



# WESTMINSTER ONLINE

# 2023-2024

# Academic Catalog

Degree programs, course descriptions,  
college policies.

[wcmo.edu](http://wcmo.edu) | 1.800.888.WCMO (9266)



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# Accreditation

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## Institutional Accreditation

Westminster College is a member of the Higher Learning Commission (HLC) and is institutionally accredited by HLC. Westminster College was first accredited by the Higher Learning Commission in 1913 and has been continuously accredited by HLC since 1916. The College received its most recent Reaffirmation of Accreditation in 2015.

Westminster is currently in the Standard Pathway and is due for Reaffirmation of Accreditation in the 2024-2025 academic year. [View Westminster's statement of accreditation status with HLC.](#)

Higher Learning Commission  
230 South LaSalle Street  
Suite 7-500  
Chicago, Illinois 60604-1411  
(800) 621-7440  
<https://www.hlcommission.org>

### **WESTMINSTER'S HLC ACCREDITATION LIAISON OFFICER IS:**

Dr. David Jones  
[David.Jones@westminster-mo.edu](mailto:David.Jones@westminster-mo.edu)

## Business Accreditation

Westminster College's Business Administration program is accredited by Association of College and Business Schools and Programs (ACBSP), which means that Westminster adheres to high quality standards based on the latest research and professional practice.

Association of College and Business Schools  
and Programs  
U.S. World Headquarters  
8101 College Blvd. #100  
Overland Park, KS 66213

(913) 339-9356  
<https://acbsp.org>

### **WESTMINSTER'S ACBSP ACCREDITATION LIAISON IS:**

Professor Kelli Fram  
[kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

## Education Accreditation

Westminster College's Education program is accredited by the Missouri Department of Elementary and Secondary Education (DESE).

Missouri Department of Elementary and  
Secondary Education  
205 Jefferson St.  
Jefferson City, MO 65101  
(573) 751-4212  
<https://dese.mo.gov>

### **WESTMINSTER'S DESE ACCREDITATION LIAISON IS:**

Dr. Barri Bumgarner  
[barri.bumgarner@westminster-mo.edu](mailto:barri.bumgarner@westminster-mo.edu)

# At a Glance

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Westminster College, an independent, four-year co-educational residential college, was established in 1851, with a liberal arts and sciences foundation that still exists today. Westminster's general education program is grounded in a commitment to liberal learning in the arts and sciences and providing its students with opportunities to explore the aesthetic, cultural, ethical, historical, scientific and social contexts in which they will live, work, and learn in the 21st century. In addition to providing the broad view needed for perspective in today's world, Westminster College provides the specialized training necessary for career success as well as preparation for advanced graduate and professional studies. Today the College is a global community where students receive the background and experience necessary to become world leaders of character, prepared to make a difference wherever they find themselves in the world. Westminster College is accredited by the Higher Learning Commission.

Westminster offers 34 majors, 40 minors, 17 certifications, 6 online programs, 3 specialty programs, and 4 dual-degree programs. In addition to these programs, on the campus, students may design a personalized program of study through the Self-Designed Major and Minor. The College's Office of Global Educational Services assists students seeking overseas study opportunities or pursuing exchange opportunities with sister institutions. The College maintains affiliations with a variety of institutions and programs which allow students to choose from nearly 150 approved foreign and domestic programs in numerous countries.

Westminster's faculty hold degrees from some of the finest institutions of higher learning. Roughly 90% of the College's full-time faculty hold a doctorate or an equivalent terminal degree; many are engaged in

advanced research and scholarly study. These dedicated teacher-scholars combine a commitment to the principles of liberal education with expertise in their disciplinary specialties and a devotion to the intellectual growth of their students. The College encourages close, personal interactions between faculty and students, providing one of the vital cornerstones of excellence in teaching and learning. Low student/faculty ratios ensure that students receive personal attention.

Most Westminster students come from Missouri, but many states and foreign countries are represented in the student body. The Westminster students are as illustrious as the faculty with an average ACT score of approximately 23. A substantial percentage of the students belong to one of the eight fraternities and sororities that keep the Westminster College social scene extremely active.

Lectures at Westminster College include the John Findley Green Lectures, a distinguished series on economics, social and international affairs: the endowed IBM Lecture Series, which brings to the campus leaders or professors in the area of business and finance, and the Crosby Kemper Lectures, in which authorities on British history and Sir Winston Churchill come to speak at the National Churchill Museum.

Since 2006, the college has held an annual Symposium, now known as the Hancock Symposium, a two-day series of lectures, presentations, and panel discussions by noted national and state authorities. The Symposium centers on one topic of global significance and sessions are open to the entire Westminster community as well as the general public. Out of its commitment to promoting undergraduate research and developing young scholars, Westminster

initiated an annual one-day Undergraduate Scholars Forum in 2008. This forum allows the College to highlight students' achievements in a formal and comprehensive way as students, faculty, staff, alumni, trustees, and members of the community come together to experience paper, poster, and multi-media presentations as well as creative performances from a wide range of departments—all given by Westminster students.

Westminster competes at the NCAA Division III level in varsity athletics and is a member of the St. Louis Intercollegiate Athletic Conference and the Upper Midwest Athletic Conference in football. Men's varsity sports include baseball, basketball, football, golf, soccer, track and field, cross country, wrestling, and tennis; women's varsity sports include basketball, golf, soccer, softball, tennis, track and field, cross country, volleyball, and wrestling. Intramural sports are also offered for men, women, and coed teams.

Westminster College offers a wide range of academic and need-based financial support. About 98 percent of the College's students receive aid in the form of scholarships, grants, loans, or work-study opportunities.

Westminster College is located in [Fulton, Missouri](#). Fulton is a pleasant community of 12,000 people, located just off Interstate-70, 100 miles west of St. Louis, 150 miles east of Kansas City, and 70 miles north of the Lake of the Ozarks. The Missouri School for the Deaf and William Woods University are also located in Fulton. The University of Missouri-Columbia, Stephens College, and Columbia College are 25 miles west of Fulton in Columbia. Jefferson City, the state capital and home of Lincoln University, is 20 miles to the south. The campus grounds encompass 86 acres, the heart of which is a lovely, tree-shaded area enhanced by the stately Greek revival architecture of the surrounding campus buildings. In 2019, The Wall Street Journal ranked Fulton among "the ten most intriguing travel destinations of 2019", encouraging readers to come and visit

the famous National Churchill Memorial and sections of the Berlin Wall.

# History of the College

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On September 29, 1849, Missouri Presbyterians met in a small country church near the village of Auxvasse in Callaway County. At this time, Missouri was still a pioneer state and large areas of land were unsettled; transportation was by river or stage line; the new state stood at the very edge of the frontier. These problems, however, did not concern one Kentucky man attending the meeting and that was the pastor of the nearby Fulton Church, Rev. William W. Robertson. Robertson was concerned about the area's high rate of illiteracy, its lack of educational opportunities and the enormous problems these facts posed to the task of spreading the church's work. What Robertson needed were young men prepared for the ministry and other Christian professions through educational training at a church-sponsored college. Robertson's concern resulted in the establishment of Fulton College on February 18, 1851.

In October 1851, some fifty young men attended the first classes. In 1853, the Synod of Missouri adopted Fulton College and gave it the Presbyterian name "Westminster." On July 4 of 1853, the cornerstone of the first college building, old Westminster Hall, was laid. Although fire destroyed the original hall in 1909, the columns from the portico of that stately structure were preserved. The columns still stand today as a reminder of the College's glorious past and as an inspiration for the future.

One structure on Westminster campus that serves as a symbol of the College is the campus chapel, the Church of St. Mary the Virgin, Aldermanbury. Originally erected in 17th century England in the shadows of a quite different Westminster, the church was designed by Sir Christopher Wren in 1670 and was in London at the corner of Aldermanbury and Love Lane. During the 1940 German blitz, the church received a direct hit from an incendiary bomb. The



When you hear about Westminster College in Fulton, Missouri - you may also hear about Sir Winston Churchill, and for good reason. On March 5, 1946, Sir Winston Churchill visited Westminster College as the Green Lecturer and delivered "Sinews of Peace," a message heard round the world that went down in history as the "Iron Curtain Speech."



interior was completely gutted by the blast, but the exterior walls remained standing. Those 700 tons of Portland limestone were carefully dismantled in the mid-1960s and shipped across the Atlantic to Fulton, where the building was painstakingly rebuilt and restored to its original condition.

Today, the church and America's National Churchill Museum stand as a memorial to Sir Winston Churchill, commemorating the man and his historic visit to Westminster College in 1946. Churchill came to Westminster at the invitation of the College and then U.S. President Harry S. Truman to deliver one of his most significant speeches, "The Sinews of Peace," now commonly known as "The Iron Curtain Address." In this historic speech Churchill uttered the following famous and portentous words: "From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent..."

Historically a men's college, Westminster admitted its first coeducational class in the fall of 1979. Most recently, Westminster was accredited to offer online degree programs in Fall 2022. It conferred its first graduate from the online program in August of 2023.

In addition to accolades won by alumni and faculty, Westminster College is one of the top liberal arts colleges in the nation, according to the rankings of U.S. News & World Report. Forbes magazine named Westminster a 2018 Top American College. The Princeton Review listed Westminster one of the "Best in the Midwest in 2019"—for the 14th straight year. Newsweek-Kaplan named it "One of the 372 Most Interesting Schools in America," and Westminster has also been recognized as one of the 240 Colleges of Distinction. Westminster College has been named in the top ten percent of Best Colleges for the Money across the nation and as one of the "most affordable private colleges" and one of the top twenty-five "best colleges that you can actually get into." In 2018, Money magazine named Westminster as one of the "Best Colleges in America" and one of "Missouri's Best Colleges."

# Missions, Goals & Vision

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## Mission

The mission of Westminster College is to educate and inspire its students through a distinctive liberal arts curriculum and a dynamic developmental experience; to challenge them to be critically aware, lifelong learners and leaders of character, committed to the values of integrity, fairness, respect and responsibility; and to prepare them for lives of success, significance and service.

### VISION FOR THE INSTITUTION

Westminster College will retain and enhance its reputation as a premier liberal arts college. We will continue to grow and thrive. Distinguished by the accomplishments of our graduates and our association with world leaders, the College will serve as an intellectual and cultural resource for our students, the local community, the region, and the nation.

### VISION FOR THE INSTITUTIONAL PROGRAMS

Westminster College will offer a high quality, innovative, liberal arts curriculum that is fully integrated with a holistic student development program, so that graduates will develop the intellectual, ethical, professional, and social foundation for leadership and service in a global community. Academic and student life programs will be meaningful and engaging, providing appropriate challenges and support so that all students reach their full potential.

### VISION FOR THE FACULTY AND STAFF

Westminster will be known as a campus that cares. Our faculty and staff will be dedicated to the success of our students and committed to student welfare and growth in all developmental domains. Faculty will be first class educators and scholars, who blend outstanding academic credentials

with excellence in teaching and a focus on the welfare of our students. Classes will be small, dynamic, and student-centered and will emphasize human interaction, intellectual growth, and character development. Through their excellence, dedication, involvement with the students, and their own personal example, the faculty and staff will play a crucial part in providing the atmosphere for growth and development only possible in a small, private college.

### VISION FOR THE CAMPUS

The Westminster College campus will provide excellent facilities to support our high quality educational and personal development experience. Student living areas and academic buildings will be clean, well maintained, and connected to technology. The campus grounds, athletic fields, and fraternity housing areas will reflect our pride in and love for the college as well as the excellence in our programs. The National Churchill Museum will be an integral part of the campus scene and will symbolize the leadership and selfless service of Churchill himself. The campus culture will bring to reality the vision of free and open thought and speech that nurtures educational excellence.

### VISION FOR THE STUDENT BODY

Westminster College will be a selective, traditional, residential liberal arts college that attracts and retains high quality students primarily from the Midwest, but also from throughout the nation and overseas. Students will be challenged to grow intellectually, ethically, professionally, socially, and spiritually. The combined effects of the academic and student life programs in a caring campus environment will inspire students to appreciate and internalize the values of integrity, fairness, respect for others and their property, and responsibility. Mentored by a committed faculty and involved alumnae



Davidson Plaza on the Westminster College campus.

and alumni, graduates will be prepared, motivated, and inspired to live lives of impact, service, and professional fulfillment in a global community.

### VISION FOR THE ALUMNI

Westminster graduates will lead successful and fulfilling lives. Having achieved some measure of their success because of their Westminster experience, they will give back to future generations through personal involvement and financial support. They will be actively involved in alumni activities, maintaining fellowship with fellow graduates and sustaining their connection to the College through mentorship of students, involvement with college activities, service on committees and boards, and recruitment activities in their local communities.

## Educational Goals

The enduring goal of a liberal arts education is the formation of well-rounded individuals whose breadth and depth of knowledge and diverse approaches to understanding

prepare them for professional careers and a lifetime of learning and service. In this spirit, Westminster College provides programs that allow students to develop proficient and creative thinking in a field of study while also acquiring the following knowledge, skills and perspectives:

- **Critical Thinking:** development of sound analytical and synthetic reasoning skills and the ability to employ them in problem solving;
- **Communication:** ability to write, speak, read, and listen effectively;
- **Mathematical Skills:** ability to use and understand statistical and other quantitative techniques to interpret data;
- **Historical Perspective:** awareness of our human heritage and of the power of historical methods for revealing patterns and meanings in our national and international life;
- **Social Institutions:** knowledge of the major institutions of society such as



work, family, voluntary associations, and government;

- **Science:** understanding the nature of scientific inquiry as well as the role of science in the modern world;
- **Technology:** ability to employ computer and other technologies in writing and in the manipulation of data, and understanding the nature and limits of technology;
- **Cultures and Global Interdependence:** understanding and appreciation of diverse cultures, languages, philosophies, and religions, along with the awareness of the increasing complexity and interconnectedness of the world and the implications for economic, political, social, and cultural systems;
- **Values:** awareness of the role of values in decision making, of the search for meaning and identity, and of the ethical issues of society;
- **Aesthetic Sensitivity:** appreciation and understanding of literature and the fine arts.

## CONCEPT FOR STUDENT DEVELOPMENT

Westminster targets five domains of student growth: intellectual, ethical, professional, social, and wellness. Together, these domains allow us to structure and integrate developmental programs and activities. Students experience meaningful opportunities to grow in each of these domains.

**Intellectual.** Westminster students have a broad base of understanding and possess the intellectual skills needed to engage in critical thinking, creativity, and effective communications.

**Ethical.** The undergraduate years are a time of exploration and experimentation as students seek their own answers to the fundamental questions of life. This quest for personal meaning is central to a liberal

education. Westminster College explicitly nurtures in students the values of integrity, fairness, respect, and responsibility – essential characteristics which impact the world. Development in this domain involves cultivating perspective, moral sensitivity, and judgment as well as fostering courage and confidence to act wisely in morally challenging situations.

**Professional.** Westminster develops the fundamental skills necessary for success in the professional world. Westminster students learn to take responsibility and manage their time and multiple tasks effectively. They learn to collaborate with others and solve problems independently and as a team member. At graduation, they have a sense of vocational direction, possess the confidence to assert themselves, and are able to pursue professional employment. They possess effective strategies for helping individuals, groups, and organizations transform for the betterment of each person and the whole.

**Social.** Westminster graduates are expected to be globally aware and culturally sensitive. They are able to conduct themselves with compassion, dignity, courtesy, and tact. Proper bearing, mature deportment, civility, and effective interpersonal communication skills mark the social interactions of Westminster graduates.

**Wellness.** Westminster students appreciate the inherent risks of alcohol and drug use, understand the importance of a healthy diet and personal exercise, and respect the health and wellbeing of others.



# Admissions

Westminster Online seeks to enroll individuals who are prepared to succeed in the College's programs of study. To determine an applicant's readiness for success at Westminster, the College needs an accurate appraisal of the individual's academic achievement and ability.

Westminster College does not discriminate based on race, sex, color, sexual orientation, gender identity, religion, national and ethnic origin, or physical disability in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school administered programs.

Apply online at <https://www.wcmo.edu/go/online-programs-apply.html>

## First year

Individuals seeking to enroll in college for the first time must submit the following items:

1. An application for admission
2. An official high school transcript or equivalency transcript
3. Optionally, ACT or SAT scores

Applicants with a high school cumulative GPA of 2.5 or higher are automatically admitted to Westminster Online. Students with less than

a 2.5 GPA may submit work, life, or military experience as part of their application.

## Degree completion

Individuals seeking admission who were previously enrolled in college as a degree seeking student must submit the following items:

1. An application for admission
2. An official transcript from each post-secondary institution attended
3. Military students only: A Joint Services Transcript for any courses completed during time spent in the military

Applicants with earned college credit-hours must have a cumulative GPA of 2.0 or higher to be admitted to Westminster Online.

## Re-admission

If a student interrupts their attendance by officially withdrawing from the College prior to the census date (the day after the last day to drop a course), the student ceases to be a Westminster student. To re-enroll, a student must re-apply and be granted acceptance for admission.

Students who withdraw from the College after the census date may re-enroll in classes within 16 weeks of their withdrawal date.

## Online Readiness

A successful online student must be motivated, disciplined, and willing to direct their own learning. Our Online Readiness checklist helps students understand the traits needed to succeed in Westminster Online's accelerated programs. Students admitted to Westminster Online must complete the online readiness checklist prior to enrolling in classes.

Students not enrolling in classes within 16 weeks of their withdrawal date must re-apply and be granted acceptance for admission.

## **Learning Disabilities Program**

To apply to the Learning Disabilities Program, a student should contact the Office of Admissions. There is a supplement to the application for admission to this program, and it is critical that prospective students apply early because enrollment in the program is limited.

# College Expenses

## Tuition and Course Fees

Description	Amount
Application fee	No charge
New student deposit	Waived
Credit hour rate	\$340.00
Instructional technology fee per credit hour *	\$34.00
Textbooks fee per class	\$90.00
Additional course materials	Varies
Credit hour rate (audit only)	\$57.00

\* a portion of the technology fee is for remote proctoring of online exams.

## Service Fees

Description	Amount
Credit card transaction	2.75%
Apostille for transcript/diploma (per document)	\$30.00
Official transcript	\$12.00
Credit by examination	\$30.00
Graduation (in-person ceremony)	\$175.00
Myers Briggs, Strong Interest Inventory and Strengths Quest	Varies

## Learning Disabilities Program

Description	Amount
Cost for each of the 1st & 2nd semesters	\$2,000.00
Cost for each semester thereafter	\$1,000.00

## Payment Policy

Payment is due in full on or before the first day of the month prior to the first day of each 7-week session.

Payment plans are available if desired. Enrollment in the payment plans must be completed once each semester. Payment plans are four months long. The Fall semester plan is September through December, Spring semester plan is January through April, and the Summer semester plan is May through August.

Enroll in payment plans in the [MyWC student portal](#). Payment plans are available for enrollment through Census Day for each term. A student may not attend classes until all charges and fees are paid or enrollment in a payment plan has been completed.

## Refunds

Students who drop a Westminster course or withdraw from the college will receive a refund according to the following schedule.

### 7-week course refund schedule

- Prior to day 1 = 100% refund
- Day 1 = 100% refund
- Day 2 = 75% refund
- Day 3 = 50% refund
- Day 4 = 25% refund
- Day 5 and after = no refund

### 4-week course refund schedule

- Prior to day 1 = 100% refund
- Day 1 = All tuition minus the cost of one credit-hour
- Day 2 and after = No refund

Miscellaneous fees are non-refundable.

The refund policy for consortial courses is included in "Consortial Courses" on page 78.

Questions regarding refunds should be directed to the Business Office at 573-592-5230.

## Financial Aid

FAFSA School Code

**002523**

Financial aid awards are made without regard to the race, sex, religion, color, sexual orientation, or national or ethnic origin of the applicant. In no case shall a student's total aid award exceed the total estimated annual cost of attending Westminster. All applicants for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) to determine aid eligibility for federal and state support and to be considered for institutional aid. The Director of Financial Aid is the only person authorized to make offers of financial aid on behalf of the College.

The financial aid letter will fully state the terms and conditions of the award. Read your letter carefully! Many of the terms and conditions pertaining to your financial aid are not mentioned in this catalog. Unless specifically noted in the financial aid letter, all financial aid is made on the assumption that the recipient will be on campus and enrolled as a full-time student for the entire academic year. Should this change, the institutional financial aid will be pro-rated. When appropriate, financial aid credit will be applied to the recipient's account at the rate of one-half the awarded amount per semester.

The Director of Financial Aid determines whether a student satisfies the stated conditions for eligibility for financial aid. However, mitigating circumstances are taken into consideration when eligibility

is determined. Students may appeal the Director's decisions regarding their eligibility for financial aid to a committee composed of the Dean of Students, the Provost, Dean of Admissions, the Associate Dean of Student Success, and a representative from the Office of Business Affairs. Such appeals should be made in writing to the Director of Financial Aid.

### TYPES OF FINANCIAL AID AVAILABLE

Financial aid may be classified into three categories:

- Grants
- Loans
- Scholarships

The remainder of this section deals with each individual category. A student's total financial aid for a given year may include several types of aid. Westminster College encourages students to explore all avenues of assistance. In some cases, Federal Title IV financial assistance is available to qualified student applicants whose enrollment period includes a program of study abroad that is approved for credit by Westminster.

The first step in applying for (or renewing) any of the grants described below, Federal College Work-Study, or a Federal Stafford Loan is the submission of the Free Application for Federal Student Aid. Priority for Supplemental Educational Opportunity Grant (SEOG) are given to students who are accepted for admission and whose financial aid application results have been received on or before November 15th.

Priority for all college-based grants and scholarships, as well as other federal student aid programs, is given to students who are accepted for admission and whose financial aid application results are received on or before March 31st.



## GRANTS

### Federal Pell Grant

Eligibility for a Federal Pell Grant is determined based on financial need. Eligible students may receive up to \$7,395 per year, depending on need and program funding.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

These grants are federally funded and are administered by the College. Grants are awarded to students demonstrating exceptional financial need. Priority is given to students who have been accepted for admission and whose financial aid application results are received by November 15th.

### Access Missouri Award

Missouri residents who file the FAFSA by February 1 with an EFC (Expected Family Contribution) of \$12,000 or less will be considered for an Access Missouri Award up to \$2,850. Students must be enrolled full-time to receive this award. The Missouri Department of Higher Education and Workforce Development administers this program. It is subject to budget appropriations. Students must maintain a minimum cumulative grade point average of 2.50/4.00 to be considered for renewal.

