves Baptist Church
308 Summit Ave
Webster Groves, MO 63119

Buddhism

*Buddhist Temple and Meditation
Center of Greater St Louis*
890 Lindsay LN
Florissant, MO 63031
(314) 837-9717

*Fo Guang Shan St Louis
Buddhist Center*
233 Millwell Dr
Maryland Heights, MO 63043
(314) 209-8882

Islam

*Daar-ul-Islam Islamic Foundation
of Greater St Louis*
517 Weidman Rd.
Ballwin, MO 63011

Masjid Muminoon
1434 N Grand
Saint Louis MO 63106
(314) 771-0346

Masjid-al-Qooba
1925 Allen Ave
Saint Louis MO 63104
(314) 771-3548

Hindu

(314) 962-6868

Webster Hills United Methodist Church
698 W Lockwood Ave
Webster Groves, MO 63119
(314) 961-3164

Grace Episcopal Church
514 E Argonne Dr
Kirkwood, MO 63122
(314) 821-1806

Hara Krishna Temple
3926 Lindell Blvd
St Louis, MO 63108
(314) 535-8085

Vedanta Society of Saint Louis Church
205 S Skinker Blvd
St Louis, MO 63105
(314) 721-5118