



WESTMINSTER
COLLEGE

FULTON, MISSOURI

WESTMINSTER ONLINE

2022-2023

Academic Catalog

Degree programs, course descriptions,
college policies.

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Admissions

Westminster Online seeks to enroll men and women 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.

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 a GPA lower than 2.5 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 student thereby 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. Students not enrolling in classes within 16 weeks of their withdrawal date must re-apply and be granted acceptance for admission.

Admission to the 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.

Math and English Placement

Incoming students who do not meet the minimum requirements, as stated below, for math and English will have the option to complete math, writing, and reading comprehension assessments to determine their readiness and placement in the appropriate math and English courses.

MATH PLACEMENT

Students should take the Accuplacer Advanced Algebra and Functions math placement assessment if they:

- Did not submit ACT/SAT scores
- Submitted ACT/SAT scores that are no longer valid (5+ years old)
- Have a college transfer credit grade of less than a C for MAT 110 or MAT 114

equivalency

- Do not have the minimum ACT or SAT scores as outlined below

The math placement assessment and submitted ACT/SAT scores will determine student readiness and place students in one of the following courses:

MAT 110 – Quantitative Reasoning for Mathematical Problem Solving, 3 credit hours

ACT math score below 19 or SAT math score below 410 or Accuplacer Advanced Algebra and Functions score below 241.

MAT 111 - College Algebra, 3 credit hours

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.

MAT 114 – Elementary Statistics, 3 credit hours

ACT math score 23 or SAT math score 540 and 4 years of high school math, including 2 years of algebra with at least B's. 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.

MAT 122 – Business Calculus, 3 credit hours

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.

NOTE: Students enrolled in the Organizational Leadership degree program only need to complete MAT 110 to fulfill their degree requirements. Therefore, they do not need to complete a math placement exam.

ENGLISH PLACEMENT

Students should take the Accuplacer Write Placer English placement assessment if they:

1. Did not submit ACT/SAT scores
2. Submitted ACT/SAT scores that are no longer valid (5+ years old)
3. Submitted valid ACT/SAT scores that are:
 - ACT English and Reading score of less than 46
 - New SAT Evidence-Based Reading score of 32 or less
 - New SAT Writing and Language score of 32 or less
 - SAT combined Evidence-Based Reading + Writing and Language score of 580 or less
 - TOEFL
 - IELTS
 - Have a college transfer credit grade for ENG 100 equivalency less than a C

The English placement assessment will determine student readiness and place students in one of the following courses:

ENG 100 – Pre-Academic Writing (developmental), 3 credit hours

Score of less than 5 in the Accuplacer Write Placer exam.

ENG 103 – Academic Writing, 3 credit hours

Score of 5 or better in the Accuplacer Write Placer exam.

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

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.

Tuition & Fees

| Description | Amount |
|--|-----------|
| Application fee | No charge |
| New student deposit | Waived |
| Credit hour rate | \$330 |
| Instructional technology fee per credit hour * | \$33.00 |
| Textbooks (electronic) fee per class | \$90.00 |

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

Other Fees

| Description | Amount |
|---|---------|
| Credit card transaction | 2.75% |
| Apostille for transcript/diploma (per document) | \$25.00 |
| Official transcript | \$12.00 |
| Audit a course | \$55.00 |
| Additional course materials | Varies |

Learning Disabilities Program

| Description | Amount |
|------------------------|------------|
| 1st & 2nd semester | \$2,000.00 |
| 3rd semester and after | \$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. Payments are for four months for the Fall semester (September through December),

Spring semester (January through April), and Summer semester (May through August) and are available for enrollment through 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.



Work from anywhere with our 100% online classes.

Adding a Class

The deadline to add a class is 11:59 pm CST/CDT on the third day of a 7-week session and the second day of a 4-week session.

Dropping a Class

The deadline to drop a class (without transcript notation) is 11:59 pm CST/CDT on the fifth day of a 7-week session or the third day of a 4-week session.

Refunds for a Dropped Class

Students who drop a Westminster course 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

The refund policy for consortial courses is included in “Consortial Courses” on page 50.

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

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

Federal Title IV program assistance will be returned to the appropriate funds according to federal guidelines. The amount of Title IV program assistance earned has no relationship to the student’s incurred institutional charges.

All requests for withdrawal from Westminster College must be initiated by the student and made through the Registrar’s Office (573) 592-5288, RegistrarsOffice@wcmo.edu. The official date of withdrawal will be the date the student notifies the Office of Student Life of the withdrawal by written statement.