## LOANS

### Federal Direct Subsidized Student Loan

Loans of up to \$3,500 per year for freshmen, \$4,500 for sophomores and \$5,500 for juniors and seniors are available to students who file the FAFSA and demonstrate financial need. Interest does not accrue until six months after the student ceases to be enrolled at least half-time. The fixed interest rate for borrowers is 5.50%. Monthly repayments of at least \$50 begin six months after the borrower ceases to be a half-time student and may extend over a 10-year period. An origination fee of 1.057% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

### Federal Direct Unsubsidized Student Loan

Students who are ineligible for the maximum subsidized amount of the Federal Student Loan may borrow under the Federal Unsubsidized Student Loan Program. The combination of a Federal Subsidized Stafford Loan and a Federal Unsubsidized Student Loan may not exceed the annual and aggregate limits for loans under the Federal Student Loan program. The interest rate of the Federal Unsubsidized Student Loan is 5.50%; the interest, however, begins accruing at the time of disbursement. An origination fee of 1.057% will be deducted from the proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

### Federal Direct PLUS Loan

Parents of dependent students may borrow funds under the Federal PLUS Loan program, provided they do not have an adverse credit history. The cost of attendance at the institution where you are enrolled and the amount of financial assistance awarded to each student determine the maximum amount that may be borrowed. The fixed interest rate for borrowers is 8.05%. An origination fee of 4.228% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

## SCHOLARSHIPS

Outside/Private Scholarships and Scholarship aid that has been secured from sources outside Westminster College must be reported to the Office of Financial Aid.

## Maintaining Financial Aid Eligibility

Students must make Satisfactory Academic Progress towards earning a degree as stipulated in the chart below to receive financial aid at Westminster College from all Federal, State, and institutional programs.

<b>Total hours completed and recognized by Westminster College for degree completion</b>	<b>0-26 hrs</b>	<b>27-56 hrs</b>	<b>57+ hrs</b>
Min. cumulative GPA	1.65	1.85	2.00
Min. % of total earned hours	67%	67%	67%
Maximum total hours attempted allowed to complete degree requirements for current primary program of study	150% of the specific degree programs published length of 122 hours completed, which is 183		

### STANDARDS OF ACADEMIC PROGRESS (SAP) EVALUATION

1. SAP is calculated annually after the spring semester following the student's first term of enrollment as a regular degree-seeking student, including new students who are admitted on academic probation.
2. Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.
3. Changes in major may alter your SAP status, which is based upon the current degree level pursued; therefore, if you change majors, you may be permitted to go beyond the 183 attempted hours.
4. Students meeting the standards listed above when calculated will be in SAP Good Standing.
5. SAP Suspension will be imposed for students not meeting the requirements shown above, and they will be ineligible for financial aid during the period of suspension. See "Appeals and Reinstatement" on page 19.
6. Rules are applied uniformly to all students for all periods of enrollment regardless of whether aid has been received previously.
7. Students who are on academic dismissal

will be on SAP Suspension. See "Appeals and Reinstatement" on page 19.

8. Eligibility is reestablished after the student improves their academic record to meet the minimum standards or an appeal due to unusual and/or mitigating circumstances is approved.
9. Students are held responsible for knowing SAP eligibility criteria and their status at the end of each academic year. Please contact the Office of Financial Aid if questions arise.

### GRADES

1. All courses taken at Westminster College and those courses transferred to Westminster College are counted as hours attempted regardless of grade assigned. This includes courses which end as incomplete, failed, repetitions or withdrawn after the 17th day of class each semester.
2. Only courses for which final grades are issued are recognized by the Westminster College Registrar's Office as acceptable for progressing toward degree completion and will be counted as earned.
3. Courses shown as failed, incomplete, withdrawn, or concluded with no grade submitted count as hours attempted and not earned. Additional courses with non-passing results are counted similarly.
4. All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.
5. Courses attempted repetitively for credit count as both hours attempted and if passed as hours earned.
6. Audit and Non-credit classes are ineligible for financial aid and do not count in SAP calculations. The official institutional GPA determined by the Westminster College Registrar's Office is used for all qualitative

measures.

### **ADDITIONAL EARNED CREDITS**

1. Credit hours earned by testing or other non-standard means are counted in the SAP calculations as both hours attempted and earned. This includes hours earned from Credit by Exam, CLEP and CEEB Tests, AP and IB Courses, and Foreign Language Placement.
2. All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus programs, and through Consortium Agreements with other institutions count in both attempted and earned calculations.

### **TRANSFER STUDENTS**

1. Transfer students with no grade history at Westminster College will enter on SAP Good Standing
2. Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Admissions before the beginning of their first semester at Westminster College. A standard SAP calculation including this work and Westminster College hours will be run by the next scheduled increment.
3. Students failing SAP will be placed on SAP Suspension, and they will be ineligible for financial aid during the period of suspension. (See Appeals.)

### **RE-ADMIT STUDENTS**

Former Westminster College students who were not enrolled at Westminster College for the most recent semester will re-enter at the SAP status earned at the end of their last Westminster College enrollment.

### **APPEALS AND REINSTATEMENT**

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an

immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

2. To appeal, the student must submit a letter to the Office of Financial Aid no later than 15 business days before the beginning of the semester for which reinstatement is desired. This should explain in detail why they failed to meet the minimum SAP standards, what unusual and/or mitigating circumstances caused the failure, and how their situation has improved to allow the student to meet the SAP standards at the next evaluation.
3. The SAP Appeal Committee's decision will be sent to the student by mail or electronic means. Approvals will be granted for students who will be able to meet SAP standards by the end of the next payment period, or the student will be placed on an academic plan that will ensure the student is able to meet SAP standards by a specific point in time.
4. Appeal approval notifications will give the conditions and time frame for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. For the student to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.
6. SAP Appeals Committee decisions cannot be appealed to another source.
7. Students who raise their cumulative standards to equal or exceed the minimum requirements should contact the Director of Financial Aid to see if they may be reinstated to SAP Good Standing

from that point forward.

8. The SAP Appeals Committee members are the Dean of Student Life, Associate Dean of Faculty, and Registrar.



# Withdrawal Policies and Information

## Withdrawal from a Class or the College

Students must initiate any type of withdrawal through the Registrar's Office (573) 592-5288, [RegistrarsOffice@wcmo.edu](mailto:RegistrarsOffice@wcmo.edu).

Students should consult with the Financial Aid office regarding financial implications of withdrawing, as future eligibility may be impacted.

**Failure to attend class does not constitute a withdrawal from a class or the college.**

### WITHDRAWAL FROM A CLASS

The deadline to withdraw from a class (with transcript notation) is 14 calendar days prior to the last day of a 7-week session by 4:00 p.m. CT and 4 calendar days prior to the last day of a 4-week session by 4:00 p.m. CT.

The instructor must submit a grade for the student's work in the course up to the date of withdrawal. Based on this grade, either a WP (Withdraw Pass) or a WF (Withdraw Fail) is recorded on the student's transcript. Neither a WP nor a WF is included in the calculation of grade point average. Students who do not complete the procedure for withdrawing from a course by the end of the prescribed period will receive a standard letter grade at the end of the term.

The withdrawal policy for consortial courses is included in "Adding a Class" on page 78.

### WITHDRAWAL FROM THE COLLEGE

If a student withdraws from the College before the last day to drop a course, the

student must apply and be accepted by Admissions to re-enroll. It is not possible to withdraw from a course after the end of the withdrawal period except for military activation or medical reasons (see Medical Withdrawal Policy.) Withdrawal for medical reasons does not relieve a student of any financial obligations to the College.

### OFFICIAL WITHDRAWAL DATE

The official date of withdrawal for academic purposes and for federal financial aid purposes will be the last date of academic attendance or participation in an academically related activity; however, the institutional refund policy will be calculated based on the date the student notifies the College of withdrawal (by written statement).

### FEDERAL TITLE IV FINANCIAL AID RECIPIENTS WHO WITHDRAW

Federal Title IV (financial aid) assistance must be returned according to federal guidelines. A return calculation will be completed for Title IV recipients. The amount of Title IV program assistance earned is determined using a specified formula. The amount of assistance earned is determined on a pro rata basis. For example, if 30% of the payment period is completed, then 30% of the assistance originally scheduled to receive is earned. This percentage is calculated by comparing the official date of withdrawal with the total number of days in the semester. The total number of days in a semester includes every calendar day of the semester starting with the first day of the semester through the last day of finals, not including breaks from class exceeding more than 5 days (including weekends). For example, if a student withdraws on day 33 of a semester, which has a total of 110 days, the student has completed

30% of the semester. When more than 60% of the payment period has been completed, all assistance for the period has been earned.

The requirements for Title IV program funds are separate from the institutional refund policy; therefore, a balance for unpaid institutional charges may still be owed. All institutional and federal aid is offered on the assumption that the student will be enrolled as a full-time student for the entire academic year. When a student withdraws from classes, the institutional and federal award will be recalculated based on the above policies. Federal funds will be returned according to the specific order prescribed in the law and Federal regulations. These policies are subject to change without notice in the event there are changes in the Federal Policy. Westminster College will always follow current Federal regulations when dealing with Federal Title IV assistance. Withdrawal from or failure to attend classes may trigger a mandatory return of federal financial aid, resulting in a balance due on the student account.

## Withdrawal Due to Military Deployment

Students who begin a semester and must withdraw due to military deployment will receive a credit on the student account for all fees that exceed the amount of federal financial aid earned excluding federal loans. Federal Title IV assistance must be returned according to federal guidelines as outlined in the above "Withdraws and Refunds" section. If there is a credit balance remaining on the student account after all calculations are complete, a refund will be issued to the student.

A withdrawal date will be determined for students who take incomplete grades and are not able to complete the remaining courses before the sixth week of the next semester based on the last date of attendance during the semester they were called to active duty. For these students, the refund will be

calculated based on the policy outlined in "Refunds" on page 15.

The preceding policy is part of the financial contract the student makes with the College. Westminster College assumes that the student accepts these terms when entering the College and registering for classes. All students are required to sign promissory notes. No other contract or promise is binding on the College unless it is in writing and signed by the President, the Provost, or Vice President for Business and CFO.

## Medical Withdrawal

The college understands that certain health circumstances can significantly interfere with the ability to be engaged in academic work; when this happens, a method for modifying one's course load should be available that minimizes negative consequences. The Medical Withdrawal Policy allows students to withdraw from courses without an academic penalty, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected.

### WHO QUALIFIES FOR A MEDICAL WITHDRAWAL

A student must be significantly affected by a health-related problem to the degree that the student is unable to successfully engage in academic work. The types of problems that qualify for a medical withdrawal range from situations affecting one's physical capabilities (i.e. significant and/or chronic physical ailments/illnesses) to severe mental health concerns.

A medical withdrawal is evaluated on a case-by-case basis and having one of these challenges may not, alone, qualify individuals for this policy since many students are able to manage these health problems and succeed in their courses. However, a medical withdrawal is appropriate when the level of challenge exceeds one's ability to continue with the present course load.

## **VERIFICATION BY A HEALTH CARE PROFESSIONAL**

A health care professional (i.e. physician, nurse practitioner, licensed psychologist, or licensed clinical social worker) must verify that a student has a significant physical or mental health concern and explain how it affects the student's level of academic engagement. This letter should be sent to the Executive Director of The Wellness Center. This verification letter must include the following information:

- a) a medical rationale/diagnosis and date initially seen;
- b) the extent and timing of contact with the student (e.g., family physician, one-time visit, inpatient treatment, six-weeks of counseling) which must be more than 1 session or appointment that documents progress;
- c) the extent to which the health concern is directly impacting the student's academic engagement;
- d) a short prognosis/treatment recommendation and an estimate of future/potential missed class days due to recovery, treatment, rehabilitation, etc.

## **NOTIFICATION OF WITHDRAWAL AND MEDICAL WITHDRAWAL FORMS**

These forms are available in the Office of Student Life. If you are certain that you will be withdrawing from all courses, use the Notification of Withdrawal form that requires you to collect five signatures (Advisor, Financial Aid Officer, Business Office representative, Residential Life Office representative, and Vice President/Dean of Student Life), to state your reason for withdrawing, and to indicate if your withdrawal will be for medical reasons. If you are choosing to withdraw from one or more courses, but not all your courses, you should submit a Medical Withdrawal form for each class you are leaving. This form requires three signatures: advisor, the course instructor, and the Vice-President/Dean of Student Life. These forms, along with the verification of

your health care provider, provide enough information on which the Vice-President/Dean of Student Life and the Provost can decide on whether to grant your withdrawal request. These completed forms should be returned to the Office of Student Life. When a student is physically unable to initiate the process and gain the necessary signatures, they may designate another representative to do so.

## **RE-ADMISSION AFTER MEDICAL WITHDRAWAL**

Regardless of the length of their absence, students receiving a complete medical withdrawal must re-apply to the College and provide evidence that those factors upon which the medical withdrawal was granted are now diminished to the point that the student can become fully engaged in their academic work.

To document this change of circumstances, the student must:

- Provide documentation from a health care provider verifying that significant progress has been made. This documentation should also include a recommendation for ongoing care so that the condition doesn't reappear.
- Write a letter that summarizes how the situation is improved and what the student will be doing to prevent relapse.

These documents should be given to the Vice President/Dean of Student Life well in advance (two weeks minimum) of the beginning of the term which the student wishes to attend. Students should begin the re-admission process as soon as possible once they determine they want to return and work on both requirements simultaneously.

## **FACTORS THAT POSITIVELY INFLUENCE YOU RECEIVING A MEDICAL WITHDRAWAL**

- Early and persistent efforts to identify the nature of your medical problem and then sustained effort to deal with the concern.

- Early involvement of your academic advisor and/or a staff member in The Wellness Center.
- Direct, clear, and timely documentation by your health care provider. Insufficient information will extend the process since a request for clarification will be sent to the provider.
- Indications that you are being truthful and straight-forward during the process since some students may feign a health problem to avoid failing grades.
- Indications that you were fully engaged in your academic work when you were feeling better earlier in the year.
- A genuine commitment to seek health care and to follow-up on health professional's recommendations.

Students who do not follow these procedures including failing to meet school deadlines risk outright disapproval of their requests, although each request will be judged on a case-by-case basis. If you have questions regarding the medical withdrawal process, you should contact the Student Life Office or the Executive Director of The Wellness Center.

## Involuntary Withdrawals

### INVOLUNTARY WITHDRAWAL FOR ABSENCE OR CONDUCT

When a student is no longer engaged in the academic process (not attending classes, not completing class work, etc.), and has not responded to interventions, the Academic Review Board may decide to administratively withdraw the student from the College.

The college may execute an involuntary withdrawal when a student engages in behavior that poses a danger of causing harm to themselves or others, or disrupts the learning environment. The behavior may be a single incident or somewhat less severe but persistent incidents over an extended period.

At the time of the involuntary withdrawal,

the instructor must submit a grade for the student's work in the course up to the date of withdrawal. Based on this grade, a WP (Withdrew Passing) or a WF (Withdrew Failing) is recorded on the student's transcript. Neither a WP nor a WF is included in the computation of the student's grade point average.

At any time during the term, the Academic Review Board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college if they determine that the student cannot successfully complete the term. Typically grades of WF or WP (as appropriate) are recorded on the student transcript of the student who is administratively withdrawn.

### INVOLUNTARY MEDICAL WITHDRAWAL

When a student is physically or mentally incapacitated to the degree that the student is not able to make reasoned health care decisions, the College reserves the right to mandate immediate medical care. Students who engage in or threaten self-injurious behavior may be subject to these same limitations or involuntarily given a medical withdrawal. This may occur in varying instances even if the student has not directly violated any conduct policy of the college.

The college will make every effort to provide support and counseling within the scope of its mission but may deem the student's needs are beyond the capabilities of the services we provide. In the case of an involuntary medical withdrawal, decisions made by the Vice President/Dean of Student Life and the Director of The Wellness Center may be appealed to the Provost. In the case of an involuntary medical withdrawal, there is no academic penalty for the student, i.e., the grade of "W" will be placed on the transcript and the student's grade point average will not be affected.



## **INVOLUNTARY WITHDRAWAL FROM THE COLLEGE OF A DISRUPTIVE STUDENT**

When, in the judgment of the Vice President/Dean of Student Life and the Executive Director of The Wellness Center, a student, for whatever reason, is deemed disruptive to the point of negatively affecting the college community, that student may be suspended or dismissed, or involuntarily withdrawn from the college, or otherwise limited in their classes or activities.

At the time of an involuntary withdrawal, the instructor must submit a grade for the student's work in the course up to the date of the withdrawal. Based on this grade, either a WP (Withdrew Passing) or a WF (Withdrew Failing) is recorded on the student's transcript. Neither a WP nor a WF is included in the computation of the student's grade point average. In the case of an involuntary withdrawal, decisions made by the Vice President/Dean of Student Life and Director of The Wellness Center may be appealed to the Provost.

# Degree Requirements

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To receive a baccalaureate degree, students must:

1. Complete all the General Education and Major degree requirements published in the Catalog for the academic year of the student's first degree-seeking enrollment at Westminster College, and
2. Meet all financial obligations.

Students who complete graduation requirements after participating in a graduation ceremony may elect to meet the degree requirements in effect their last year in residence. The Provost has the authority to waive or allow substitutions for college general education requirements.

A student who fails to complete all the requirements for a Westminster degree within eight calendar years of their enrollment as a first-time student will be required to meet degree and major requirements in effect one of the four academic years immediately preceding graduation. The student selects which year within the four-year period that will affect their requirements, but both the major requirements and the general degree requirements must be those in effect for one and the same academic year.

No more than two credit hours of developmental courses may be counted toward the minimum hours required for graduation.

The student's advisor, staff in the Office of the Registrar and the Provost will assist students in interpreting degree requirements and in determining which requirements have or have not been met, but ultimate responsibility for being informed about and satisfying graduation requirements rests with the individual student.

Reasonable precautions are taken to

ensure that students' academic records are correct and complete, and that faculty and professional advisors know the various degree requirements and are kept informed about their advisees' status. Nevertheless, students should periodically review their transcripts and check their progress toward completing a degree. All students must review their academic records with the Office of the Registrar during the spring semester of their junior year to be sure they understand how to meet their graduation requirements.

Students who want to participate in commencement activities must apply to the Registrar's Office no later than the first week of classes in the fall semester preceding the May graduation.

## Requirements for the Westminster Online Bachelor of Arts Degree

1. Earn 122 credit hours, with a minimum grade point average of 2.00 in the hours presented for graduation. No more than 2 credit hours in developmental courses, 2 credit hours in physical education activity courses, 12 credit hours in internships, or 18 credit hours in military science courses may be counted toward the minimum 122 credit hours required for graduation.
2. Earn 3 credit hours in ENG 103: Academic Writing.
3. Earn credit in WSM 104: Transformations
4. Earn credit in two Writing Intensive (WI) courses. Students transferring credit for ENG 103: Academic Writing must earn credit in three WI courses, with at least one being at 300-level or above.
5. Complete at least 36 credit hours at Westminster. All credits earned during

the two semesters before graduation should be earned at Westminster. If necessary to meet requirements for a degree, a student may take up to 9 credit hours of approved courses at another institution after the last two semesters in residence. Any exception to this requirement must have the approval of the Provost.

6. Receive department certification as having met the requirements for the major. No more than 40 credit hours in any one major subject may be counted toward the 122 credit hours required for graduation.
7. Complete two 3-hour, upper-level courses (with different prefixes) that are outside the student's major requirements. This applies to interdisciplinary majors as well as traditional majors. A student with more than one major can apply the upper-level, exploration cluster courses to one of their majors. The upper-level, exploration cluster courses can be applied to a student's minor.
8. Complete the requirements of the College's general education curriculum.

## General Education Curriculum

The College's general education curriculum shares the name of Edwina Sandys' sculpture, Breakthrough, which stands prominently at the center of Westminster's campus. The piece consists of two figures, one male and one female, cut out of the largest segment of the Berlin Wall in North America. As a piece of art, Breakthrough, celebrates the liberation of Eastern Europe in 1989, reminding the viewer of the dramatic end of the Cold War, which has been so eloquently introduced by Sandys' grandfather, Winston Churchill, in 1946. "Breakthrough" symbolizes societal and cultural liberation, but by focusing on the anonymous figures, also suggests the eminence of individual transformation.

Westminster College's Breakthrough general education curriculum aspires to provide an education that is equally transformative for each student and that will also prepare our students to take up the cause of individual freedom. Our students will become leaders in a global society, capable of reconciling local and global issues.

The Breakthrough curriculum consists of thirteen to fifteen classes that help students understand the world while also developing critical thinking, communication, technological, and quantitative skills. These courses, taken in the first year of study, will help cultivate necessary skills for further academic study.

Breakthrough maintains the breadth of study that is the heart of the liberal arts education but contextualizes it in an innovative way. Instead of viewing core courses as simply fulfilling academic categories such as Humanities, Social Sciences, and Natural Sciences, students will internalize the role of the core courses in addressing the key issues that they will face for the rest of their professional lives. By locating the core courses in six themes—Aesthetics, Human Development, Global Perspectives, Values and Diversity, Institutions and Society, and Natural Science Inquiry – the curriculum stresses the connection between knowledge and methodology that is so essential for successful careers in today's world. These categories expose students to fundamental questions about creativity, psychology and the brain, shared global responsibilities, ethical communities, the structures of modern life, and the potential of science.

General education should also provide some depth. Rather than simply require students to take random upper-level courses, Breakthrough guides the student to select two upper-level courses from an interdisciplinary cluster that is connected to one of the themes. The students pursue a set of questions rather than checking off requirements and, in effect, earn a mini-minor of three courses. The concentration is

not in a single discipline like a major or minor might be, but is explicitly interdisciplinary, encouraging students to apply different methodologies to finding answers. Students will take one course in each of the six themes and two courses in one of the corresponding exploration clusters.

## FOUNDATIONAL COURSES

Students will take the following courses, ideally within their first year.

- ENG 103 – Academic Writing
- WSM 104 – Transformations

One of these mathematics courses:

- MAT 110 - Quantitative Reasoning for Mathematical Problem Solving
- MAT 114 - Elementary Statistics
- MAT 124 - Calculus I

## THEMES

Students will take one course in each of the six themes.

- **Aesthetics** - Focuses on the importance and impact of human creativity either through the study of artistic expression or participating directly in the creative process.
- **Values and Diversity**: Addresses the role diverse values play with respect to how individuals and groups interact with one another in society and across social boundaries. One course required.
- **Global Perspectives**: Examines either the relationship of local society to the global, the nature of non-American cultures, and/or the background for understanding contemporary global issues.
- **Human Development**: Addresses the interaction between human biology and society from a variety of contexts, such as functional, cognitive, emotional, philosophical, and social, and how these



Artist Edwina Sandys releases a dove of peace in front of her sculpture titled, Breakthrough, on May 4, 2019.

contexts relate to the human experience.

- **Institutions and Society**: Explores the political, economic, and local systems that shape our lives including social institutions such as families, communities, governments, and economies
- **Natural Science Inquiry**: Introduces students to the key theories of a science and to its methods of inquiry.

## EXPLORATION CLUSTER

Students will explore a theme more deeply by choosing a corresponding exploration cluster. Students will take two courses in their chosen exploration clusters.

- **Power of Creativity**: Promotes student appreciation of the many forms of art either through studying the existing canon of art or by having a hands-on experience that immerses students directly in the creative process.
- **Creating Inclusiveness**: Study of diverse cultures within the United States with focus on identifying, examining, and negotiating, the variety of perspectives that shape our interdependent global society.

- **Transnational Issues:** Examines the effect of global issues on individuals and communities and identifies solutions.
- **Human Experience:** Explores both individual and social development in how we think, what we know, and how we grow as individuals.
- **Structure in Society:** Critically examines structures of society (political institutions, kinship, education, legal systems, and social and cultural norms) and their impact on our identity.
- **STEM and Society:** Explores STEM's role in society and shows how science and empirical research work.

## LIFETIME LEADERSHIP SKILLS

Breakthrough is dedicated to the development of practical skills that are necessary in the rapidly evolving workplace facing our graduates and, in fact, are in high demand among employers. The ability to communicate clearly and directly either orally or in written form is not only part of our general education, but also stressed in nearly every class. Westminster makes sure that students graduate with appropriate information and digital literacy. After completing a program of study, our students will also have to show that they understand the link between research and analysis that underpins an evidence-based society such as ours.

Students will take five to six courses that address a particular Lifetime Leadership competency. These courses can count in the student's major, minor, or certificate.

- **Written and Oral Communication:** Communication includes the ability to write, speak, read, and listen effectively. Development of these skills is essential for preparing students to be confident communicators with the capacity to convey, engage, apply, and reflect on knowledge accessed within their chosen fields.

To fulfill this competency, students will complete at least two Writing Intensive courses and one course dedicated to oral communication.

- **Digital and Information Literacy:** Westminster prioritizes the development of skills in information technology, the ability to employ computer and other technologies in writing, the manipulation of data, and understanding the nature and limits of technology.

To fulfill this competency, students will complete one course dedicated to digital and/or information literacy.

- **Inquiry and Analysis:** From exploring issues, objects, and works through the collection of evidence to investigating complex topics or issues to gain more knowledge, learning methods of inquiry and analysis further develop students' ability to think on a higher level.

To fulfill this competency, students will complete one course dedicated to inquiry and/or analysis.

The Breakthrough general education curriculum strengthens the purpose of Liberal Arts by encouraging students to think of their courses as providing practical and useful ideas and methodologies for real world problems. Westminster students will graduate with the critical thinking, communication, and technological skills necessary to succeed in a dynamic marketplace. Breakthrough retains the goal of transforming individual students, instilling in them a commitment to responsible and informed decision-making, and giving them the tools to make their own breakthrough.



# Collegewide Policies

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## Complaint Resolution

The U.S. Department of Education requires institutions to provide its students or prospective students with contact information for filing complaints with its accreditor and with the appropriate state officials.

The policy provides that a student who wishes to file a complaint must first exhaust all formal and informal avenues provided by the institution to resolve disputes. If a mutually agreeable resolution cannot be reached at the institutional level, the student or prospective student may proceed with the MDHEWD's formal complaint process.

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. This web page, <https://dhewd.mo.gov/policies>, contains information about the complaint process and includes instructions for how to file a formal complaint.

The Higher Learning Commission, the accrediting agency for Westminster College, may be contacted at:

The Higher Learning Commission  
230 South La Salle Street, Suite 7-500  
Chicago, Illinois 60604-1411

Phone: 800-621-7440 or 312-263-0456

Fax: 312-263-7462

Email: [info@hlcommission.org](mailto:info@hlcommission.org)

## State Specific Authorizations

Westminster Online is a participating member in the State Authorization Reciprocity Agreement (SARA). A college or university that has been approved to participate in SARA may offer distance education programs to students in other

SARA member states. Importantly, these institutions have met several requirements that help ensure their quality and student consumer protections, including:

- The institution is a degree-granting institution, appropriately authorized (by Congress, a U.S. state, territory, or district, or a federally recognized Indian tribe) to award associate degrees or higher.
- The institution is institutionally accredited by an accrediting body recognized by the U.S. Department of Education and whose scope of recognition, as specified by the U.S. Department of Education, includes distance education.
- The institution agrees that, in cases where the institution cannot fully deliver the instruction for which a student has contracted, it will provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education the student did not receive.

To file a complaint about your educational experience, complete information is available at <https://nc-sara.org/student-complaints>.

## ADA/Equal Access

Under the Americans with Disabilities Act, the College must provide a reasonable accommodation requested by a student to ensure access to instructional programs, unless it would present an undue hardship to the College. A student who feels he/she/they may need an accommodation based on the impact of a disability should contact the Learning Opportunities Center located in Room 34 of Westminster Hall (573-592-5304).

At that time, the Director will discuss possible curricular and co-curricular accommodations

and may make appointments with all the student's professors to discuss course formats and to anticipate the student's needs. For a full statement of the College's ADA policies, see the [Westminster College – ADA/Equal Access Policy](#).

## Harassment and Discrimination

Westminster College expects all members of its community to treat each other with respect and dignity. Westminster College seeks to create and maintain an academic, social, and work environment in which all members of the community – students, staff, administrators, and faculty – are free from harassment and discrimination. Westminster College prohibits harassment and discrimination on its campus, as well as at, or on, any college sponsored activities and trips, of any of its community members or guests and visitors based on an individual's race, color, national or ethnic origin, religion, age, sex, gender, sexual orientation, gender expression and identity, marital status, veteran status, disability, or any prescribed category set forth in federal or state regulations.

Harassment and/or discrimination subvert the mission of the college and threaten the careers, educational experiences, and well-being of its students, staff, administrators, and faculty. Each member of the Westminster community has the right to work, study and/or socialize in an environment that is free from harassment or discrimination. Each member of the Westminster community, therefore, has the corresponding responsibility and obligation to conduct himself or herself so as to create an environment that is free of harassment or discrimination. This includes the acts of supervisors, managers, faculty, employee subordinates and peers, fellow students, guests, visitors, vendors, consultants, and customers. In addition to being responsible for their own conduct, supervisors and managers must ensure that their employees

contribute to a work environment that is free of harassment and discrimination.

By issuing a clear policy to members of the Westminster community and by alerting, as well, those non-community members, such as vendors, consultants, and customers, with whom it has a relationship, Westminster College reaffirms its commitment not to tolerate any form of harassment or discrimination on its campus, at campus sponsored events, activities, or trips.

## Title IX

The College does not discriminate on the basis of sex in its education programs and activities. Furthermore, the College strictly prohibits Sexual Harassment, as defined in this policy. This policy applies to any member of the College community, including students, faculty, and staff, as well as contractors, vendors, visitors, guests and other third parties. Additionally, the College prohibits retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against individuals who make reports or complaint of prohibited Sexual Harassment or participate in an investigation, proceeding, or formal hearing concerning a violation of this Policy. For full details regarding Title IX, please see the [Student Consumer Information](#) page on the college web site.

## Student Respect

Students are held to a high standard of respecting their professors in all forms of classroom behavior and in communication outside of class. Neither the professor nor the College will tolerate disrespect from any student. Students should show deference and respect for their professors for three basic reasons:

1. Respect for individuals is one of the cornerstone values of ethical conduct;
2. Professors have worked diligently to earn advanced degrees and distinguish

themselves as scholars and teachers in their fields, and are, therefore, entitled to students' respect;

3. Liberal arts education is meant to cultivate the moral and intellectual virtues that one needs to be a good member of society. Students should strive to develop respect for superiors, peers, and subordinates as a habit that will help them thrive in their professional and personal lives.

Professors have the authority to establish and enforce their own standards of respectful classroom behavior along with communication boundaries in and out of class. Professors are institutionally authorized and obligated to cite violations of any of those established standards. In addition, professors are also entitled to impose their own consequences for disrespectful behaviors.

Because providing students with evaluative feedback is part of the teaching job, students are always encouraged to discuss specifics of their grades with their professors for the purpose of future improvement. Negative evaluations (academic or behavioral), however, do not in any way entitle students to communicate with a professor in a disrespectful or inappropriate tone (as deemed by the individual professor) in person, over the telephone, or other written or electronic means. If any such violation occurs, the professor, at his/her/their discretion, may simply choose to alert the Dean of Students for official College sanctions against the student, which can include a suspension/expulsion from that professor's class.

## Student Conduct

Students enrolling in Westminster Online are expected and required to conduct themselves in a manner consistent with the College's function and mission as an educational institution. By registering as a Westminster student, one assumes an obligation to live according to the values of integrity, fairness, respect, and responsibility and to comply

with all generally accepted standards of conduct. Conduct which contravenes such standards includes violations of the rules, regulations and restrictions contained in the Westminster College Catalog, the Student Life Handbook, the Student Government Association Constitution, the Honor Code, and all other rules, regulations, and restrictions of the College, whether written or oral, as well as violations of the laws of the city, state, or nation. More specific information is contained in the Student Handbook.

## Emergency Procedures

Westminster College maintains an Emergency Response Plan to address situations and conditions that may arise and significantly disrupt normal operations and activities. The plan describes the procedures to follow for preparing for, responding to, and recovering from various types of emergency situations. Our goal is always to protect people first and foremost. While it is not possible to foresee every possible condition and circumstance that may require an emergency response, the College will undertake those emergency response actions that are protective of human health, the environment, and College property. In addition, we keep accurate emergency contact information for each student. General emergency response procedures can be found in section 6.0 of the Westminster College [Emergency Response Plan](#).

# Academic Policies

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## Attendance

Westminster Online students are expected to regularly attend class. Attendance in online classes is determined by the student's active participation in instructional activities that are automatically tracked and recorded in the learning management system. Active participation in instructional activities includes, but is not limited to:

- a) Submitting an academic assignment
- b) Taking an assessment or an exam
- c) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction
- d) Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- e) Interacting with an instructor about academic matters

Active participation in instructional activities does not include:

- a) Logging into an online class or tutorial without any further participation
- b) Participating in academic counseling or advisement
- c) Participating in campus activities that are not listed as part of the online course requirements

**A student who does not attend class before the last day to drop will be administratively dropped from the course. A student who does not participate regularly in a course after the drop date may be administratively withdrawn from the course.**

If a student receiving Federal Title IV assistance fails to attend class, the college may be required by Federal regulation to perform an unofficial withdrawal. See "Federal Title IV Financial Aid Recipients Who Withdraw" on page 21 for more information.

## Academic Advising

Westminster College regards Academic Advising as an important part of the undergraduate experience. Entering freshmen are paired with an Academic Advisor through the Student Success Center; this individual serves as their advisor and continues in this capacity until the student declares a major. Upon declaring a major, students are advised by a faculty member in their major department. The student and advisor consult on a periodic basis in regard to the student's academic program, schedule of courses and academic progress. The advisor is the first person a student should contact for assistance with an academic or personal problem. Academic advisors have responsibilities specified in the Faculty Handbook; the responsibilities of advisees are specified in the Student Handbook.

## Academic Resource Center

The Academic Resource Center, housed in Reeves Library, provides a wide range of academic services for students, including a Writing Center, a Math Lab, an Accounting lab, and tutoring in many courses. The Center is open each week in the afternoons and evenings.

## Academic Warning

A student is placed on academic warning when he/she/they has a semester grade

point average (GPA) that falls below 2.0 but their cumulative GPA does not warrant being placed on Academic Probation. As a 2.0 is required for graduation, the academic warning status is intended to give students notice that their academic success is in eventual jeopardy unless their grades improve. Students on academic warning may be offered special support services. When a student is placed on Academic Warning, there is no transcript notation and the following individuals are notified: the student, their advisor(s), Dean of Faculty, Dean of Students, and as appropriate the Director of the Academic Enrichment Program, Director of the Learning Opportunities Center, VP/Dean of Student Life, Executive Director of the Wellness Center, and Coach.

## Academic Probation

A student is placed on academic probation when his/her/their academic progress is insufficient enough to necessitate a final warning prior to dismissal. Students are placed on academic probation when they fail to meet a specified minimum standard with respect to their cumulative GPA. The applicable standard varies with the number of hours the student has completed and is given in the table below.

### STANDARDS FOR ACADEMIC PROBATION

Hours Completed	Minimum Acceptable GPA
0 to 26.9	1.65
27 to 56.9	1.85
57 or more	2.00

When a student is placed on academic probation or continues on probation, an appropriate notation is made on the student's transcript, and the following are notified: the student, their advisor(s), Provost, Dean of Student Life, and as appropriate the Director of the Academic Enrichment Program, Director of the Learning Opportunities Center,

and Executive Director of the Wellness Center.

To be removed from academic probation, a student must demonstrate their ability to meet the graduation requirement of a 2.00 cumulative GPA. This is demonstrated by completing at least 6 credit hours in a semester with a GPA of 2.00 or better and by raising their cumulative GPA to at least the minimum acceptable level according to the standards above. Students on academic probation are offered special support services. Probationary status is reviewed at the end of the fall, spring, and summer terms.

When a student is removed from probation, the following are notified: the student, their advisor(s), Provost, Dean of Student Life, and as appropriate the Director of the Academic Enrichment Program, Director of the Learning Opportunities Center, Executive Director of the Wellness Center, and Coach.

Students on probationary status must meet with the Director of the Academic Enrichment Program prior to the first day of classes to discuss a plan for their future academic progress.

## Academic Dismissal

Students not making satisfactory progress towards a degree are subject to academic dismissal. Students become subject to dismissal by failing to meet the probation GPA standards above for two consecutive semesters or by earning a GPA of 1.0 or less in any single term. Extenuating circumstances will be considered before a final decision to academically dismiss a student. Positive or negative evidence of academic effort, contribution to the campus community, or other outside circumstances may be considered. Students have the right to appeal their dismissals to the Provost. Any student whose appeal of academic dismissal is granted by the Provost is automatically placed (or continued) on Academic Probation. Academic dismissal is noted on the student transcript.



Any student who has been dismissed for academic reasons and who seeks to return to Westminster College must apply for readmission through the Admissions Office. Applications for readmission are not usually accepted until at least a year after the student was dismissed, although in exceptional circumstances an application for readmission may be considered after only one term. Students who are readmitted are placed on probation and are subject to immediate dismissal if their work is not satisfactory.

## Academic Review Board

The Academic Review Board is a group (Provost, Associate Dean of Student Success, Executive Director of the Wellness Center, academic advisor, coach, and others as appropriate) that convenes as necessary during a semester when it is determined that a student is no longer engaged in the academic process—not attending classes, not completing class work, etc. The Academic Review Board works with the student to develop a plan of action for completing the semester successfully. At any time during the semester, this board has the authority to place a student on Academic Warning, Academic Probation, or to administratively withdraw the student from the college during the first 50 class days, if they determine that the student cannot successfully complete the semester or doesn't comply with terms of their ARB contract. Typically, grades of WF or WP (as appropriate) are recorded on the student transcript if the student is administratively withdrawn.

## Honor Code and Oath and Values Board

### Honor Code

No Westminster student shall commit any act of academic dishonesty to advance their own academic performance, or to impede or advance the academic progress of others.

The Oath and Values Board is suspended through the end of AY 23-24. Conduct violations will continue to be addressed through Student Life. The process of handling academic violations and the honor code are published in course syllabi. Student appeals may be made to the Dean's Council. Cases of academic infractions will be sent to the executive assistant and will be recorded and maintained in Academic Affairs.

## Assessment

Westminster College has a process for measuring progress toward its mission and academic and co-curricular goals. The college regularly asks for student participation in assessment activities to acquire information that is used to improve the college's programs and to maintain its accreditation. Collegewide assessments are designed to measure student progress toward the college mission and learning goals and to determine satisfaction with various college offices and services. Each academic department also has an assessment plan to measure student progress toward the learning goals for each major. Assessments of the college mission, college learning goals, major learning goals, the goals of the co-curricular program, and college services are made on a regular basis. Student participation in assessment activities is critical and invaluable in helping the college to maintain and improve its programs and services and to maintain its accredited status. Thus, all students are expected to participate in all collegewide and department assessments. All students are responsible for participating in the assessment activities for each major they have declared. For more information about assessment at Westminster College, please contact Institutional Research & Assessment Coordinator, Matt Knudtson.

## Auditing Courses

Students may visit a class with the permission of the instructor and in this case no record is kept. A student may register to audit a

course with the permission of the instructor. Auditors are not necessarily responsible for the completion of class work or taking examinations but should attend class on a regular basis. A course that is entered on the student's permanent record as audited earns no credit and fulfills no requirements. See the Registrar for more information.

## Course Loads

Students enrolled in 12 or more credit hours in a semester are considered full-time students. Students enrolled in less than 12 credit hours in a semester are considered part-time students.

Registering for more than 12 credit hours per semester requires the Provost's approval. Registering for more than 7 credit hours in a 7-week session requires the Provost's approval. Registering for more than 4 credit-hours in a 4-week session requires the Provost's approval.

## Credit Hour

Westminster College adheres to U.S. Department of Education requirements on the award of academic credit and uses the semester hour as the basic unit of credit. All Westminster College courses, regardless of term or modality of instruction, will consist of one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for each academic credit given. This policy also applies to non-classroom work, including independent studies, laboratory work, internships, practicum, studio work, student teaching, travel courses, and other academic work leading toward the award of credit hours.

For a 1-credit course, students must complete at least 45 hours of work; for a 2-credit course, a student must complete at least 90 hours of work; for a 3-credit course, a student must complete at least 135 hours of work; for a 4-credit course, a student must complete at least 180 hours of work; for a 5-credit course,

a student must complete at least 225 hours of work. Faculty must document in the syllabus how the course meets the above requirements.

## Grade Reports

By entering their confidential username and password, students may access their final grades through the campus computer network. A printable version of the grade report is also available to students on MyWC. Westminster College does not mail grade reports. (Information regarding the Family Educational Rights and Privacy Act is included in this catalog or can be obtained online.

### GRADES AND QUALITY POINT SYSTEM

<b>A</b> (4.0), <b>A-</b> (3.7)	OUTSTANDING
<b>B+</b> (3.3), <b>B</b> (3.0), <b>B-</b> (2.7)	SUPERIOR
<b>C+</b> (2.3), <b>C</b> (2.0), <b>C-</b> (1.7)	SATISFACTORY
<b>D+</b> (1.3), <b>D</b> (1.0), <b>D-</b> (0.7)	PASSING
<b>F</b> (0.0)	FAILING

- WF - Withdrew Failing
- WP - Withdrew Passing
- W - Medical, Military or other Withdrawal
- CR - Earned credit, by an examination or in a course which CR-F grading is mandatory, or C- or higher in a course taken on an optional CR-D-F basis
- TR - Transferred to Westminster with a grade of "C-" or higher
- IN - Incomplete
- AU - Audit

College policy stipulates that only courses with grades of "C-" or higher satisfy prerequisite requirements. However, each department decides what grade will satisfy its prerequisite requirements. Only courses completed with passing grades (A, A-, B+, B, B-, C+, C, C-, D+, D, D- and CR) earn hours of

credit.

## **CREDIT-D-F**

In any given semester or term, sophomores, juniors, and seniors may elect to take one Westminster College course outside their majors on a CR-D-F (Credit-D-Failing) basis, but no student may count more than four such courses toward the minimum hours required for graduation. A course that includes an accompanying required laboratory is regarded as one course even though students must enroll for the lecture and laboratory separately.

Since courses with grades of CR do not compute into a student's grade point average, the CR-D-F option allows a student to take courses in unfamiliar subjects or in subjects the student finds difficult at a reduced risk to his/her/their grade point average. However, if a student earns a D or F, this grade does compute into the GPA. Students who desire to take a course on a CR-D-F basis must complete and file the appropriate electronic form by the time specified in the academic calendar.

Students should consult with their advisors before electing to take a course CR-D-F. Both potential employers and graduate and professional schools may look with disfavor upon grades of CR in a student's undergraduate record. Many graduate and professional schools do not regard courses with grades of CR as satisfying their requirements for admission to various degree programs.

## **INCOMPLETE GRADES**

An instructor may assign the temporary grade of IN (Incomplete) only if circumstances beyond the student's control prevent completing the work required in the course and it would be possible for the student to earn a passing grade if the work remaining were to be satisfactorily completed.

Ordinarily, the student must complete the work remaining within six weeks from

the beginning of the next term. The Vice President and Dean of Faculty is authorized to grant an extension if one is sought by both the student and the course instructor, and the Dean is satisfied that circumstances merit a special accommodation. The maximum extension permitted is to the last day of final examinations; in no case is an IN allowed to remain on a student's record after grades are posted for the term succeeding the one for which the IN was assigned.

## **INDEPENDENT STUDY AND INDEPENDENT COURSE CREDIT**

**Independent Studies** are available to students who have earned credit in at least one regular course in the subject of the Independent Study. The Independent Study is conducted with the prior approval and guidance of individual faculty members. The course title and description of the Independent Study will be a unique title/description prepared by the student and instructor and will not be listed in the College Catalog with a permanent course number. Independent Studies are normally counted as elective credit and do not fulfill general education requirements but may fulfill major or minor requirements.

**Independent Courses**, listed in the College Catalog, are also available for students who are unable to complete a course listed in the College Catalog during a scheduled session. The Independent Course is conducted with the prior approval and guidance of individual faculty members. Independent Courses will only be approved for extenuating circumstances and are not allowed if other scheduling options are available.