Failure to attend class does not constitute an official withdrawal from the college.

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. In this case, the midpoint of the semester, or the last date of attendance that can be documented will be the withdrawal date. When the withdrawal forms are completed, the financial accounts of the student will be settled based upon the following policies:

Withdrawal from a Class

The deadline to withdraw from a class (with transcript notation) is 11:59 pm CST/CDT on the thirty-fifth (35th) day of a 7-week session and the twentieth (20th) day of a 4-week session.

The instructor for the course 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 computation of the student’s 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 “Consortial Courses” on page 50.

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 academic

activity; however, the institutional refund policy will be calculated based on the date the student submits the Course Withdrawal form in MyWC.

Federal Title IV Recipients

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 above.

The preceding policy is part of the financial contract the student makes with the College. Westminster College assumes that by entering the College and registering the student accepts these terms. 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.

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 \$6495 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 have been 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. This program is administered by the Missouri Department of Higher Education and Workforce Development and is subject to budget appropriations. Students must maintain a cumulative grade point average of at least 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 3.73%. 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 determined to be ineligible for the maximum subsidized amount of the Federal Student Loan may borrow under the Federal Unsubsidized Student Loan Program. The combination of Federal Subsidized Stafford Loan and 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 3.73%; 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 7.08%. An origination fee of 4.248% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Planning.

SCHOLARSHIPS

Outside/Private Scholarships 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.

| Total hours completed and recognized by Westminster College for degree completion | 0-26 hrs | 27-56 hrs | 57+ hrs |
|--|--|-----------|---------|
| 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



Davidson Plaza on the Westminster College campus.

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.)
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.)
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 incompletes, 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 timeframe 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 Policy and Information

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. It is important to note that each medical withdrawal is determined on a case-by-case situation 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. medical doctor, nurse practitioner, licensed psychologist, licensed clinical social worker, etc.) must provide a statement that verifies that a significant physical or mental health concern

exists and specifically how this is affecting the student's level of academic engagement. This letter should be sent directly to the Vice President/Dean of Student Life; however, if the nature of the health concern is such that the student does not want to share this with the Dean, the letter can be sent to the Executive Director of The Wellness Center. The Wellness Executive Director will then give a recommendation to the Vice-President/Dean of Student Life. 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 to documents progress; c) the extent to which the physical and/or mental health concern is directly impacting the student's academic engagement; and d) a short prognosis/treatment recommendation and an estimate of future/potential missed class days due to 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 Withdrawal

INVOLUNTARY NON-MEDICAL WITHDRAWAL

When it is determined that 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. Such dangerous and/or disruptive behavior may be in the form of a single behavioral incident or somewhat less severe but persistent dangerousness or disruption over a more extended period. At the time of the involuntary withdrawal, the instructor for the course must submit a grade for the student's work in the course to the date of 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.

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 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, has been deemed disruptive to the point of negatively affecting the college community, that student may be suspended/dismitted/involuntarily withdrawn from the college, or otherwise limited in their classes or activities. At the time of an involuntary withdrawal, the instructor for the course must submit a grade for the student's work in the course 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.



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

Degree Requirements

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 his/her/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 his/her/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, it is strongly recommended that students 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 correctly where they stand with respect to meeting graduation requirements.

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

Requirements for the Bachelor of Arts Degree

1. Earn 122 semester hours of course credit, with a minimum grade point average of 2.00 in the hours presented for graduation. No more than 2 hours of credit in developmental courses, 2 hours of credit in physical education activity courses, 12 hours of credit in internships, or 18 hours of credit in military science courses may be counted toward the minimum 122 credit hours required for graduation.
2. Earn credit in ENG 103, a three-hour course in composition.
3. Earn credit in two courses designated as Writing Intensive (WI) in the Schedule of Classes published each semester. Students transferring credit in composition must take three WI courses, with at least one upper-level course.
4. Complete at least 36 credit hours as a full-time Westminster Online student, including the two semesters immediately prior to graduation. 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.

5. Be certified by a department as having met the department's requirements for a major. No more than 40 credit hours in any one major subject may be counted toward the 122 credit hours required for graduation.
6. 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.
7. All students must complete the College's Breakthrough general education program.

Breakthrough, General Education Curriculum

The Breakthrough Curriculum: Edwina Sandys' sculpture, Breakthrough, 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 new Breakthrough 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.