Independent Studies and Independent Courses must be approved by the Department Chair and the Associate Dean of Faculty. Faculty are advised to submit electronic approval for Independent Studies and Courses before the end of the preregistration period in the prior semester. Later submissions due to extenuating circumstances will be considered on a

case-by-case basis. To receive approval for Independent Studies and/or Independent Courses the professor must complete and submit the form electronically through MYWC before the course will be approved and then added to the student's schedule.

## Repeating Courses

A student may not repeat a course in which they have earned a grade of A, A-, B+, B, B-, C+, C or C-. When a course with a grade of D+, D, D- or F is repeated, only the grade (quality points) and credit hours for the most recent taking of the course will compute into the student's grade point average and be counted toward graduation.

## Student Classification

**Regular Student:** a degree-seeking student formally admitted to Westminster College for a program of study leading to a baccalaureate degree.

Regular students are classified as:

- Freshman- fewer than 27 credit hours
- Sophomore- at least 27 and fewer than 57 credit hours
- Junior- at least 57 and fewer than 88 credit hours
- Senior- 88 or more credit hours

**Full-time Student:** a student who, in any given semester, is enrolled for a minimum of 12 credit hours.

**Part-time Student:** a student who, in any given semester, is enrolled for fewer than 12 credit hours.

**Non-Degree Seeking Student:** a student who has been permitted to enroll for credit in one or more courses but who has not been accepted as a regular student.

# Transfer Credit

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## Policy for Granting Transfer Credit

### FOR INCOMING WESTMINSTER STUDENTS

Westminster College grants transfer credit to incoming students for college courses taken elsewhere following a full review of transcript information by Academic Affairs, in consultation with the appropriate Department and/or Division Chair(s). The incoming student must provide an official transcript of all college coursework completed elsewhere before any credit is entered in the Westminster transcript. In addition, the following conditions must be met:

- The institution from which the credits were earned must be an accredited institution of higher learning, as accredited by an established regional accrediting organization. Westminster College may award credit from accredited institutions that are not regionally accredited but reserves the right to refuse transfer credit from such institutions.
- The grades received for such credits must be a C- or higher. Where the student earned a grade of CR, that student must be able to document that the course was passed with a C or better (or a C- from schools with a plus/minus grading system).
- The course must be comparable to a course offered at Westminster for equivalent course credit to be awarded. Courses that are not comparable to specific Westminster courses may be awarded departmental or divisional (NSC, HUM, SSI) elective credit, if the course fits with our college-wide learning goals. Courses that meet the criteria for a General Education course will be awarded appropriate credit if the course has a course equivalency with an existing Westminster course or can be determined to meet the college learning goals associated with a particular requirement. Courses from a community college or other two-year institution will generally be awarded lower-level credit at the 100 or 200 level, but credit for 300 or 400 level courses may be awarded by the Associate Dean of Faculty, in consultation with the appropriate department chair, if the content of the course is equivalent to a Westminster 300 or 400 level course and the course taken at the community college has at least one prerequisite.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.
- Although there is no limit to the number of hours that can be transferred in from another institution, transfer students must fulfill all of Westminster's graduation requirements. This includes but is not limited to the following: complete at least 36 credit hours as a Westminster Online student, which must include the two semesters immediately preceding graduation; be certified by a department as having met the department's requirements for a major; and complete the College's Breakthrough general education





The Reeves Library is also home to the Student Success Center which offers services like Career Development and Academic Advising.

program. (See the Graduation Requirements section of this catalog for additional requirements.) If a course submitted for transfer credit does not match a course included in General Education, but meets the college-wide learning goals associated with the General Education context, the Associate Dean of Faculty may award a substitution. If a course submitted for transfer credit in the major or minor does not match the departmental requirements, the Department Chair will decide if the course may count toward the major or minor.

- There is no “age limit” on credits that may transfer. However, students should be aware that when a course, either required or elective, is awarded credit in some disciplines, such as information technology, the student may need to

take additional courses so that they have current knowledge in the major.

- Credit for developmental-level courses, defined as below the Westminster College 100 level, will not be accepted for transfer credit.
- When a course offered by one department is a required course for the major in another department, the course prefix will guide the final decision regarding the evaluation of transfer credit. If the other department does not agree with the evaluation, they may substitute the course as a requirement for the major.
- The Office of Enrollment Services will solicit the required information from incoming students as part of their regular mailing of materials to accepted students. That information will be

forwarded to the Academic Affairs office for review.

**Transfer students who have completed an Associate of Arts (A.A.) degree** from a regionally accredited community college will receive a waiver of the Breakthrough general education Foundational and Themes requirements, except for Westminster Seminar for online students (WSM 104 - Transformations). One of the two Exploration Cluster courses will also be waived. Breakthrough's Lifetime Leadership requirements will be waived with the exception of one upper level Writing Intensive course, and one Research course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)

**Transfer students who have completed an Associate of Science (A.S.) degree** from a regionally accredited community college will receive a waiver of the Breakthrough general education Foundational requirements, except for Westminster Seminar for online students (WSM 104 - Transformations). The Themes requirements for Natural Science, Institutions & Society, and Human Development will also be waived. One of the two Exploration Cluster courses will also be waived. Breakthrough's Lifetime Leadership requirements will be waived with the exception of one upper-level Writing Intensive course, and one Research course. (These Lifetime Leadership requirements may be fulfilled with courses that also contribute to a major or minor.)

**Transfer students who have completed the CORE 42 framework** at a participating Missouri Institution will receive a waiver of the Breakthrough general education Foundational and Themes requirements, except for Westminster Seminar for online students (WSM 104 - Transformations). Breakthrough's Lifetime Leadership requirements will be reduced to one upper-level Writing Intensive course, one Research course, and one Information & Digital Literacy course. (These Lifetime Leadership requirements may be fulfilled with courses

that also contribute to a major or minor.)

Written confirmation of course equivalencies will be available from the Registrar's Office after the official transcript has been evaluated. The Registrar's office will be responsible for informing the student's advisor of any transfer credit awarded after it is posted to the Westminster transcript.

### FOR CURRENT WESTMINSTER STUDENTS

Current Westminster students who want to take courses at another institution (in either regular or summer sessions) and guarantee the transferability of the credit must have the prior approval of their advisor and the appropriate Department Chair (or the Associate Dean of Faculty). Individual departments have the right to set their own limits on the number and/or type of courses counting toward a major that may be transferred in by current students. Transfer Approval forms are available from the Registrar's office.

For courses to be considered for transfer credit, the student must have an official college transcript of all coursework completed elsewhere mailed directly to the Registrar's office. Under federal law, only the student can request that a college transcript be sent to Westminster. Courses being considered for transfer must also meet the following conditions:

- The institution from which the credits were earned must be an accredited institution of higher learning, as accredited by an established regional accrediting organization.
- The grades received for such credits must be a C- or higher. Where the student earned a grade of CR, that student must be able to document that the course was passed with a C or better (or a C- from schools with a plus/minus grading system).
- For a student who has secured official prior approval on the Transfer Approval

form, the course will be transferred in accordance with the stipulations on the form.

- For a student who has not secured official prior approval, the office of the Associate Dean of Faculty through the Transfer Credit Evaluator and Advising Module Specialist, in consultation with the appropriate Department or Division Chair(s), will determine whether the course taken elsewhere is indeed comparable to a particular Westminster 39 course. Courses that are not comparable to specific Westminster courses may be awarded departmental or divisional elective credit. A student not securing prior approval risks taking a course that will not count as he/she/they may have intended.
- If the course has not been previously evaluated, the student may need to provide additional information about the course, such as an official course description or course syllabus. An assessment will then be made to determine whether the course taken elsewhere is indeed comparable to a particular Westminster course or is eligible for elective credit. In any event, Westminster reserves the right to make the final determination as to the transferability of courses.
- Students and advisors can view any updated transfer credit awarded and entered on the Westminster transcript through MyWC.

The grades for courses transferred into Westminster will not count toward the Westminster GPA. No credit will be awarded for developmental courses.

## TRANSFER CREDIT APPEALS

Student appeals of course transfer and equivalency decisions should be made initially through the Transfer Credit Evaluator and Advising Module Specialist, and should include any additional information that may

be of assistance in determining the proper course equivalency. The Transfer Credit Evaluator and Advising Module Specialist may choose to revisit the initial decision, and/or to consult with the appropriate Chair(s).

If the appeal is denied, a student may apply directly to the Associate Dean of Faculty, again including all additional information that may be of assistance in determining the proper course equivalency. This appeal should be made in writing and notice of the result of the appeal will also be made in writing. If a resolution is not reached, a student may then appeal to the Commissioner of Higher Education of the Coordinating Board for Higher Education (CBHE) of the State of Missouri. This must be done within 45 days of the date that written notice is received of the denial of an appeal. The office of the Associate Dean of Faculty will forward all materials provided by the student, as well as documentation of the reason for the denial, along with the appeal.

## Credit for Military Service

Students in the United States military who have completed basic training in any branch of the Armed Forces will be granted, upon request, three hours of credit in military science, two hours in physical education (health and hygiene) and one hour of physical education activity credit. A Notice of Basic Eligibility (NOBE) showing an honorable discharge is required. Other credit for specialized training will be evaluated on an individual basis.

Credit for additional coursework completed in the U.S. military will be granted in accordance with guidelines for course equivalency established by the American Council on Education (ACE). The Associate Dean of Faculty may grant credit for military coursework not evaluated for credit by ACE on an individual basis, in consultation with appropriate department and program chairs.

Enrollment of students who, subsequent to this agreement, attempt college



coursework elsewhere is subject to academic performance standards stated in the catalog. Enrollment of students receiving other than an honorable discharge is subject to institutional review. This agreement is in effect for two years following completion of the soldier's initial term of active military service.

# Credit by Examination

No more than 30 hours of credit by examination may be counted toward the minimum number of hours required for graduation. No credit will be given for any examination for which there is not a corresponding course in the catalog. In order for the student to receive credit for AP, CLEP, or IB examinations, official documentation must be submitted to the Registrar's office before the end of a student's first year as a full-time Westminster student.

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) SUBJECT EXAMINATIONS

CLEP examinations are accepted for credit if they are passed at the "B" level or higher and if credit is submitted before the end of the first year. Students are not allowed credit for a Subject Examination if they have taken an equivalent or more advanced college course in the subject area. No credit is given for CLEP General Examinations.

## COLLEGE BOARD - ENTRANCE EXAMINATION (AP) EXAMINATIONS

AP examinations passed at the "B" level (4) or higher are accepted for credit automatically if the credit is submitted before the end of the first year. Advanced Placement Examinations passed at the "C" level (3) are subject to review by the appropriate Westminster department.

## CAMBRIDGE INTERNATIONAL A LEVEL EXAMINATIONS

Cambridge examinations passed at the "C" level or higher are accepted for credit automatically if the evidence of the credit is submitted before the end of the first year.

Specific course credit will be determined by the relevant academic department.

## COLLEGE LEVEL EXAMINATION – INTERNATIONAL BACCALAUREATE (IB)

Given the similar missions of the International Baccalaureate program and Westminster, we believe that IB students are an excellent match for our college. Westminster offers IB students a strong grounding in the liberal arts, dynamic developmental experience, and a global community in which to learn and grow. We believe that IB students will thrive at Westminster and become some of our best students and strongest campus leaders.

### International Baccalaureate Credit:

Westminster recognizes the rigor of the IB program and therefore awards college credit to students who have earned the IB diploma. Students who present a full IB diploma with a final total score of 28 points or better will be awarded a year's worth (30 hours) of credit toward graduation. If a student presents a full IB diploma with a total score of 24 through 27, they will be awarded credit hours based on the following:

IB Score	Minimum WC Credit
28 pts. or above	30 hours
27 pts.	25 hours
26 pts.	20 hours
25 pts.	15 hours
24 pts.	10 hours

Specific course equivalencies and credit hours will be determined individually based on actual IB exams, scores, and major area of study, as determined by academic department chairs. Students for whom course equivalency credit does not equal to the total number of credit hours according to the table above will be awarded sufficient lower-level interdivisional elective credit (transcribed as IDV 299) to make up the difference.

If a student does not present a full IB diploma,

then credit may be awarded only for subjects in which the student has scored a five or higher on the final exam. If the student earns the equivalent of a C or higher (satisfactory performance or better) on the Theory of Knowledge exam, they will receive three hours of credit. Students who present a certificate for completion of the Creativity, Action and Service (CAS) component of the IB program will be awarded credit for completion of the graduation requirement to earn credit in one physical education activity course (i.e. 1 credit for PED A99) and credit for successful completion of LST 133 (1 credit).

No more than 30 hours of credit will be awarded for the combination of IB, AP, CLEP, or Cambridge International A level credit.

In most cases, students will be awarded at least six hours of credit for higher-level exams and at least three hours of credit for standard level exams. In all cases, specific course equivalencies and credit hours will be determined on an individual basis based on actual IB exams, scores, and major area of study. For more information about transferring IB credits, please contact [RegistrarsOffice@wcmo.edu](mailto:RegistrarsOffice@wcmo.edu).

Regardless of the recommendations of the College Board or other body, no more than four hours of credit is granted for any one AP, CLEP, Cambridge International A Level Examinations, or IB Subject Examination, except 5 hours for AP Calculus, unless granting additional hours of credit is endorsed by the appropriate Westminster department.

On the recommendation of the appropriate academic department and with the concurrence of the Provost a student may earn credit in any course in the department currently listed in the College catalog by passing an examination selected or prepared by the department.

## Articulation Agreements

Westminster College maintains articulation agreements with the following institutions:

- East Central College
- Georgia Perimeter Community College
- Houston Community College
- Metropolitan Community College
- Moberly Area Community College
- Southern China Normal University
- Southern Illinois University-Carbondale
- St. Charles Community College

## Dual Enrollment and Dual Credit Programs

Westminster will treat credit in dual enrollment and dual credit programs offered by other institutions as transfer credit so long as it is presented on an official transcript from an accredited college or university with a grade of "C-" or better earned. This credit will be counted toward Westminster's general degree requirements. However, departmental evaluation will be required before it may be counted toward completion of a specific degree program.

Therefore, students seeking to transfer credit for dual enrollment/credit to Westminster may expect that credit will be counted toward undergraduate requirements subject to the College's transfer policies and procedures. However, it is possible that not all credit will transfer toward a particular degree program. Students are encouraged to contact the appropriate department chair to determine if transfer credit is possible in individual cases.

## International Transcript Policy

Westminster College will consider transfer credit so long as it is presented on an official



transcript from an accredited college or university with the grade of “C-” or better. The transcript may be delivered in person from the student, if it is presented in a sealed envelope with the seal signed by the granting institution. Keep in mind that photocopies and unofficial copies may be used for advising purposes only. If a student submits an original International Baccalaureate (IB) diploma, the Registrar’s Office will photocopy it, note that it has been copied from the original, and return the 40 original to the students. The same policy applies to domestic as well as international students. For international students who may be unable to produce an official transcript, advisors supported by the US Department of State may assist with this process. Education Advising Information Centers around the world, together with additional information, can be found online. Students should contact the Director of International Student Services for more information regarding international transcripts.

International students should be encouraged to bring with them to campus several individually sealed envelopes of transcripts from institutions attended in their home country. Official transcripts may be required for scholarships, internships, or other purposes and having them in their possession will avoid potential problems or delays in the future. Please note that official transcripts submitted to the Registrar’s Office for transfer evaluation become property of Westminster College and will not be returned to the student.

## Missouri Reverse Transfer Program

The Missouri Reverse Transfer program is a statewide initiative which allows qualifying transfer students to earn an associate degree from a community college after they have matriculated to Westminster College. Students who meet certain requirements and are transferring to Westminster from a Missouri community college may opt

into the program which will allow them to transfer Westminster courses credit back to the two-year college to complete the final requirements as set forth by the two-year college. For more information, please contact the registrar.

# FERPA

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The **Family Educational Rights and Privacy Act of 1974 (FERPA)** governs the release of educational records maintained by an educational institution and access to the records in order for the student to be afforded certain rights to privacy. This law applies to all elementary, secondary, and postsecondary institutions that receive federal funds under any program administered by the U.S. Secretary of Education. Westminster College complies fully with the Family Educational Rights and Privacy Act of 1974 as noted in the policy information below:

## Annual Notification

Students will be notified of their FERPA rights via Westminster Website or by requesting a copy of the policy available in the Registrar's Office.

## Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate record custodian. Students should submit to the record custodian or appropriate staff person a written request, which identifies as precisely as possible the record or records he/she/they wishes to inspect.

The record custodian or appropriate staff person will make the needed arrangement for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. Once students have requested access to their education records, such students' records cannot be destroyed until inspection and review have been provided. When a record contains information about more than one student, the student may

inspect and review only the records, which relate to him.

### RIGHT TO REFUSE ACCESS

Westminster College reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parents;
2. Letters and statements of recommendation for which the student has waived his/her/their right of access, or which were placed in file before January 1, 1975;
3. Records which are excluded from the FERPA definition of education records.

### REFUSAL TO PROVIDE COPIES

Westminster College reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

1. The student has an unpaid financial obligation to the College;
2. There is an unresolved disciplinary action against the student.

### RECORD OF REQUESTS FOR DISCLOSURE

Westminster College will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the date of the request, the name of the party making the request, and the legitimate interests these parties had in requesting or obtaining the information.



In 1986, George H.W. Bush, Vice President of the United States, delivers his speech, "Churchill's Vision and America's Future," in front of the Churchill Museum. Westminster's reputation of excellence has made it an attractive lecture destination; many world-renowned leaders and politicians have visited our campus to speak.

## Correction of Education Records

After inspecting his/her/their educational records, a student has the right to request the amendment of such records. The student should submit such a request in writing to the school official in charge of the records. If the request is denied, the student has the right to a hearing as provided in Title 34 of the Code of Federal Regulations. The hearing will be conducted by the Professional Standards Committee, a committee of elected faculty members. If the committee decides against the student, the student has the right to submit a written comment on the disputed material in their educational record. The

comment will be maintained as a permanent and integral part of their record and will be disclosed to any party to whom the student's educational record is disclosed. The student also has the right to file a complaint according to the procedures described in Title 34 of the Code of Federal Regulations, Subtitle A, Parts 99.64 and 99.65 with the following:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue S.W.  
Washington, D.C., 20202-4608

## Location of Educational Records

Educational records at Westminster are located as follows:

1. Academic records are kept by the Provost and the Registrar in Westminster Hall; records on student life including records on student housing, organizations, and disciplinary matters are kept by the Dean of Student Life in Hunter Activity Center;
2. Health records are kept by the Executive Director of the Wellness Center of the Wellness Center in Westminster Hall;
3. Records on student financial affairs are kept by the Vice President for Business & Finance in Westminster Hall and by the Director of Financial Planning in the Admissions/Financial Planning offices in Champ;
4. Career service records are kept by the Career Development Counselor and Coordinator in Reeves Library, Student Success Center;
5. Internship records are kept by the internship coordinator in Reeves Library, Student Success Center; and
6. Athletic records are kept by the Director of Athletics located in the Westminster Gymnasium.

of Education, the Comptroller, General, and state and local educational authorities, in connection with certain state and federally support education programs;

4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. If required by a state law requiring disclosure that was adopted before November 19, 1974;
6. To organizations conducting certain studies for or on behalf of the college;
7. To accrediting organizations to carry out their functions;
8. To parents of a student who provide evidence that the parents declared the student as a dependent on their most recent Federal Income Tax form;
9. To comply with a judicial order or a lawfully issued subpoena;
10. To appropriate parties in a health or safety emergency;
11. To an alleged victim of any crime of violence or the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

## Disclosure of Education Records

Westminster College will disclose information from a student's education records only with the written consent of the student, except:

1. To school officials who have a legitimate educational interest in the records;
2. To officials of another school, upon request, in which a student seeks or intends to enroll;
3. To certain official of the U.S. Department

### PARENTAL ACCESS TO CHILDREN'S EDUCATION RECORDS

Records may be released to parents under the following circumstances:

1. Through written consent of the student,
2. In compliance with a subpoena, or
3. By submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form.



## GRADE REPORTING

Westminster faculty report midterm and final grades for all enrolled students to the Registrar's Office. Westminster College does not mail grade reports. By entering their username and password, students may access their midterm and final grades in the [MyWC student portal](#). A printable version of the grade report can also be created in MyWC.

Letters regarding academic ineligibility and academic probation will be sent to the student at their legal, home, permanent address and by email. International Students should expect any correspondence to be sent to their local address in the United States rather than their legal, home, permanent/campus address, and email.

## Definitions

At Westminster the phrase "other school officials" refers to any person:

1. Employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
2. Company with whom the College has contracted, e.g. attorney, auditor, collections;
3. A person serving on the Board of Trustees; or
4. A student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official is:

1. Maintaining, monitoring, or evaluating the record-keeping system itself;
2. Implementation, monitoring, or evaluating the academic curriculum;
3. Counseling, advising, or otherwise

assisting a particular student; or

4. Evaluating particular students with respect to financial or academic awards, honors, or achievements.

A student is defined as any person who attends or has attended Westminster College.

An educational record is any record (in handwriting, print, tapes, film, or other medium) maintained by Westminster College or an agent of Westminster College, which is directly related to a student.

## E-MAIL OR OTHER ELECTRONIC COMMUNICATION

FERPA does not provide information on, or prohibit the use of e-mail for non-directory information. Therefore, it is the policy of Westminster College to authorize email correspondence containing non-directory information only if the e-mail is being sent to and received from the official Westminster College e-mail account created for the student or faculty/staff (the college e-mail address must end in @westminster-mo.edu or @wcmo.edu). Due to the sensitive nature of non-directory information and the likelihood of inadvertent disclosure to someone other than the intended recipient, e-mail containing non-directory information is not a safe means of communication and should be used only if office hours are not available or the student is unable to meet with the faculty/staff in person.

If an e-mail is sent including non-directory information, the sender of the e-mail should take adequate precautions to make certain that the intended recipient (student or faculty/staff with a legitimate educational interest) is actually the person receiving the e-mail. When replying to an e-mail containing non-directory information, faculty/staff/students should examine the e-mail address of the recipient to make certain that it is not being copied to other recipients who do not have a legitimate educational interest. E-mails should never include personally identifiable information such as Social Security Number,



Student Number, etc.

A student has the right to object to e-mail correspondence including non-directory information and may do so by presenting his/her/their objection in writing to the Registrar's Office before the end of the first fifteen days of classes.

## **DIRECTORY INFORMATION**

Certain information pertaining to students is defined as "directory information," which is information that may be freely made public and that is normally published in such things as student directories, yearbooks, school announcements, etc. Westminster College may disclose any of the following items without prior written consent unless written notification is received from the student.

Westminster directory information includes: a student's name, address, fraternity or sorority affiliation, telephone/cell number, E-mail address, date and place of birth, parents' names and address(es), major field of study, minor field of study, picture, class, academic advisor, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance at Westminster College, veteran status, full-time or part-time enrollment status, honors, degrees and awards received, the most recent previous educational institution attended, and high school attended. A student has the right to object to the publication of this information and may do so by presenting his objection in writing to the Registrar before the end of the first fifteen days of classes.

A copy of the Department of Education's Code of Federal Regulations, Part 99 - Family Educational Rights and Privacy is available in the Registrar's Office and on the Code of Federal Regulations web site at <https://www.ecfr.gov/current/title-34/subtitle-A/part-99>.

# Higher Education Opportunity Act

Section 602.17, Subsection G of the Higher Education Opportunity Act requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it—

1. Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as—
  - (I) A secure login and pass code
  - (II) Proctored examinations;
  - (III) New or other technologies and practices that are effective in verifying student identity; and
2. Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

## College Policy

Westminster College adheres to the requirements of this policy in the following ways:

- Students must use multi-factor authentication to access the college's learning management system that delivers all course content and receives student work.
- Students completing online exams must use a remote proctoring service. The remote proctor verifies the student's identity prior to allowing the student access to the exam. The exam session is monitored by the proctoring service until the student submits the exam and exits the browser.
- The cost of the remote proctoring service is included in the college's IT fee. Students are not required to pay separately for this service.

# Academic Support

## Online Student Support Specialist

Every Westminster Online student has a dedicated staff member to connect with throughout their academic journey. Contact your specialist at the information below.

### **Brenda Orscheln**

[brenda.orscheln@westminster-mo.edu](mailto:brenda.orscheln@westminster-mo.edu)

Call or text (573) 220-8741

## Library

 [wcmo.edu/academics/resources/library](http://wcmo.edu/academics/resources/library)

The mission of Reeves Memorial Library is to enhance students' ability to learn, the faculty's ability to teach and engage in scholarly activities, and Westminster's ability to function as a community of learners by offering effective services to the students, faculty, and staff of the college—using both traditional resources and new technologies.

The library is the primary avenue of support for students' research needs. The liberal arts curriculum is supported through the in-house and online collections along with additional resources through MOBIUS and traditional interlibrary loan. The library provides access to a treasure trove of information, resources, and tools needed for academic success. Whether it is in-person, through online chat, texting, a phone call or email the knowledgeable and experienced staff of Reeves Library are available to support students' information needs.

Assistance is available at the front desk, through online chat, text 573-260-5180 or email [Reeves.Library@WCMO.edu](mailto:Reeves.Library@WCMO.edu). You may also view a list of the [library staff](#).

## Career Development

 [wcmo.edu/academics/ssc/career](http://wcmo.edu/academics/ssc/career)

Westminster College wants to help you every step of the way. We offer the following services:

- Career Counseling: Set up an appointment to meet individually to discuss your career options.
- [Resume and Professional Correspondence](#): Send your resume, cover letter and/or graduate school personal statement to us for review. You can also request an appointment.
- Mock Interviews: Practice extensively for job, internship or graduate school interviews.

Current students can access our online resources at [MyWC](#) or email [CareerSrv@WCMO.edu](mailto:CareerSrv@WCMO.edu).

### **GRADUATE AND PROFESSIONAL SCHOOL ASSISTANCE**

Career Development staff offers the following services in helping you choose and apply to graduate or professional schools:

- [Personalized Assistance](#): We help you find a program and understand the application process.
- Study Guides: Specific test-preparation study guides and related resources are available for check out.
- Writing Tips: We can offer assistance on writing a strong personal statement.
- Curriculum Vitae or Resume Information: We offer information on how to write a curriculum vitae or resume for graduate or professional school.

## ONLINE RESOURCES

[Career Development Web page](#): Our career development web page offers tips, information and links to various career fields and organizations.

[FOCUS 2](#) guides users through a reliable, intuitive career and education decision-making model to help them select a major, explore occupations, make informed career decisions, and take action in their career development. FOCUS 2 provides valid and reliable assessments including Work Interests-Holland Code, Personality, Values, Skills, Leisure Interests, and Career Planning Readiness.

[Handshake](#) is the #1-way college students get hired. Today, Handshake works with 650,000 employers, including all Fortune 500 companies. It serves roughly 20 million learners worldwide, most of whom are pursuing two- and four-year degrees at the 1,400 higher education institutions with which Handshake works. That number includes 90 percent of the top 500 institutions, over 200 community colleges, and over 290 minority-serving institutions.

**CliftonStrengths**: This widely respected assessment helps you understand your unique talents and how these can be turned into strengths in your academic, work and personal life. Group, as well as individualized interpretation, is offered to help you reach your goals and maximize your campus experience.

**Westminster College Career Network**: Network with more than 600 alumni and Westminster supporters to seek career information and job searching advice, expand your contacts and more.

## Tutoring

Westminster College's Peer Tutoring Program is certified by the College Reading and Learning Association (CRLA) and embraces the International Tutor Program certification requirements.

To find a tutor, visit the [Learning Opportunities Center Canvas site](#).

## Learning Opportunities Center

 [wcmo.edu/academics/ssc/loc](https://wcmo.edu/academics/ssc/loc)

The Tomnitz Family Learning Opportunities Center (LOC) offers academic support to students through a variety of programs. The LOC's academic support services assist students in developing those skills they will need in the classroom and in their professional and personal lives after college. Professional Academic Staff help students through Supplemental Studies courses, the Learning Differences Program, the Academic Enrichment Program, the Peer Tutoring Program and an Online Academic Resource Center.

In addition to these programs, the Director of the LOC serves as the academic ADA coordinator for those students who need to seek reasonable academic accommodations.

### ADA ACCOMMODATIONS

Westminster College students wishing to receive academic accommodations under the Americans with Disabilities Act must meet the following requirements each semester.

1. Present current documentation to the Director of the Tomnitz Family Learning Opportunities Center before any accommodations can be discussed. This documentation must include a diagnosis, an explanation, and recommended accommodations. Individualized Education Plans are acceptable documentation and will be accepted. Documentation must come from a professional source with verifiable credentials.
2. Complete the accommodation request form and set up a meeting with the Director to discuss the requested accommodations.

- If the request form includes testing, the student must also complete the LOC Testing Agreement Form.
- If the request form includes note takers, then the student must also complete the Note Taker Accommodation Form.

Students should also discuss the approved accommodations with their instructors and notify these instructors of their needs. The group of students on campus not enrolled in the Learning Differences Program who seek academic accommodations through the Americans with Disabilities Act (ADA) are designated as "Others Served" on page 55.

Typical reasonable accommodations include support through class notes, the provision of an alternate testing environment, and other technology-based support (readers, books on tape, etc.).

## **LEARNING DIFFERENCES (DISABILITIES) PROGRAM**

The Learning Differences (Disabilities) Program is a comprehensive disability support program that provides individualized support tailored to meet the specific needs of students with professionally diagnosed neurodevelopmental disorders, including but not limited to, Attention Deficit/Hyperactivity Disorder, Dyscalculia, Dyslexia, Reading Comprehension Disorder, and Disorder of Written Expression.

## **ACADEMIC ENRICHMENT PROGRAM**

The Academic Enrichment Program is a one to two-semester program offered during the freshman year to give special attention to incoming freshmen whose preparation for college is, in certain respects, inadequate. Students are selected for the Program by the Admission Committee based on their high school records and Scholastic Aptitude Test (SAT) or American College Test (ACT) scores.

This program focuses on the development of reading and writing skills to prepare students for the rigors of Westminster's curriculum. Currently this program utilizes a learning

community model where students are placed into groups and take three or four courses together, and appropriate co-requisite supplemental courses to develop learning strategies.

## **COLLEGE TRANSITION PROGRAM (CTP)**

The College Transition Program (CTP) provides the support that students diagnosed with Autism Spectrum Disorder need to be successful learners in the academic, social, and physical environment they share with regularly admitted students. In addition to providing one-on-one time management and academic support to students on the spectrum, the program's director collaborates with faculty and staff across campus to provide extended-time testing and class notes, physical fitness training, and social skill development programming. The director frequently encourages and supports students in seeking career planning and psychological counseling through on-campus centers. The director also supports students in their communications with faculty and staff and provides access to a safe and comfortable environment to study and connect with one another.

## **ONLINE ACADEMIC RESOURCE CENTER**

Students that want extra strategies for developing academic success across the disciplines can access various strategies on the Canvas Learning Management System. This online center provides a student access to the Peer Tutor Schedule, links to various web pages and videos on a variety of academic success strategies, and other academic success tools.

## **PEER TUTORING PROGRAM (PTP)**

The Tomnitz Center coordinates Westminster College's Peer Tutoring Program (PTP), which offers academic support and mentoring to students enrolled in a variety of courses. The program offers tutors or course mentors for a variety of the courses offered in the general education curriculum. Tutors for these courses are recommended by the





Aerial view of the columns and the Columns Ceremony. All students pass through the Columns as a new student and again as graduates. The first ceremony serves as a symbol of a students' entrance into college life and the Westminster community. The other symbolizes entering the world prepared with knowledge and experience gained at Westminster.

professors and attend tutoring classes/ training designed to provide them with a sound framework for fostering independent learning and understanding the learning process. The tutors also attend the classes for which they are tutoring at least once a week. Westminster College's Peer Tutoring Program is certified through October 2024 by the College Reading and Learning Association (CRLA) and embraces the International Tutor Program certification requirements. For specific details on the schedule or to make an appointment with a tutor, visit the [LOC Canvas site](#).

### **OTHERS SERVED**

This group of students represents those students on campus not enrolled in the

LDP who seek academic accommodations through the Americans with Disabilities Act (ADA). Typical reasonable accommodations include support through class notes, the provision of an alternate testing environment, and other technology-based support (readers, books on tape, etc.)

## **Veterans Information**

Westminster College welcomes veterans and students receiving veteran benefits and is a proud member of the Yellow Ribbon Program. All students who plan to use veteran benefits during their enrollment at Westminster College must notify the Director of Financial Aid when they are accepted for admission and provide a Certificate of

Eligibility from the Department of Veteran Affairs. Upon receipt of the Certificate of Eligibility, the Director of Financial Aid will notify the Registrar (certifying official) that the new student plans to use veteran benefits for the upcoming semester. The Registrar will certify the veteran benefits during the first week of classes of their first semester of attendance.

After the first semester of enrollment, it is the responsibility of the student receiving veteran benefits to notify the Registrar via e-mail of their intent to use benefits before the end of the first week of classes in each semester they plan to receive veteran benefits. If a student who plans to receive veteran benefits does not notify the Registrar that they plan to use veteran benefits before the end of the first week of classes, the veteran will not be certified and will not receive benefits. Students using veteran benefits for the first time should expect a delay in the first benefit check. The benefit check may not be issued for 8-10 weeks after certification.

Veteran students should immediately notify the Registrar of all schedule changes during the semester, including withdrawing from a class or classes. The Registrar should also be notified when students receiving veteran benefits declare a major and only courses that apply toward major or general education requirements are eligible for certification.

All students receiving veteran benefits will be expected to attend classes on a regular basis. Excessive absences or unsatisfactory progress will be reported to the Veteran's Administration.

For questions regarding financial aid in combination with veteran benefits, please contact the Director of Financial Aid. In compliance with the Veterans Benefits and Transition Act of 2018, Westminster College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional

funds to cover the individual's inability to meet his/her/their financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

# Majors

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Majors in the Online Program provide identical learning outcomes as the on-campus majors and minors. However, availability of optional courses in the Online Program may be more limited than on-campus course options.

A complete statement of the requirements for each of the major programs may be found in this section. Students are bound by the degree requirements published in the catalog for the academic year of the student's first degree-seeking enrollment at Westminster College. Exception (for academic major requirements only): If changes have been made to major requirements since the student's first year of degree-seeking enrollment, the department may require the student to change to the degree requirements in place at the time of his/her/their declaration of the major. This determination is made when a student declares a major, and the outcome is indicated on the Declaration of Major form. Department chairs have authority to waive or allow substitutions for departmental requirements.

Students should declare a major at the time of application. To avoid problems in scheduling required courses, undeclared students should declare a major prior to preregistration of their third regular term of enrollment at Westminster College. A student's choice of a major is not recognized by the college until the student has submitted an electronic form that has been approved by both the chair of the major department and the student's advisor. Students who choose to pursue double majors must formally declare both majors, and they should have their schedules approved each semester by advisors in both major departments. A Registration Hold will be placed on the accounts of any Juniors or Seniors who have not declared a major.

# Accounting Major, Online

Contact: Professor Kelli Fram

Phone: 573-592-6137

Email: [kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

The Accounting major is offered through the John E. Simon Department of Accounting, Business Administration, Economics, and Finance.

The accounting major prepares individuals to practice the profession of accounting and to perform related business functions. Includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, and applications to specific for-profit, public, and non-profit organizations.

CIP CODE: 52.0301

## PROGRAM OBJECTIVES

Graduates of the Accounting major demonstrate mastery in their ability to:

- I. Maintain accurate records of all transactions, assets, and liabilities for tax preparation and filing, and control over fraud and risk.
- II. Analyze accounting data and resources to inform business decisions.
- III. Manage cash flow of liquid assets to ensure continuation of company processes.
- IV. Create budgets and financial reports for strategic planning and funding of expenses.
- V. Produce financial reports that assist with measuring accounting and personnel performance.
- VI. Comply with federal, state, and regional rules and regulations.

Majors must have at least a 2.00 grade point average in all required Accounting, Business Administration, Economic, and Finance courses needed to satisfy major requirements.

If transfer credit is accepted for major requirements, indicate that acceptance by initialing the listing of the course. No more than 40 credit hours in Accounting courses may be counted toward the 122 credit hours required for graduation.

Graduates of the program earn a Bachelor of Arts in Accounting

## ACADEMIC REQUIREMENTS SUMMARY

Course Code	Title	Hrs.	Semester	
<b>Core courses</b>				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Applications in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Financial Management	3		
MAT 114	Elementary Statistics	3		
<i>One of the following courses</i>				
MAT 122	Business Calculus (recommended for graduate school applicants)	3		
MAT 124	Calculus I	5		
<i>One of the following courses</i>				
BUS 327	Operations Management	3		
ECN 351	Price Theory and Managerial Decisions	3		
<i>One of the following courses</i>				
SPE 101	Introduction to Speech Communication	3		
SPE 203	Interpersonal Communication	3		
SPE 220	Public Speaking	3		
<b>Accounting courses</b>				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial and Cost Accounting	3		
ACC 312	Intermediate Accounting I	3		
ACC 319	Federal Income Tax I	3		
ACC 320	Accounting Information Systems	3		
ACC 322	Intermediate Accounting II	3		
ACC 418	Advanced Accounting	3		
ACC 419	Federal Income Tax II	3		
ACC 421	Auditing	3		
BUS 223	Business Law	3		
ECN 325	Money, Banking and Financial Markets	3		
<b>Total hours for major</b>		<b>69-71</b>		



# Business Administration Major, Online

Contact: Professor Kelli Fram

Phone: 573-592-6137

Email: [kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

The Business Administration major is offered through the John E. Simon Department of Accounting, Business Administration, Economics, and Finance. Course work is designed to study the nature and complexity of organized commercial and non-profit activities, preparing students for service to society, the organization, and self.

CIP Code: 52.01

## PROGRAM OBJECTIVES

Graduates of the Business Administration major successfully demonstrate the ability to:

- I. Analyze complex problems and make reasoned judgments
- II. Work with financial data
- III. Operate personal computers and computer systems to complete business tasks
- IV. Appreciate for the role of business in society, the moral and ethical dimensions of business, and the impact of diverse cultures on the business operations
- V. Appreciate human interaction in the work environment, and the process of conceiving, planning, designing, and running a business enterprise
- VI. Communicate effectively and work with others

Business majors are well prepared for entry-level positions in a wide variety of organizations. In addition, graduate programs are available across the country for further study at the masters and doctoral levels. Students with graduate degrees find ready employment in business, education, research, and/or consulting.

All business administration majors must complete ACC 215 and 216, ECN 211 and 212, and MAT 114 and achieve junior standing before registering for any 300- or 400- level courses in accounting, business administration, or economics.

Majors must have at least a 2.00 grade point average in all accounting, business administration, and economics courses needed to satisfy major requirements.

A business major may be completed with no concentration, by completing any four accounting, business, or economics courses (2 of them BUS courses) in addition to the required courses.

Some courses serve multiple concentrations. However, any given elective may be counted toward at most two concentrations simultaneously.

**Graduates of the program earn a Bachelor of Arts in Business Administration**

## ACADEMIC REQUIREMENTS SUMMARY

Course Code	Title	Hrs.	Semester	Grade
<i>Core courses</i>				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Applications in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
BUS 327 or ECN 351	Operations Management Price Theory and Managerial Decisions	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Financial Management	3		
MAT 114	Elementary Statistics	3		
MAT 122 or 124	Business Calculus or Calculus I	3 or 5		
SPE 101, 203, or 220	Introduction to Speech Communication or Interpersonal Communication or Public Speaking	3		
BUS 450	Business Strategy	3		
<b>Total core course hours</b>		<b>39-41</b>		
To complete a Business Administration major with <b>no concentration</b> four additional ABEF courses are required with at least 2 of them being BUS courses in addition to the required courses (12 credit hours)				
BUS XXX		3		
BUS XXX		3		
		3		
		3		
<b>Total hours for major with no concentration</b>		<b>51-53</b>		
To complete a <b>Management Concentration</b> , choose three courses from the following lists, and then one at-large AB&EF departmental elective for a total of 12 credit hours. The at-large elective can be any course with prefix: ACC, BUS, ECN or FIN except ECN 110 or BUS 131.				
BUS 221	Organizational Behavior	3		
BUS 322	Cross-cultural Management	3		
BUS 326	Human Resource Management	3		
BUS 353	Non-profit Management	3		
BUS 367*	Hotel and Tourism Management	3		
<i>Choose one of the following courses</i>				
BUS 325*	Entrepreneurship	3		

Course Code	Title	Hrs.	Semester	Grade
BUS 330*	Advertising and Brand Promotion	3		
PSY 305	Industrial/Organizational Psychology	3		
SPE 310	Business and Professional Communication	3		
<b>Total hours for major with Management concentration</b>		<b>51-53</b>		
To complete a <b>Finance concentration</b> , choose three courses from the lists below, plus an at-large ABEF elective for a total of 12 credit hours.				
<i>At least two of the following courses</i>				
FIN 328	Managerial Finance	3		
FIN 350	Investments	3		
FIN 351	Portfolio Management	3		
<i>At least one of the following courses</i>				
ACC 308	Managerial and Cost Accounting	3		
ACC 312	Intermediate Accounting I	3		
ACC 319	Federal Income Tax I	3		
ACC 419	Federal Income Tax II	3		
ECN 325	Money, Banking, and Financial Markets	3		
ECN 337*	Open-Economy Macroeconomics	3		
ECN 331*	Intermediate Macroeconomics Theory	3		
ECN 351	Price Theory and Managerial Decisions	3		
<b>Total hours for a major with a Finance concentration</b>		<b>51-53</b>		

\*Not offered in the online program. These courses can be fulfilled as transfer or consortial credit.

# Finance Major, Online

Contact: Professor Kelli Fram

Phone: 573-592-6137

Email: [kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

The finance major is offered through the John E. Simon Department of Accounting, Business Administration, Economics, and Finance.

The courses in the finance major prepare students to launch exciting professional careers in both corporate finance (e.g., Financial Analyst, Budget Analyst, and Credit Analyst) and investments (e.g., Equity Analyst, Research Analyst, and Research Associate). Because of the emphasis on building practical skills, the coursework enables students to work in other quantitative fields, such as business analysis. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

CIP CODE: 52.0801

## PROGRAM OBJECTIVES

Graduates of the finance major demonstrate mastery in the ability to:

- I. Evaluate the performance of securities and portfolios using risk-return models such as the Capital Asset Pricing Model (CAPM) and multi-factor models.
- II. Price intangible and tangible assets and securities.
- III. Manage investments in a global context.
- IV. Measure risk and calculate the weighted average of the required returns to evaluate revenue generating projects.
- V. Raise capital to finance projects.

Majors must have at least a 2.00 grade point average in all required Accounting, Business Administration, Economic, and Finance courses needed to satisfy major requirements.

No more than 40 credit hours in finance major courses may be counted toward the 122 credit hours required for graduation.

**Graduates of the program earn a Bachelor of Arts in Finance**

## ACADEMIC REQUIREMENTS SUMMARY

Course Code	Title	Hrs.	Semester	
<b>Core courses</b>				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Applications in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 355	Research Methods for Business and Social Sciences Applications	3		
FIN 318	Corporate Financial Management	3		
MAT 114	Elementary Statistics	3		
SPE 101	Introduction to Speech Communication	3		
<i>One of the following courses</i>				
MAT 122	Business Calculus (recommended for graduate school applicants)	3		
MAT 124	Calculus I	5		
<b>Finance courses</b>				
ECN 325	Money, Banking, and Financial Markets	3		
ECN 331	Intermediate Macroeconomics Theory	3		
ECN 337	Open-Economy Macroeconomics	3		
FIN 328	Managerial Finance	3		
FIN 350	Investments			
FIN 351	Portfolio Management	3		
FIN 354	Options and Futures	3		
<i>One course from the following list</i>				
ACC 312	Intermediate Accounting I	3		
ACC 419	Federal Income Tax II	3		
ECN 310*	International Trade and Finance	3		
ECN 351	Price Theory and Managerial Decisions	3		
ECN 360*	Mathematical Economics	3		
ECN 367*	Econometrics	3		
MAT 312*	Differential Equations	3		
MAT 313*	Mathematical Probability and Statistics	3		
<b>Total hours for major</b>		<b>60-62</b>		



\*Not offered in the online program. These courses can be fulfilled as transfer or consortial credit.

# General Studies Major, Online

Contact: Dr. Linda Webster

Phone: (573) 592-6138

Email: linda.webster@westminster-mo.edu

The General Studies major is a multidisciplinary program that builds marketable and transferable skills and requires at least one minor in any discipline. Course work develops skills in critical thinking, interpersonal communication, public speaking, global and cultural awareness, professionalism, leadership, teamwork, technology, and problem solving.

CIP CODE: 24.0103

## PROGRAM OBJECTIVES

Graduates of this program will have successfully demonstrated their ability to:

- I. Articulate and apply knowledge and skills from a multifaceted course of study to a chosen career
- II. Apply reason and principle to critically analyze information, solve problems, and advance solutions
- III. Communicate effectively in personal and professional environments utilizing awareness of cultural differences, personality styles, verbal and nonverbal cues
- IV. Demonstrate a working knowledge of technology hardware and software, and information systems
- V. Apply basic statistical concepts and tools to correctly interpret the results of statistical analyses

Students must complete at least one minor in any discipline.

No more than 27 hours may be completed from any single discipline (e.g. BUS, LST, BIO). A minimum of 30 hours must be taken at the 300-400 level.

Students pursuing the General Studies major may not combine the major with any other major. General Studies students may be awarded only the Bachelor of Arts in General Studies and no second major.

Minimum GPA requirement: 2.0. Must fulfill all general education requirements.

**Graduates of the program earn a Bachelor of Arts in General Studies**

## ACADEMIC REQUIREMENTS SUMMARY

Course Code	Title	Hrs.	Semester	Grade
<i>Courses in a minor (Completion of a minor is required)</i>				
<i>3XX-4XX level courses (minimum of 30 hours)</i>				
<b>Total Hours for Major</b>				

# Organizational Leadership Major, Online

Contact: Professor Ashley Dodson

Phone: (573) 592-5619

Email: [ashley.dodson@westminster-mo.edu](mailto:ashley.dodson@westminster-mo.edu)

The Organizational Leadership major equips the career-minded achiever to advance their professional status. This program teaches the skills demanded of leaders in today's workforce including strategic planning, conflict resolution, team building, budgeting, and employee relations. Participants in the program also refine their critical thinking, problem-solving, communication, and ethical decision-making abilities.

Courses include instruction on organizational planning, dynamics of leadership, finance, team building, data-driven decision-making, conflict resolution and mediation, communication, and change management. Each course incorporates themes that allow learners to develop and implement their values-centered and strengths-based leadership philosophy, grounded in ethics and contemporary leadership theory.

CIP CODE: 52.0213

## PROGRAM OBJECTIVES

Graduates of this program will have successfully demonstrated their ability to:

- I. Apply theories of effective leadership and ethics in the strategic decision making and problem-solving process
- II. Consider the impact and nuance of culture and diversity in relationships, communication, and workforce management
- III. Effectively communicate across diverse audiences and within employee relationships to encourage strong team dynamics, resolve conflict, and promote collaboration
- IV. Apply change management frameworks to leading organizations through transformation, volatility, and innovation

Graduates of the program earn a Bachelor of Arts in Organizational Leadership

## ACADEMIC REQUIREMENTS SUMMARY

Course Code	Title	Hrs.	Semester	Grade
<i>Required courses</i>				
BUS 210	Spreadsheet Applications for Business	3		
BUS 305	Industrial-Organizational Psychology	3		
LST 201	Intro to Leadership Theories and Practice	3		
LST 240	Leading Oneself to Personal Wellness	3		
PHL 212	Introduction to Ethics	3		
SPE 101	Introduction to Speech	3		
<i>One of the following</i>				
MAT 110	Quantitative Reasoning for Problem Solving	3		
MAT 114	Elementary Statistics	3		
<i>Leadership and Practice (6 hours)</i>				
LST 340	Great Leaders	3		
LST 420	Leadership Capstone	3		
<i>Management and Leadership (9 hours)</i>				
BUS 220	Fundamentals of Management	3		
BUS 326	Human Resource Management	3		
BUS 353	Non-Profit Management	3		
<i>Cross-Cultural Leadership (9 hours)</i>				
BUS 322	Cross-Cultural Management	3		
LST 330	Diversity and Ethics in Leadership	3		
PSY 374	Stereotyping, Prejudice, and Group Conflict	3		
<i>Communication and Leadership (6 hours)</i>				
LST 205	Mediation and Conflict	3		
SPE 203	Interpersonal Communication	3		
SPE 310	Business and Professional Communication	3		
<b>Total Hours for Major</b>		<b>51</b>		



# Psychology Major, Online

Contact: Dr. Abby Coats

Phone: (573) 592-6121

Email: [abby.coats@westminster-mo.edu](mailto:abby.coats@westminster-mo.edu)

Psychology is defined as the science of mental processes and behavior. The courses that comprise the psychology major are designed to acquaint the student with the systematic and quantitative demands of scientific thought, as well as to ensure that students will be able to comprehend human behavior from cognitive, environmental, and biological perspectives.

CIP CODE: 42.0101

## PROGRAM OBJECTIVES

Successful completion of the program demonstrates the student's ability to:

- I. Develop a conceptual framework that includes important psychological facts, principles, and theories
- II. Analyze human behavior using critical thinking
- III. Apply quantitative reasoning skills to a level enabling organization and analysis of data from survey, field, or laboratory research
- IV. Summarize and present psychological findings in oral and written format that incorporate APA style elements
- V. Write a synthesis paper and presentation, demonstrating mastery of information gathering and integration, in which knowledge from several subfields in psychology is synthesized to address a major question
- VI. Create and execute a plan for a meaningful professional direction after graduation
- VII. Develop, practice, and demonstrate interpersonal, intercultural, and ethical skills for working with people

Beyond the pedagogical goals cited above, the curriculum is designed to provide introductory courses for the College's general education requirements, and a few collateral courses supplementing other major programs.

## HONORS PROGRAM

To graduate with honors in the program, students must fulfill the following requirements:

1. Graduate with minimum 3.50 GPA in psychology courses
2. Be a member of Psi Chi, the national honor society in psychology
3. Complete a senior thesis of satisfactory quality
4. Present at least one paper at an external regional/national conference or publish in a refereed journal

Graduates of the program earn a Bachelor of Arts in Psychology

## ACADEMIC REQUIREMENTS SUMMARY

Course Code	Title	Hrs.	Semester	Grade
<i>Required Courses (12 hours)</i>				
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
PSY 270	Research Tools	3		
PSY 274	Methods in Experimental Psychology	3		
<i>Four of the following with at least one from each list (12 hours)</i>				
List One:				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
List Two:				
PSY 290*	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
<i>Laboratories (2 hours)</i>				
PSY 311	Social Psychology Laboratory	1		
PSY 313*	Developmental Laboratory	1		
PSY 316*	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391*	Abnormal Psychology Laboratory	1		
<i>Capstone (3 or 6 hours): Students must complete either PSY 422 or the PSY 430/431 sequence</i>				
PSY 422	Senior Seminar (fulfills requirement)	3		
PSY 430	Pre-Thesis (must also complete PSY 431)	3		
PSY 431	Senior Thesis (pre-requisite: PSY 430)	3		
<i>Psychology electives (9 hours. 6 hours must be 300 or above)</i>				
PSY XXX		3		
PSY 3XX/4XX		3		
PSY 3XX/4XX		3		
<b>Total hours for major</b>		<b>38-41</b>		

\*Not offered in the online program. These courses can be fulfilled as transfer or consortial credit.

Majors are strongly encouraged to take a biology course, such as NSC 108 Introduction to Biological Principles w/lab. MAT 114 Elementary Statistics is a pre-requisite for PSY 270. No more than six credit hours of PSY 398 Independent Study may be counted towards the major requirements. Three credit hours from 200-level electives may be counted toward

the major. Majors must earn a grade of C- or better in all psychology needed to satisfy major requirements. PSY 422 or PSY 431 must be taken while enrolled at Westminster. Graduation with a psychology major at Westminster requires completion of at least 20 hours of Westminster psychology courses with grades of C- or higher.

# Minors

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A complete statement of the requirements for each of the minor programs may be found in this section. Students are bound by the minor requirements published in the catalog for the academic year of the student's first degree-seeking enrollment at Westminster College. Exception (for academic minor requirements only): If changes have been made to minor requirements since the student's first year of degree-seeking enrollment, the minor coordinator may require the student to change to the degree requirements in place at the time of their declaration of the minor. This determination is made when a student declares a minor, and the outcome is indicated on the Declaration of Minor form. Coordinators of minors have authority to waive or allow substitutions for minor programs of study.

Students may declare a minor as early as the first semester. A student's choice of a minor is not recognized by the college until the student has submitted an electronic form that has been approved by both the chair of the minor department and the student's advisor. All grades in minor courses must be C- or higher to count towards the completion of the minor. A minor may not be earned in the same program as the student's major program of study. No more than three credit hours of internship or other experiential form of study will be counted toward a minor. Students may complete only one minor in a department. Otherwise, there is no restriction on the numbers of minors that may be completed.

# Accounting Minor, Online

Contact: Professor Kelli Fram

Phone: 573-592-6137

Email: [kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

Course Code	Title	Hrs.	Semester	Grade
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
ACC 312	Intermediate Accounting I	3		
ACC 322	Intermediate Accounting II	3		
<i>Choose three courses from the following list</i>				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial and Cost Accounting	3		
ACC 319	Federal Income Tax I	3		
ACC 320	Accounting Information Systems	3		
ACC 418	Advanced Accounting	3		
ACC 419	Federal Income Tax II	3		
ACC 421	Auditing	3		
ACC 3XX/4XX	Accounting elective, 300-level or above	3		
<b>Total hours for minor</b>		<b>21</b>		

# Business Administration Minor, Online

Contact: Professor Kelli Fram

Phone: 573-592-6137

Email: [kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

Course Code	Title	Hrs.	Semester	Grade
ACC 215	Principles of Financial Accounting	3		
BUS 210	Spreadsheet Applications in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
BUS 330	Advertising and Brand Promotion	3		
BUS 3xx/4xx	Business Elective, 300-level or above	3		
BUS 3xx/4xx	Business Elective, 300-level or above	3		
BUS 3xx/4xx	Business Elective, 300-level or above	3		
FIN 318	Corporate Financial Management	3		
<b>Total hours for minor</b>		<b>27</b>		



## Economics Minor, Online

Contact: Professor Kelli Fram

Phone: 573-592-6137

Email: [kelli.fram@westminster-mo.edu](mailto:kelli.fram@westminster-mo.edu)

Course Code	Title	Hrs.	Semester	Grade
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 331	Intermediate Macroeconomic Theory	3		
ECN 351	Price Theory & Managerial Decisions	3		
ECN XXX	Economics elective	3		
ECN 3XX/4XX	Economics elective, 300-level or above	3		
<b>Total hours for minor</b>		<b>18</b>		

## Organizational Leadership Minor, Online

Contact: Professor Ashley Dodson

Phone: (573) 592-5619

Email: [ashley.dodson@westminster-mo.edu](mailto:ashley.dodson@westminster-mo.edu)

Course Code	Title	Hrs.	Semester	Grade
BUS/PSY 305	Industrial-Organizational Psychology	3		
LST 201	Leadership Theories and Practices	3		
SPE 203	Interpersonal Communication	3		
BUS 220	Fundamentals of Management	3		
<i>Choose one of the following</i>				
LST 340	Great Leaders	3		
LST 399	Internship/Independent Study	3		
LST 420	Leadership Capstone	3		
<i>Choose one of the following</i>				
PHL 212	Introduction to Ethics	3		
PHL 244	Business Ethics	3		
<i>Choose one of the following</i>				
BUS 322	Cross-Cultural Management	3		
PSY 405	Cross-Cultural Psychology	3		
PSY 374	Stereotyping, Prejudice, and Group Conflict	3		
<b>Total hours for minor</b>		<b>21</b>		

# Psychology Minor, Online

Contact: Dr. Abby Coats

Phone: (573) 592-6121

Email: [abby.coats@westminster-mo.edu](mailto:abby.coats@westminster-mo.edu)

Course Code	Title	Hrs.	Semester	Grade
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
<i>One of the following</i>				
PSY 270	Research Tools	3		
PSY 274	Methods in Experimental Psychology	3		
<i>One of the following</i>				
PSY 310	Social Psychology	3		
PSY 312*	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
<i>One of the following</i>				
PSY 290*	Biological Psychology	3		
PSY 290	Memory and Cognition	3		
<i>One of the following</i>				
PSY 311	Social Psychology Laboratory	1		
PSY 313*	Developmental Psychology Laboratory	1		
PSY 316*	Psychology of Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391*	Abnormal Psychology Laboratory	1		
<b>Total hours for minor</b>		<b>16</b>		

\*Not offered in the online program. These courses can be fulfilled as transfer or consortial credit.



# Courses

## Adding a Class

The deadline to add a class is 11:59 pm CT on the third day of a 7-week session and the first day of a 4-week session.

## Dropping a Class

The deadline to drop a class (without transcript notation) is 11:59 pm CT on the fourth day of a 7-week session or the second day of a 4-week session. See “Refunds” on page 15 for receiving a refund for dropping a class.

**Failure to attend class does not constitute dropping a class.**

## Consortial Courses

Westminster College is a member of the Council of Independent Colleges Online Course Sharing Consortium (CIC-OCSC). Our membership allows students to enroll in online courses that are taught at other member institutions.

Consortial courses count as Westminster College credit on transcripts, are calculated in the GPA, and are eligible for financial aid.

All deadlines, semester start and end dates, withdrawal dates are set at the teaching institution. Students are responsible for adhering to the academic dates and deadlines of the teaching institution where the course is offered.

Students in online degree programs will be enrolled in consortial courses under the following circumstances:

- A course is required to stay on track for graduation and is not offered in the required semester

- A student is interested in extra coursework in a focus area that is not offered at Westminster

The list of consortial courses that are available are listed at: <https://students.acadeum.com/institutions/westminster-college-mo>.

### TYPE OF COURSE

Consortial courses are 100% online and are delivered through the teaching institution's learning management system. Westminster will attempt to provide its students with course options that are asynchronous.

### ELIGIBILITY

Eligibility to enroll in consortial courses through the Westminster College/CIC partnership requires that students must be financially cleared at Westminster College in the academic term in which the student seeks to enroll in a consortial course

### LIMITATIONS

Enrollment in consortial courses is subject to the following limitations:

- Students may not exceed a total of 16 credits in consortial courses while enrolled as a Westminster College student
- Students may not enroll in more than 4 consortial credits in a fall or spring semester or more than 7 consortial credits in the summer terms
- The Provost may grant approval for a student to enroll in credits above the limit only in extraordinary circumstances
- Departments establish their own limitations on the maximum number of courses and which courses count toward a major, minor, or certificate program

- If Westminster College is offering a course that is equivalent to a consortial course that is being offered in the same semester, the student must enroll in the Westminster College course. The student may enroll in the consortial course if there are no remaining seats in the Westminster College course or with approval from the Dean of Faculty for extenuating circumstances

## **COST**

The cost of most consortial courses is identical to the College's credit hour rate. If a student requests to enroll in a consortial course that costs more than a Westminster course, the student will be billed the other teaching institution's cost of the course plus a \$50 administrative fee.

## **DROP AND WITHDRAWAL**

The teaching institution determines the last date to drop a course, and dates when students may withdraw from a course (with transcript notation). A student who does not engage in a course before the drop date may be administratively dropped from a course. Any student not participating regularly in a course may be administratively withdrawn from a course.

## **REFUND**

Students who drop a course according to the teaching institution's policy will receive a full refund. A refund will not be issued after the last day to drop a course.

# **Cross-enrollment with residential students**

Residential students who are in good academic standing may enroll in Fall and Spring semester courses offered through the Westminster Online program only with the prior approval of the Provost. Online students who are in good academic standing may enroll in courses offered to residential students only with the prior approval of the Provost. Summer and Winter session courses

may include online and residential students.

## **Types of Courses**

Westminster Online courses are 100% online and delivered through the institution's learning management system. Courses are asynchronous, meaning they do not have designated class meeting days and times. Students may be required, or may choose, to meet virtually or speak on the phone with the instructor or with classmates at mutually agreed times to complete course requirements and group work.

## **Course Descriptions**

### **ACCOUNTING**

#### **ACC 215 Principles of Financial Accounting**

(3 credit hours) This course emphasizes principles and procedures involved in the accounting process. An understanding and use of basic accounting data are stressed. The major topics covered include the basic accounting framework, financial statements, current and long-term assets and liabilities and corporate accounting.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Institutions & Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

#### **ACC 216 Principles of Managerial Accounting**

(3 credit hours) This course emphasizes principles and techniques used in the managerial accounting process. An understanding of cost behavior, cost determination and budgeting are stressed.

Prerequisite(s): ACC 215

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None



### **ACC 307 Government and Non-Profit Accounting**

(3 credit hours) This course deals with financial accounting and reporting concepts, standards and procedures applicable to (1) state and local government; and (2) non-profit and governmental universities, hospitals and other non-profit organizations. Financial management and accountability considerations peculiar to government and non-profit organizations are emphasized throughout the course.

Prerequisite(s): ACC 216

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ACC 308 Managerial and Cost Accounting**

(3 credit hours) A course designed to acquaint students, whether or not they plan to continue accounting studies, with the uses of accounting for business operation and management. The content of the course emphasizes the accounting process in manufacturing organizations. Topics include cost allocation and control, cost systems, budgeting, variance analysis, break-even analysis and problems of alternative choice.

Prerequisite(s): ACC 216

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ACC 312 Intermediate Accounting I**

(3 credit hours) A study of the nature, content and interpretation of corporate financial statements. Major topics covered include the conceptual framework of financial accounting, current assets, plant assets, and intangible assets.

Prerequisite(s): ACC 216

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ACC 319 Federal Income Tax I**

(3 credit hours) A study of federal income tax laws and their current application to individuals and partnerships, with emphasis on the individual income taxes.

Prerequisite(s): ACC 216

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ACC 320 Accounting Information Systems**

(3 credit hours) This course explores effective and efficient accounting information systems from a user's perspective. Specific coverage is devoted to the areas where the accountant interfaces with the system analyst.

Prerequisite(s): Co-requisite: ACC 216 & BUS 210

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ACC 322 Intermediate Accounting II**

(3 credit hours) This is a continuation of Intermediate Accounting I. Major topics include current and long-term liabilities (including bonds, pensions, and leases), corporate capital, with special attention to paid-in capital and retained earnings; investments, earnings per share, the statement of cash flows, and full disclosure issues.

Prerequisite(s): ACC 312

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ACC 418 Advanced Accounting**

(3 credit hours) This course is designed to study specialized accounting problems including partnerships, consolidated financial statements, international operations and segment reporting.

Prerequisite(s): ACC 322 or permission of instructor  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **ACC 419 Federal Income Tax II**

(3 credit hours) This tax course focuses on corporations, partnerships, trusts and estates. The course addresses C Corporations, S Corporations, Flow-through Entities and partnership capitalization issues. The course utilizes research cases based on revenue rulings to further enhance the learning process.

Prerequisite(s): ACC 318  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **ACC 421 Auditing**

(3 credit hours) This is a study of auditing standards, professional ethics, legal responsibility, various types of audits and their uses. A detailed examination of auditing procedures and techniques is made. Case studies are used in the course.

Prerequisite(s): ACC 322  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

## **BUSINESS ADMINISTRATION**

### **BUS 131 Intro to Business**

(3 credit hours) This introductory course will briefly explore the critical topics of the business environment. Beginning with business trends in the global environment, the course moves through small business ownership and how economics affects business, working with and understanding employees, fundamental marketing, human resource management, and managing financial resources. This is an excellent course

to explore the subject matter of the general business world for those who have not done any business courses before and would like to get an introduction to the subject matter or to pursue further studies in the various fields in business administration. This course does not count as an elective in the business administration department and is meant for non-business major students interested in exploring the basics of the major. It will count for credit towards graduation.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: Institutions & Society  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **BUS 210 Spreadsheet Applications for Business**

(3 hrs.) This course is designed to enable students to use Microsoft Excel to perform important data analysis and presentation for various business problems and thereby provide essential decision-making support to management. In the first few weeks of the course, students work on developing a functional understanding of Microsoft Excel by learning its basic capabilities for data analysis and presentation. Then the course exposes the students to more advanced data analysis tools in Excel such as Scenario Manager, Data Tables, Solver, etc. for a more complicated and comprehensive analysis of business problems.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Information & Digital Literacy

### **BUS 220 Fundamentals of Management**

(3 credit hours) An introduction to the basic concepts of management and organization. A review of the historical development of management practices will precede the core areas of study, which include the processes of decision making and planning

in organizations, concepts of organization design, measurement and control of organizational performance, and leadership and the direction of human activity. Case studies of actual organizations are used.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Institutions & Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **BUS 221 Organizational Behavior**

(3 credit hours) This course explores management practice in the workplace with an emphasis on the dynamics of individual and group behavior. Topics include organizational structure and design, managing in a global context, conflict in organizations, organizational culture, decision-making, group dynamics, and other contemporary issues in organizational behavior.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **BUS 223 Business Law**

(3 credit hours) This course is designed to provide an understanding of rights, duties, and liabilities in business transactions. Topics covered include contracts, agency and employment, negotiable instruments, personal property, bailments, sales of goods, partnerships, corporations, real property and leases, insurance, security devices, bankruptcy, trusts, estates, and government agencies and regulations.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **BUS 250 Principles of Marketing**

(3 credit hours) A survey of current concepts

in marketing theory. Topics include the theory of exchange; product characteristics; channels of distribution; sales, promotion, and price policy; marketing research; and the "marketing concept."

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **BUS 305 Industrial-Organizational Psychology**

(3 credit hours) This course applies the principles of psychology to work and other organizational settings. It presents both traditional industrial applications (personnel selection, job design, training, and performance evaluation), more recent perspectives on organizational performance (group dynamics, romance in the workplace, leadership, problem solving, organizational design, organizational development, and organizational culture and socialization), recent work in ergonomics and engineering psychology, and consumer psychology.

Prerequisite(s): PSY 112 or 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Structures & Society

Breakthrough Lifetime Leadership: None

### **BUS 322 Cross Cultural Management**

(3 credit hours) This course explores ethnic, behavioral, demographic, and religious dimensions to show how cultural factors affect behavior in the US workplace and how cultural behavior affects managerial action. Within a guiding framework of contemporary management practice, particular emphasis is focused on dispelling stereotypical thinking, and identifying the interpersonal skills needed to be a successful and effective manager with a diverse workgroup.

Prerequisite(s): BUS 220

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Creating Inclusiveness  
Breakthrough Lifetime Leadership: None

### **BUS 325 Entrepreneurship**

(3 credit hours) This course is designed to develop an understanding of the environment within which small business concerns function. The practical application of business theory will be stressed. Topics include areas of management, advertising, marketing research, customer credit, financing, and personnel.

Prerequisite(s): ACC 215 or BUS 250  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **BUS 326 Human Resource Management**

(3 credit hours) A review of the human resource management function in which the practices and underlying theory of the procurement, development, and the maintenance of the individual in an organization will be examined. The basic issues of employee satisfaction and employee productivity will be analyzed throughout the course. Cases will be utilized to explore the various concepts introduced.

Prerequisite(s): BUS 220 or 221  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: Structure & Society  
Breakthrough Lifetime Leadership: None

### **BUS 327 Operations Management**

(3 credit hours) This course covers basic concepts, practices, and current themes of Operations Management in both production and service industries. Students learn how to make operations decisions such as those relating to capacity planning, inventory management, quality control, facility layout, and product design. Analytical and qualitative tools, as well as key metrics, are applied to real life and realistic problems. The class also emphasizes the interrelatedness and

complexity of real-life operations and their place in strategic, global, and ethical contexts.

Prerequisite(s): MAT114, BUS 210  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Writing Intensive

### **BUS 353 Non-Profit Management**

(3 credit hours) This course emphasizes a research experience that produces a business plan for a new nonprofit organization. Students will work in small groups and choose projects from various nonprofit ventures designed by the instructor that will produce workable operating plans to manage such nonprofit organizations. Students should expect a high level of interaction with the instructor, their fellow group members, and other students in the class as research results and methods are shared and analyzed. Classwork on the project will be supplemented with appropriate lecture and discussion topics relevant to understanding nonprofit organizations and how to manage them.

Prerequisite(s): BUS 220 or BUS 221 or BUS 250  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Research Inquiry & Analysis

### **BUS 450 Business Strategy**

(3 credit hours) A course for second-semester seniors in which principles and theories of management, marketing, accounting, finance, and economics are used to analyze comprehensive case studies. A model for company-wide strategy planning will be studied.

Prerequisite(s): ACC 215 and 216; BUS 220, 250 and 318; ECN 211 and 212  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Writing Intensive

## CLASSICS

### CLA 215 Mythology

(3 credit hours) An introduction to the nature of myth and its functions in society. The course will examine carefully myths of Greece, along with myths from a variety of other areas—typically northern Europe, India, Africa, the Near East, North and South America, and Asia.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Aesthetics

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Writing Intensive Optional

## ECONOMICS

### ECN 211 Principles of Macroeconomics

(3 credit hours) An introductory course that examines, in an international context, the causes and consequences of economic growth, inflation and unemployment, and how government fiscal and monetary policies affect macroeconomic outcomes.

Prerequisite(s): MAT 114 or MAT 122 or MAT 124

Fees: None

Breakthrough Theme: Institutions & Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### ECN 212 Principles of Microeconomics

(3 credit hours) An introductory course to acquaint the student with consumer choice, the market system, resource allocation, and the decisions of firms in markets with varying degrees of competition with applications relating to public policy.

Prerequisite(s): MAT 114 or higher

Fees: None

Breakthrough Theme: Human Development

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### ECN 310 International Trade and Finance

(3 credit hours) Studies international movements of goods and services and monetary flows. Covers international trade theory, trade policy, institutional evolution of the world economy, balance of payments and exchange rates.

Prerequisite(s): ECN 211 or 212

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### ECN 325 Money, Banking, and Financial Markets

(3 credit hours) A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing.

Prerequisite(s): ECN 211

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### ECN 331 Intermediate Macroeconomic Theory

(3 credit hours) This course provides a working understanding of the economy as a whole in an international context. It examines the relationship between such measures of aggregate economic activity as income, unemployment, inflation and interest rates. It develops models of economic activity and uses them to analyze the effects of changes in the economic environment, private behavior and government policy. It also evaluates the potential for government fiscal and monetary policies to affect economic activities.

Prerequisite(s): ECN 211, ECN 212 & MAT 114 or MAT 122 or higher



Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **ECN 337 Open Economy Macroeconomics**

(3 credit hours) This is an applied macroeconomics course, where students will be exposed to the theories of open market international aspects of finance and macroeconomics. The course will investigate modern monetary and exchange rate relationships between countries. We will analyze the balance of payments of countries, understand the issues related to international capital flows, and explain how exchange rates are determined. In addition, the standard aggregate supply and demand and the IS-LM models will be expanded to open market economies.

Prerequisite(s): ECN 211, ECN 212  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **ECN 351 Price Theory and Managerial Decisions**

(3 credit hours) An intensive study of the tools which economists use to analyze the allocation resources among alternative uses. Topics discussed include consumer demand (consumer's choice); the determinants of price, output, and employment in various market situations (production and markets); the effects of imperfect competition on resource allocation; and it will then use the concepts to examine business decision techniques. Special emphasis will be placed on the statistical derivation and interpretation of demand and cost curves, and decision making under uncertainty.

Prerequisite(s): ECN 212, MAT 114 and MAT 122  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **ECN 355 Research Methods for Business and Social Sciences Applications**

(3 credit hours) This course provides the students with an overview of research methods that are commonly used to support economic, business, public policy research and decision-making. The course emphasizes business and social sciences applications. This course will enhance students understanding of quantitative, statistical and qualitative methods used in business, economics and other social sciences. Students will learn survey methods, sampling and probability distribution, statistical inference, multiple regression technique, time-series analysis and forecasting, and analysis of multivariate system using matrices such as input-output model, activity analysis, and simple linear programming. This course is writing intensive.

Prerequisite(s): MAT 114, BUS 210, ECN 211, ECN 212, or Permission from instructor  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Research Inquiry & Analysis; Writing Intensive

## **EDUCATION**

### **EDU/PSY 221 Educational Psychology**

(3 credit hours) The application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **EDU 225 Human Experiences Across the Years**

(3 credit hours) The course explores

scientific theory and practice in the field of human growth and development with an emphasis on experiences of the individual through the course of the lifespan. From pre-birth through end of life, humans are defined by momentous occasions and changes, and they grow accordingly. The emphasis of the course is on socio-emotional life events, but will also address both cognitive and physical development. The course is targeted to non-Education majors. Some topics include: infertility, childhood obesity, adolescence in the 21st century, concerns of young adults and career, the family, middle-age adjustment, and senior living arrangements.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Human Development

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **EDU 385 Diversity in Education**

(3 credit hours) This course will introduce both education and non-education majors to the role of the 21st century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others' values and belief systems, learning the language of prejudice, and creating unity in a diverse America.

Prerequisite(s): One of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102, or permission of instructor

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Creative Inclusiveness

Breakthrough Lifetime Leadership: None

## **ENGLISH**

### **ENG 100 Pre-Academic Writing**

(3 credit hours) This is a non-tier course designed for students who place into the class based on ACCUPLACER reading and writing scores. As a result, the course focuses on improving both reading comprehension and written expression. The goal of this course is to better prepare students for the rigors of college-level reading and writing assignments. The reading portion will address the four areas of competency: comprehension, reiteration, vocabulary, and context/content-based application across the curriculum. This will be accomplished through various reading and response exercises and evaluations throughout the semester. The writing portion of this course will focus on syntax, grammar, punctuation, word choice, and effective expression of and reaction to complex issues. This course will prepare students to succeed in subsequent college courses that involve large quantities of reading and writing assignments.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **ENG 103 Academic Writing**

(3 credit hours) A composition course designed to prepare students for writing in all academic disciplines. Based on the process approach to writing, the course treats reading, thinking, and writing as integrated skills. Writing Skills covered include summary, synthesis, analysis, argumentation, and research.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **FINANCE**

### **FIN 310 International Trade and Finance**

(3 credit hours) Studies international movements of goods and services and monetary flows. Covers international trade theory, trade policy, institutional evolution of the world economy, balance of payments and exchange rates.

Prerequisite(s): ECN 331

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **FIN 318 Corporate Financial Management**

(3 credit hours) Emphasis is placed upon the underlying principles and practices of finance and how they relate to the decision-making process faced by a corporate finance manager. Students learn to interpret financial data, assess financial position of a company, apply time-value of money analysis, conduct project evaluation through NPV, IRR, MIRR, etc. Although the course emphasizes on corporate financial decision making, the principles learnt and skills developed will also help students in personal finance and small business decision-making.

Prerequisite(s): ACC 215 and BUS 210 with a grade of C or better. BUS 210 and FIN 318 can be taken concurrently

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **FIN 325 Money, Banking and Financial Markets**

(3 credit hours) A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing.

Prerequisite(s): ECN 211

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **FIN 328 Managerial Finance**

(3 credit hours) A continuation of FIN 318 Corporate Financial Management, this course focuses on long-term/strategic financial management. With a brief discussion on the methodologies of financially evaluating projects, this course spends considerable time on developing a sound understanding of how to finance those projects under different circumstances and make related decisions to maximize value creation. In particular, this course covers cost of capital, raising capital, capital structure, dividend policy, risk management, mergers and acquisitions, leasing, etc.

Prerequisite(s): FIN 318 with a grade C or better

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **FIN 350 Investments**

(3 credit hours) The purpose of this course is to provide conceptual and theoretical foundations in determining the values of financial assets such as common stocks, bonds, etc., the timing of security purchases and sales, and an introduction to portfolio construction techniques. As part of this course, students form groups, select actual companies, conduct research on those companies, value the stock of those companies, make recommendations for investment, and present their research to the faculty.

Prerequisite(s): ACC 215, BUS 210, and FIN 318

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **FIN 351 Portfolio Management**

(3 credit hours) This course is designed to focus on the theoretical and practical aspects of forming optimal portfolios. Topics include mean-variance analysis, Markowitz portfolio theory, efficient frontiers, optimal portfolios, performance evaluations, etc.

Prerequisite(s): FIN 318 with a grade of C or better, plus MAT 124 or MAT 122, plus ECN 355  
Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **FIN 354 Options and Futures**

(3 credit hours) A challenging finance course emphasizing the analysis, pricing, and application of derivative securities. Topics include options, futures, forward, and swap contracts, arbitrage, hedging, portfolio risk and insurance, etc. This course requires relatively greater use of quantitative methods and theoretical reasoning than other finance courses. However, developing an intuition is as important as understanding the underlying mathematics to be able to use the techniques and models effectively.

Prerequisite(s): FIN 350 with a grade of C or better, plus ECN 355

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **GLOBAL AND TRANSNATIONAL STUDIES**

### **GTS 300 / PSY 405 International and Cross-Cultural Psychology**

(3 credit hours) Utilizes an interdisciplinary perspective to focus on a contemporary challenge facing our world: the need to understand persons from different cultures as the globalization of our communications and commerce forces close contact with persons who have a different cultural background from our own. The course includes a cross-cultural examination of many of the basic topics in the field of psychology such as

sensation-perception, gender, personality and abnormal. Also focuses on cross-cultural behavioral expectations and fosters development of the skills needed to evaluate a situation and determine the behavioral rules existing in that situation.

Prerequisite(s): PSY 13 and ONE of the following: GTS 201, HIS 109, HIS 110, HIS 29, HIS 350, HIS 360, HUM 277, HUM 278, HUM 294, PHL 102, POL 212, REL 102, SOC 111, WGS 210  
Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Transnational Issues

Breakthrough Lifetime Leadership: None

## **HEALTH AND EXERCISE SCIENCE**

### **HES/PSY 231 Sports Psychology**

(3 credit hours) An examination of the psychological factors influencing participants and, to a lesser extent, spectators in sport. Topics include the use of behavioristic principles to develop skills, and the effects of causal attribution, attention, anxiety, coaching strategy, and imagery on athletic performance. Additional special topics include audience effects, children in sports, and the psychological benefits of exercise.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **HES/GTS 240 Introduction to Global Public Health**

(3 credit hours) The course will study foundational public health concepts in a global context, using an evidence-based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history

and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Global Perspective

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **HES 251 Introduction to Nutrition**

(3 credit hours) This is an introductory nutrition class covering the major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, and water) and their role in energy balance, weight management, the digestive process, and overall health. Students will learn the basics of healthy eating through the life cycle along with the basic nutritional science concepts of metabolism and digestion. Students will also learn about nutrition misinformation, fad diets, and food politics. This course will give students the fundamental knowledge they will need to make informed decisions about foods.

Prerequisite(s): None

Fees: \$10

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **HUMANITIES**

### **HUM 277 Spanish Civilization**

(3 credit hours) An introduction of Spanish civilization and culture from prehistoric times to the present. Topics include geography, history, political and social structures, culture, and cultural products such as film, literature and visual arts. Course instruction is in English. Written work is in English.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **LEADERSHIP STUDIES**

### **LST 201 Leadership Theories and Practice**

(3 credit hours) This course will serve as an introductory seminar for students interested in minoring in Organizational Leadership at Westminster or studying leadership in general. The course will focus on: 1) familiarizing students with the academic literature and general theories of leadership in the social sciences and other disciplines; 2) aiding students in developing academic skills that improve their leadership abilities; 3) providing practical opportunities for students to apply their leadership skills; and 4) creating a stepping-stone for further study of leadership-related topics in other courses. The course will most likely have a mentor or mentors to help in the facilitation of dialogue and information.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Institutions & Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **LST 210 Leadership for Non-Profit Organizations**

(3 credit hours) This 3-credit hour course introduces students to the nonprofit sector, nonprofit organizations, and the concepts of leadership and governance. Topics covered will include: nonprofit essentials, fundraising and donor management, grant writing, governance, volunteer engagement, marketing, accounting and finance, ethical and moral imperatives of nonprofit work, and DEI initiatives. Students will also understand how technology plays a role in nonprofit governance across topic areas.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Institutions and Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership:

Information & Digital Literacy



### **LST 205 Mediation and Conflict**

(3 credit hours) This course focuses on the analytical, methodological, and practical tools of conflict mediation with an emphasis on conflict prevention, management, and resolution. The course provides students with an introduction to the theories of conflict, conflict resolution, and mediation. Students will then be challenged to apply these theories to real cases taken from history, current events, and community or campus conflicts. Opportunities for learning will occur through online education, assigned readings, lecture, and practical, hands-on application of concepts and knowledge through simulations and evaluations.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Human Development

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Oral Communication

### **LST 236 Work-Life Design**

(2 credit hours) Job or career mobility are the new buzzwords as more employees seek careers that align with their values, skills, and life goals earned through promotions, advancement, or a change in their job roles. To become a competitive job candidate, employees must evaluate and invest in their professional skills and career development to gain control over their personal and professional lives. Work Life Design aims to develop these modern career development skills which include life design concepts for the adult learner who may be in the process of career transition. Besides polishing their resume and expanding their network, students can expect to learn work-life balance, career transition and growth strategies, how to work at peak performance and remain engaged in their careers.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **LST 240 Leading Oneself to Personal Wellness**

(3 credit hours) Wellness is an essential component to productivity, disease prevention and management, optimal functioning, and thus, overall personal development. This course will take a “whole-person” approach using the six dimensions of wellness: physical, emotional, spiritual, occupational, social, and intellectual. There will be an emphasis on practical and sustainable behavioral change that includes personal self-reflection and environmental awareness. Each topic will include a self-assessment plan. Topics include stress management, nutrition, fitness, worksite wellness programming, health-promotion and assessment of risk, and wellness leadership.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **LST 330 Diversity & Ethics in Leadership**

(3 credit hours) challenges that come from a diverse workforce is essential for leaders. This course reviews research on worker similarities and differences based on age, generation, culture, race, ethnicity, nationality, disability status, gender identification, and sexual orientation. In addition, this course will discuss ethical issues that arise in the workforce and in society which demand enlightened leadership. Students will learn to apply this knowledge as they become more competent leaders in a global society.

Prerequisite(s): LST 201 OR LST 205 OR BUS 220 OR GTS 201.

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Human Experience

Breakthrough Lifetime Leadership: Research Inquiry and Analysis, Writing Intensive

### **LST 340 Great Leaders**

(3 credit hours) This course examines

great leaders and focuses on the struggles they faced and the leadership habits and techniques they employed to transcend those difficulties. Drawing on their knowledge from previous leadership modules, this course will allow students to see examples of leadership in practice. The subjects chosen will reflect the broad diversity of leaders crossing all political, gender, and ethnic lines. This course will also provide a biographical overview of Winston Churchill and of some of the other influential leaders Westminster College has welcomed to its campus to deliver the Green Lecture. From presidents to musicians, entrepreneurs, and activists, Westminster has become a key destination for global leaders to deliver transformative speeches.

Prerequisite(s): LST 201

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **LST 350 Leading Teams and Group Dynamics**

(3 credit hours) Collaboration, teamwork, and group cohesion are crucial elements to organizations and high performing work groups. This course focuses on high performance teams and what makes them work. Selected theories and concepts will describe the stages of team development, the establishment of group norms, barriers to effective teamwork, team productivity, and team-building techniques. The course also analyzes the process of group communication, particularly in the context of task-oriented and decision-making groups, and methods to mediate group conflicts.

Prerequisite(s): LST 201 OR LST 205 OR BUS 220

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **LST 420 Capstone**

(3 credit hours) To give cohorts a chance to put the leadership skills and knowledge

they have acquired into practice, they will be required to undertake a capstone project which will allow them to express themselves in a dynamic and productive way. Capstone experiences might include—but are not limited to—a project that identifies a problem area within the cohort's specific company or industry and then devises a team-based plan to address the problem; cohorts may also undertake and lead a service-related project in the community that reflects well on both the individual cohort and/or the company they represent.

Prerequisite(s): LST 201 AND any LST 3XX

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Writing Intensive

## **MATHEMATICS**

### **MAT 110 Quantitative Reasoning for Mathematical Problem Solving**

(3 credit hours) This course emphasizes basic mathematical principles through problem solving. The focus is on solving problems encountered in typical college courses such as interpreting graphs, applying formulas, computing interest and percentages, understanding statistical output, and solving equations. The quantitative reasoning approach builds critical thinking skills in solving problems and analyzing the outcomes of those contextually. This course is designed for those students who will broadly use mathematics in everyday life, with less technical emphasis on skills for future math courses. This course is for those who do not intend to major in programs requiring additional mathematics.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Successful completion of MAT 110 satisfies the mathematics general education requirement for some majors.

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **MAT 111 College Algebra**

(3 credit hours) The study of linear, quadratic, exponential and logarithmic equations, inequalities, functions and graphs and their applications.

Prerequisite(s): ACT math score between 19 and 23 or SAT math score between 410 and 530 or Accuplacer Advanced Algebra and Functions score of 241 and at least 2 years of high school algebra with at least C's. Not meeting prerequisite requires the student to successfully complete MAT 110 as the Foundational Mathematics requirement.

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **MAT 114 Elementary Statistics**

(3 credit hours) A study of the organization and analysis of data including the normal, binomial, chi square and t distributions; estimating population parameters; hypothesis testing; random sampling; central limit theorem; and simple linear regression and correlation. A term project using technology for analysis and testing of data collected from real life is a required component of the course.

Prerequisite(s): ACT math score of 23, or SAT math score 540, or Accuplacer Advanced Algebra and Functions score of 260, and four years of high school math, including two years of algebra with at least Bs. Not having prerequisite requires the student to successfully complete MAT 110 Quantitative Reasoning for Mathematical Problem Solving or MAT 111 College Algebra with a grade of C- or better.

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **MAT 122 Business Calculus**

(3 credit hours) A terminal calculus course, including a brief review of algebra and the study of the derivatives and integrals

of algebraic, exponential and logarithmic functions. Business applications of the derivative and the definite integral are also studied.

Prerequisite(s): ACT math score 23 or SAT math score 540 and at least 4 years of high school math, including 2 years of algebra and some pre-calculus with at least B's. Students not meeting these prerequisites requires the students to successfully complete MAT 111 with a grade of C- or better.

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **MAT 124 Calculus I**

(5 credit hours) A formal introduction to calculus, including limits, derivatives, techniques of differentiation, optimization, anti-derivatives, definite integrals, and the fundamental theorem of calculus. Applications in science and engineering are included.

Prerequisite(s): ACT math score of 25 (27 preferred) or SAT math score of 600 (630 preferred) and at least 4 years of high school math, including a pre-calculus or trigonometry course with a grade of at least B. Not having prerequisite requires the student to successfully complete MAT 121, Pre-calculus with a grade of C- or better

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **NATURAL SCIENCE**

### **NSC 108 Introduction to Biology Principles**

(4 credit hours) This survey course for non-majors is an introduction to the major areas of study in the biological sciences. Emphasis is placed on the general functions of prokaryotic and eukaryotic cells, and various plant and animal systems. Ecological relationships between the organisms and their environment are also investigated.

The laboratory elaborates on the general principles and concepts introduced in lecture. Function and interrelationships are the themes.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Natural Science Inquiry

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## PHILOSOPHY

### PHL/REL 102 World Religions

(3 credit hours) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. "Agreeing" with the various religions we will be studying is not required; however, "understanding" them is.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Global Perspective

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Oral Communication and Presentation

### PHL 120 History of Philosophy

(3 credit hours) This course explores the history of western philosophy with an emphasis on the ancient, medieval and modern philosophical eras. Pursued chronologically, most attention is given to central figures such as Socrates, Plato, Aristotle, Aquinas, Descartes, Locke, Hume and Kant though a broader range will be investigated with an emphasis on their views relating to ethics, political theory, and metaphysics/epistemology (relating to the

nature of reality and how we come to know such). The course also focuses on applying historical philosophical thought to our contemporary world.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Human Development

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Writing Intensive Optional

### PHL 212 Introduction to Ethics

(3 credit hours) An introductory survey that begins with a brief introduction of ethical theory before moving on to explore specific applied ethical issues such as the following: abortion, euthanasia, sexual morality, human cloning, animal rights, war and terrorism, and distributive justice. The focus of the course is developing critical ethical reasoning that enables deeper normative insights in to how we should live our lives.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Values & Diversity

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### PHL 244 Business Ethics

(3 credit hours) A study of moral problems arising in business and industry: consumer rights, property rights and employee rights; the obligations of employees, owners and managers, governmental regulation and economic justice.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Institutions & Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### PHL 302 The Meaning of Life

(3 credit hours) What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make

sense of how to make our own lives as meaningful as possible to know not only why we're living, but that we're living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question.

Prerequisite(s): One PHL or REL course, or permission of the instructors  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: Human Experience  
Breakthrough Lifetime Leadership: Writing Intensive

## **PSYCHOLOGY**

### **PSY 112 Psychology as a Natural Science**

(3 credit hours) An introductory analysis of mental processes and behavior from the perspective of natural science. Includes such topics as the nervous system, sensation and perception, cognition, memory, and intelligence. Includes a computer-based laboratory designed to explore methodology and key concepts.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: Human Development  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **PSY 113 Psychology as a Social Science**

(3 credit hours) An introduction to human behavior and mental processes from the social science perspective. Includes such topics as social inference, interpersonal relations, cognitive and social development, personality structure and function, motivation and emotion, stress and adjustment, abnormal behavior, and psychotherapy. Includes a computer-based laboratory designed to explore methodology and key concepts.

Prerequisite(s): None  
Fees: None

Breakthrough Theme: Human Development  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **PSY/EDU 221 Educational Psychology**

(3 credit hours) The application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **PSY/HES 231 Sports Psychology**

(3 credit hours) An examination of the psychological factors influencing participants and, to a lesser extent, spectators in sport. Topics include the use of behavioristic principles to develop skills, and the effects of causal attribution, attention, anxiety, coaching strategy, and imagery on athletic performance. Additional special topics include audience effects, children in sports, and the psychological benefits of exercise.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **PSY 270 Research Tools**

(3 credit hours) A hands-on exploration of how the psychologist searches for literature, analyzes data, and reports results. Through a series of exercises using computers in the psychology laboratory, students learn how to use the Internet to search for previously published research, how to locate and use electronic literature, how to use statistical packages such as Jamovi, and how to generate graphs and tables in APA style.



Prerequisite(s): PSY 112, PSY 113, & MAT 114

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership:

Information and Digital Literacy

### **PSY 274 Methods in Experimental Psychology**

(3 credit hours) An examination of experimental methods and designs utilized in laboratory research. Topics include the assumptions of science, hypothesis formation, statistical analysis of data, and assessment of theory. Also, technical skills associated with reading literature and presenting findings using APA-style elements are emphasized.

Prerequisite(s): PSY 112 & PSY 113; MAT 114 is recommended but not required

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Research Inquiry and Analysis, Writing Intensive Optional

### **PSY/WGS 301 Human Sexual Behavior**

(3 credit hours) The focus of this course is on the scientific study of human sexual behavior. Current research findings are presented and discussed in class. Topics include human anatomy and sexual functioning, pregnancy/childbirth, sex education, sexual and gender expressions, intimate relationships, as well as sexual problems, and sex therapy. Students will discuss and process their own beliefs, attitudes, and assumptions about sexuality through in-class discussion and assignments.

Prerequisite(s): PSY 112 or PSY 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Human Experience, STEM and Society

Breakthrough Lifetime Leadership: None

### **PSY/BUS 305 Industrial-Organizational Psychology**

(3 credit hours) This course applies the

principles of psychology to work and other organizational settings. It presents both traditional industrial applications (personnel selection, job design, training, and performance evaluation), more recent perspectives on organizational performance (group dynamics, romance in the workplace, leadership, problem solving, organizational design, organizational development, and organizational culture and socialization), and recent work in ergonomics and engineering psychology.

Prerequisite(s): PSY 112 or 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Structures in Society

Breakthrough Lifetime Leadership: None

### **PSY 310 Social Psychology**

(3 credit hours) A survey of the field of social psychology emphasizing social cognition and inference, patterns of interpersonal relationship, the development and change of attitudes, and group structure and function.

Prerequisite(s): PSY 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **PSY 311 Social Psychology Laboratory**

(1 credit hour) Optional laboratory to accompany PSY 310. Students work in groups to complete an empirical research project.

Prerequisite(s): PSY 274 OR both PSY 113 and 270

Fees: \$30

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Oral Communication & Presentation

### **PSY 315 Psychology of Personality**

(3 credit hours) A survey of the field of personality, emphasizing historical theories of personality, including those of Freud, Jung,

Adler, Rogers, Maslow, and others, modern theoretical approaches including trait theory, the self, person-situation interactions, emotion and motivation, and basic methods of investigation.

Prerequisite(s): PSY 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **PSY 320 Memory and Cognition**

(3 credit hours) An investigation of theories and research dealing with cognitive structure and processes. Such topics as long-and short-term memory, forgetting, iconic and echoic storage, concepts, heuristics, and problem solving are included.

Prerequisite(s): PSY 112 or 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

### **PSY 321 Memory and Cognition Laboratory**

(1 credit hour) Optional laboratory to accompany PSY 320. Students work in groups to complete an empirical research project.

Prerequisite(s): PSY 274 OR both PSY 112 and 270

Fees: \$30

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Oral Communication & Presentation

### **PSY 330 Addictive Disorders**

(3 credit hours) This course will integrate biological, psychological, social and cultural aspects of the use and abuse of a wide variety of psychoactive substances ranging from caffeine to alcohol to heroin. The course will focus on the nature of and criteria for diagnosing substance use disorders (SUDs), and predictors of SUDs. Existing and new/emerging approaches to treatment (medications, counseling, support groups) will

also be discussed and explored in class, with a strong focus on reading, understanding, and critiquing original peer-reviewed research on SUDs and their treatment.

Prerequisite(s): PSY 274 or PSY 290 or NSC 107 or NSC 210 or BIO 114

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: STEM and Society

Breakthrough Lifetime Leadership: None

### **PSY/SEC 374 Stereotyping, Prejudice, and Group Conflict**

(3 credit hours) This course uses experimental social psychology as the foundation to explore the affective, behavioral, and cognitive processes associated with group interaction and conflict. Utilizing an interdisciplinary perspective, it will integrate psychological, sociological, political, historical, and security-related approaches to understanding stereotypes, prejudice, and discrimination on a local and global scale.

Prerequisite(s): PSY 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Creative Inclusiveness

Breakthrough Lifetime Leadership: None

### **PSY 390 Abnormal Psychology**

(3 credit hours) This course explores the psychological, cultural, and social factors involved in defining patterns of thought and behavior as abnormal with a focus on mental/psychiatric disorders as defined by the Diagnostic and statistical manual. A strong emphasis is placed on understanding scientific research on predictors of and treatment for psychological disorders. Biological and psychological perspectives are emphasized for a wide range of psychological disorders (mood, anxiety, personality, substance use, eating/body image, dissociative, psychotic and sexual disorders).

Prerequisite(s): PSY 113

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **PSY 405 / GTS 300 International and Cross-Cultural Psychology**

(3 credit hours) Utilizes an interdisciplinary perspective to focus on a contemporary challenge facing our world: the need to understand persons from different cultures as the globalization of our communications and commerce forces close contact with persons who have a different cultural background from our own. The course includes a cross-cultural examination of many of the basic topics in the field of psychology such as sensation-perception, gender, personality and abnormal. Also focuses on cross-cultural behavioral expectations and fosters development of the skills needed to evaluate a situation and determine the behavioral rules existing in that situation.

Prerequisite(s): PSY 13 and ONE of the following: GTS 201, HIS 109, HIS 110, HIS 29, HIS 350, HIS 360, HUM 277, HUM 278, HUM 294, PHL 102, POL 212, REL 102, SOC 111, WGS 210  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: Transnational Issues  
Breakthrough Lifetime Leadership: None

### **PSY 422 Psychology Seminar**

(3 credit hours) Discussions, readings, and individual papers based on special problems in psychology. Topic varies. Students complete a synthesis paper and presentation in which they integrate what they have learned in the psychology curriculum.

Prerequisite(s): PSY 112; PSY 274 OR both PSY 113 and 270  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Writing Intensive

### **PSY 430 Pre-Thesis**

(3 credit hours) The first course in a two-

semester sequence for students wishing to complete a senior thesis. Students will be asked to complete an extensive literature review of a topic approved by their thesis advisor.

Prerequisite(s): PSY 112; PSY 274 OR both PSY 113 and 270  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Writing Intensive

### **PSY 431 Senior Thesis**

(3 credit hours) The senior thesis is a report of extended library research and an experimental study focusing on a topic chosen by the student and approved by a sponsoring member of the department. Library research is performed during enrollment in pre-thesis and the experimental project is executed while taking this course.

Prerequisite(s): PSY 112, 113, 270, AND 274; Complete PSY 430 with C or higher and senior standing  
Fees: \$30  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Writing Intensive

## **RELIGIOUS STUDIES**

### **REL/PHL 102 World Religions**

(3 credit hours) One of the most pressing problems of the 21st century is religious pluralism: We live in a world, in a nation, and in an academic community that is religiously diverse. How will we relate to persons who are different from one another and from us in terms of religious orientation? Will we choose to relate in ways that are healthy or ways that are harmful? For unless we know what persons of faith believe and value and do, we cannot relate in positive ways to them. This course will strive to understand a number of the varied religious traditions of the world in a way that is fair, open-minded, objective, and kind. "Agreeing" with the various religions

we will be studying is not required; however, “understanding” them is.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Global Perspectives

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Oral  
Communications & Presentations

### **REL/PHL 302 The Meaning of Life**

(3 credit hours) What is the meaning of life? Most of us have asked this question of ourselves and perhaps of other people we respected. For, in addition to understanding the world in which we live, we want to make sense of how to make our own lives as meaningful as possible—to know not only why we’re living, but that we’re living our lives with intention, purpose, and commitment. Through interesting and pertinent books, writing selections, films, and a community service/experiential learning project, this course will address this profound, abstract, and personal question.

Prerequisite(s): One PHL or REL course, or permission of instructor

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Human Experience

Breakthrough Lifetime Leadership: Writing  
Intensive

### **REL 346 / GTS 300 Religion and Violence**

(3 credit hours) The Holocaust and Other Genocides: This course will investigate a number of large-scale outbreaks of violence among humans in the 20th and 21st centuries. The Holocaust will be studied first, and will then be used as a springboard to examine other genocides or atrocities.

Prerequisite(s): Any REL or GTS course

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: Transnational  
Issues

Breakthrough Lifetime Leadership: Oral

Communication & Presentation; Research  
Inquiry & Analysis

## **SOCIOLOGY**

### **SOC 111 Introduction to Sociology**

(3 credit hours) This course provides an introduction to the theories and methods used by sociologists to understand society. It explores topics ranging from culture to social institutions, including education, the economy, and government. It also examines how social identities, such as race, class, and gender affect people’s lives and life chances.

Prerequisite(s): None

Fees: None

Breakthrough Theme: Institutions & Society

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: None

## **SPEECH**

### **SPE 101 Introduction to Speech Communication**

(3 credit hours) This course provides an overview of the speech communication discipline with an emphasis on public speaking. The class includes experiential and theoretical explorations of public speaking, group dynamics and interpersonal communication.

Prerequisite(s): None

Fees: None

Breakthrough Theme: None

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Oral  
Communication and Presentation

### **SPE 203 Interpersonal Communication**

(3 credit hours) A skills and theory examination of communication within human relationships. The class covers communication-related areas of self-concept, self-disclosure, perception, semantics, nonverbal communication, listening, defensive communication and conflict resolution.

Prerequisite(s): None

Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None

### **SPE 310 Business and Professional Communication**

(3 credit hours) The capstone course for Business Communication majors covering theoretical and experiential concepts and techniques of communication in professional situations. Includes units in interviewing, persuasion and organizational communication.

Prerequisite(s): Completion of SPE 101 with grade of C or better and junior standing  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: Oral Communication and Presentation

## **WOMEN'S AND GENDER STUDIES**

### **WGS/PSY 301 Human Sexual Behavior**

(3 credit hours) The focus of this course is on the scientific study of human sexual behavior. Current research findings are presented and discussed in class. Topics include: Human anatomy & physiology; the sexual response cycle; developmental factors in sexuality; sexual difficulties & therapy; sexually transmitted diseases; and atypical sexual behavior. Additionally, opportunities are provided for students to explore their feelings and attitudes about human sexual behavior in general and their own sexuality in particular.

Prerequisite(s): PSY 112 or PSY 113  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: Human Experience, STEM and Society  
Breakthrough Lifetime Leadership: None

## **WESTMINSTER SEMINAR**

### **WSM 104 Transformations**

(3 credit hours) Students in the online program will learn how to succeed as online

learners and become part of the Westminster community from a distance. Students will sharpen critical thinking skills and learn how to build and contribute to an educational community of inquiry while learning about an interdisciplinary topic. Students are introduced to Westminster, academic expectations, the structures and policies of the college, and support resources and services. Upon completion of Transformations, students will be equipped to succeed in online courses, and to navigate the college resources and services from a distance.

Prerequisite(s): None  
Fees: None  
Breakthrough Theme: None  
Breakthrough Exploration: None  
Breakthrough Lifetime Leadership: None



# Departments

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## Office of the President

President and Chief Transformation Officer,  
Mr. Donald P. Lofe, Jr.

Executive Assistant to the President of the  
College, Jessie Jones

## Academic Affairs

Provost, Vice President and Chief Academic  
Officer, Co-Chief Student Retention Officer,  
Dr. Ingrid Ilinca

Associate Vice President for Academic Affairs,  
Academic Operations, and Associate Dean of  
Faculty, Dr. Linda Webster

Assistant Dean of Online Programs, Tanys  
Hines

Instructional Designer, Jhansi Chagalakonda

Chief Accreditation Officer, Dr. David Jones

Registrar, Veronica Ballard

Director of Center for Teaching and Learning,  
Dr. Mary Majerus

Executive Assistant to the Vice President and  
Dean of Faculty, Angela Hayward

Assistant to the Registrar, Vacant

Administrative Assistant, Vacant

## Enrollment Management and Financial Aid

Vice President of Enrollment Management  
and Co-Chief Student Retention Officer, Dr.  
Paul Orscheln

Associate Vice President of Enrollment  
Management & Director of Financial Aid,  
Aimee Bristow

Director of Recruitment, Kimberly Luebbering

Enrollment Coordinator, Heather Maddock

Financial Aid Coordinator, Teresa White

Financial Aid Counselor, Sandra Coffman

Recruiting and Student Support Specialist, Ali  
Jefferis

Admissions Representative, Jerod  
Rottinghaus

Admissions Representative, Summer  
Woodside

Assistant Director of Admissions/Yield  
Management, Ariel Flood

Assistant Director of Admissions/Yield  
Management, Jessica Cook

Assistant Director of Admissions/Yield  
Management, Jamie Moreno

Slate CRM Administrator, Kristy Chitwood

## Athletics

Vice President of Intercollegiate Athletics,  
Athletics Advancement, and Strategic  
Programs, Derek Zander

Associate Athletic Director / Head Men's  
Basketball Coach, Todd Creal

Head Football Coach, John Welty

Head Women's Volleyball Coach, Dalton  
Tucker

Head Softball Coach, Sara Stafford

Head Baseball Coach, Jake Jourdain

Head Men's Soccer Coach, Brian O'Connor

Head Women's Soccer Coach, Courtney Howe

Head Men's Wrestling Coach, Tony Eierman

Head Women's Wrestling Coach, Mike  
Eierman

Head Men's Golf Coach and Assistant Football  
Coach, Jack Russell

Head Tennis Coach, Vacant

Women's Golf Coach, Vacant

Cheerleading Coach, Cortney Lee

Assistant Football Coach - Offensive Coordinator/ Assistant Track and Field Coach, Elbert Kern

Offensive Coordinator / Assistant Track & Field Coach, Connor Breckenkamp

Assistant Football Coach, Retention Specialist, Raul Lozano

Head of Track & Field and Cross-Country Programs, Hunter Briggs

Assistant Athletic Director / Head Women's Basketball Coach, Talisha Washington

Director of Sports Information, Tyler Oberlag

## **Business and Financial Affairs**

Senior Vice President, CFO and COO, Dr. Steve Tyrell

Administrative Assistant, Kelsie Slaughter

Associate Vice President of Business and Controller, Jennifer Yelton

Associate Vice President of Financial Planning and Analysis, Kristen Hulen

Accounting Manager, Charity Snell

Administrative Accounting Assistant, Lori Anderson-Tutt

Staff Accountant, Amanda Hawkins

Accounts Receivable Coordinator, Wendi Barr

Accounts Receivable Clerk, Ina Henry

Director of Procurement and Project Manager, Mike Rothermich

Associate Vice President and Chief HR Officer/ Title IX Coordinator, Mandy March

Human Resources Generalist, Jessie Jones

Human Resources Assistant, Emilee Bluth

## **Information Technology**

Director of Information Technology, Vacant

Technology Services Manager, Jon Crosby

Systems Administrator and Network Support Specialist, Shaun Winters

Cyber Security Analyst, Luke Polson

Helpdesk Technician, Vacant

## **Institutional Effectiveness**

Director of Enterprise Research and Data Applications, Ryan Smith

Business and Research Analyst, Cori Miller

Institutional Research and Assessment Coordinator, Matt Knudtson

## **Institutional Advancement**

Interim Vice President for Development and Alumni Engagement, Dr. Keith Brant

Director of Alumni Engagement, Vacant

Director of Advancement Services, Vacant

Administrative Assistant, Suzie Whitmar

Assistant Director of Annual Giving Campaigns, Vacant

Assistant Director of Stewardship and Donor Relations, Vacant

Leadership Annual Giving Officer, Vacant

## **Learning Opportunities Center**

Assistant Dean of First Year Experience and Learning Opportunities, Karen Thompson-Wolfe

Assistant Director, Tirza Kroeker

Academic Support Specialist, Stephanie Smith

Academic Achievement Program Coordinator and Coach, Sherry Taggart

Administrative Assistant, Elizabeth Combs

## Library

Director of Library Services, Victoria Knight

Serial and Electronic Resource Coordinator, Kathy Renner

Assistant Technical Services, Lisa Williams

Research and Engagement Librarian, Nancy Bond

## Enrollment Marketing and Communications

Vice President for Institutional Marketing and Strategic Communications, Dr. Stephanie Wells

Director of Media Relations & Senior Writer, Sarah Backer

Director of Digital Media, Brandon Bise

Web Developer, Vacant

Graphic Designer and Social Media Manager, Jennifer Litherland

Administrative Assistant, Suzie Whitmar

Executive Director Enrollment Marketing, Kristina Bright

Enrollment Marketing Specialist, Laura Harcharick

Mail and Printing Services Supervisor, Donna Andrade

Mail and Printing Services Assistant, Chelsea Newingham

## America's National Churchill Museum

Sandra L. and Monroe E. Trout Director and Chief Curator, Tim Riley

Associate Director for Programming, Vacant

Assistant Director for Member and Fellow Relations, Vacant

Collections Assistant, Lena Leuci

## Plant Operations

Director of Security and Student Accountability Officer, Tim Howell

Assistant Director of Plant Operations and Compliance, Katey Gipson

Assistant Director of Maintenance and Custodial Services, Troy Hutchinson

Maintenance Technician, Tewain Pruitt

Maintenance Technician, Shannon Cave

Mechanical Trades Technician, Tim Diehl

Maintenance Technician, Jeremy Vandeloecht

Custodial Crew

## Student Life

Vice President and Dean of Student Life, Dr. Kasi Lacey

Director of Residential Life, Nicole Elliott

Assistant Director of Fraternity and Sorority Life, Payton Cooley

Coordinator of Student Life, Margie Lechner

Administrative Assistant, Kylie Robbins

Chaplain and Director of the Center for Faith & Service, Logan John

Chaplain Resident and Coordinator of Community Engagement, Vacant

Manager of College Bookstore, Alicia Belmore

Student Life Fellow, Marlee Richardson

Student Life Fellow, Veronica Toebben

Manager of Dining Services, Jade Bradford

## Student Success Center

Professional Advisor, Student Success Coach,  
and Coordinator of the Early Intervention  
Program, Mel Byers

Professional Advisor and Student Success  
Coach, Kristine Mallinson

Professional Advisor and Student Success  
Coach, Sierra Pultman

Coordinator of Integrated Student Success  
Technology, Laura Murphy

Coordinator of Global Educational Services,  
Jessey Reed

Career Development Counselor & Coordinator,  
Stacie Ortmeyer

Administrative Assistant, Jenna Burton

## Wellness Center

Executive Director of the Wellness Center, Kim  
Lorentz

Wellness Center Assistant, LPN, Lori Pezold

Director of Counseling Services, Kathryn  
Dewein

Student Wellness Coordinator, Stephanie  
Oestrich

Counselor, Vacant

Counselor, Adrienne Warren

Prevention Specialist, Mandy Schick

Project Coordinator for OVW Grant, Bettina  
Korte-Sweede

# Academic Divisions

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Division Chair, Dr. Natasha Sexton

English, Dr. Nate Leonard

Foreign Languages and Literature, Dr. Allysha Martin

History, Dr. Mark Boulton

Philosophy and Religious Studies, Dr. James McRae

Communication & Fine Arts, Dr. Tyler Sorg

## Natural and Mathematical Sciences Division

Division Chair, Dr. Gabe McNett

Biology and Environmental Science, Dr. Dawn Holliday

Chemistry, Dr. Bernie Hansert

Mathematics and Physics, Dr. Laura Stumpe

Computing and Digital Technology, Dr. Linda Webster

## Social Sciences Division

Division Chair, Dr. Sue Serota

John E. Simon Department of Accounting, Business, Economics, and Finance, Prof. Kelli Fram

Education, Dr. Barri Bumgarner

Health & Exercise Science, Dr. Amanda Gowin

Political Science and Sociology, Dr. Kali Wright-Smith

Psychology and Leadership Studies, Dr. Abby Coats

## Program Directors and Coordinators

Assessment, Matt Knudtson, Coordinator

Center for Teaching and Learning, Dr. Mary Majerus, Director

Dual Degree Athletic Training, Dr. Amanda Gowin, Coordinator

Dual Degree Engineering Program, Dr. Bharat Dhital, Coordinator

Fine Arts (Humanities), Dr. Natasia Sexton, Coordinator

First Year Experience, Prof. Karen Thompson-Wolfe, Director

Global and Transnational Studies, Dr. Kali Wright-Smith, Coordinator

Health Professions Program, Dr. Dawn Holliday, Coordinator

Leadership Studies, Prof. Ashley Dodson, Coordinator

Legal Careers Program, Dr. Tobias Gibson, Coordinator

Online Program, Tanys Hines, Assistant Dean of Online Programs

Physical Education, Prof. Connie Epperson, Coordinator

Security Studies, Dr. Tobias Gibson, Coordinator

Teacher Education, Dr. Barri Bumgarner, Coordinator

Westminster Honors Program, Dr. Heidi LaVine, Director

Women's and Gender Studies, Dr. Kali Wright-Smith, Coordinator



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