Consisting of thirteen to fifteen classes, the Breakthrough curriculum focuses on education with a purpose. By exposing students to a series of foundational courses, Breakthrough will help them better understand the world while also developing their 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 new 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 has the student 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 111 - College Algebra
- 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 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 Lifetime Leadership Skills. These practical skills 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 four years, 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 a total of five to six courses that address a particular Lifetime Leadership competency.

Students will take five to six courses to fulfill each Lifetime Leadership Skill competency

- **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.

**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.

**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.

**Students will complete one course dedicated to inquiry and/or analysis.

The Breakthrough 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

Policy on 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 Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints; MDHE complaint policy. This webpage contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

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

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

Phone: 800-621-7440 or 312-263-0456
Fax: 312-263-7462
Email: 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 Policy

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 Director of 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.

Honor Code

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

Policy on 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 proscribed 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 go to the College Website.

Student Respect Policy

Since respect is one of the four cited core values of Westminster College, 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

Attendance

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 a course.

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

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 the Withdrawal Policy for more information.

Academic Year

The academic year for Westminster Online begins in August and runs through July.

An academic year consists of a fall, spring, and summer semester. Each semester consists of two, consecutive, 7-week sessions. Select programs include one additional 4-week winter session.

Academic Advising

Westminster College regards Academic Advising as an important part of the undergraduate experience. All students are paired with a Student Support Specialist who works with the student through their academic career at Westminster. The Student Support Specialist will consult with faculty as necessary to meet student needs. The student and advisor consult on a periodic basis regarding 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 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), Provost, 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, Executive Director of the Wellness Center, and Coach.

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 completion of a term of at least 6 credit hours with a GPA of 2.00 or better and by raising his/her/their cumulative GPA to at least the minimum acceptable level according to the standards above. Students on academic probation will be 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 readmitted on probation and are subject to immediate dismissal if their work is not satisfactory.

Academic Review Board

The Academic Review Board (ARB) is a group (Dean of Students, Associate Dean of Student Success, Executive Director of the Wellness Center, academic advisor, coach, and others as appropriate) which 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 (OVB)

Westminster College's Oath and Values Board upholds and promotes the tradition of the Westminster College Athenian Oath, endeavors to secure the cooperation of the faculty, staff, and student body to this end, investigates violations of the Oath, and is empowered to act upon violations of the Oath whether they are academic or conduct related.

Higher education involves both ethical and intellectual development. To this end, Westminster College students take the Athenian Oath when they walk through the Columns and join our community. The Oath, which is our honor code, embodies the commitment that each student has to the College community as a whole and helps to instill the core values of the institution in each student: Integrity, Fairness, Respect, and Responsibility.

The Oath is grounded in the cultivation of

these values, which are manifested in both academic honesty and personal conduct. The Westminster College degree is an indication of personal and academic achievement, which in large measure depends upon the honor of each student. Any student whose actions do not comply with these principles is not adhering to the ideals of the College and its student body.

The OVB has been established to promote habits of academic integrity and personal responsibility. All students are bound by their oath and Westminster's Honor Code that states No Westminster student shall commit any act of academic dishonesty to advance her or his own academic performance or to impede or advance the academic progress of others. Any student, faculty or staff member who has reason to believe that a violation of the oath and Honor Code has been committed is obligated to report the act to the Oath and Values Board.

Assessment

Westminster College has developed an assessment program 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. College-wide 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 delineated 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 college-wide 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. There is a fee of \$55 per credit hour for non-degree seeking students who audit a class. 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 credits during a given semester are regarded as full-time students. Registering for more than 12 credit hours per semester requires the approval of the Provost. Students may enroll in up to 6 credit-hours in a 7-week session. Registering for more than 6 credit-hours in a 7-week session must receive approval from the Provost. Students who plan to be enrolled for less than 12 hours in a semester are considered part-time students.

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, practica, 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; and for a 12-credit course, a student must complete at least 540 hours of work. Faculty must document, in each course syllabus, how each course taught 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

A (4.0), A- (3.7) = OUTSTANDING

B+ (3.3), B (3.0), B- (2.7) = SUPERIOR

C+ (2.3), C (2.0), C- (1.7) = SATISFACTORY

D+ (1.3), D (1.0), D- (0.7) = PASSING

F (0.0) = FAILING (0 quality points/credit hour)

- 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.

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.

Transfer Credit

Policy Statement for Granting Transfer Credit

For Incoming Students: It is the policy of Westminster College to grant transfer credit to incoming students for college courses taken elsewhere following a full review of transcript information by the office of the Associate Dean of Faculty through the Transfer Credit Evaluator and Advising Module Specialist, in consultation with the appropriate Department and/or Division Chair(s) when necessary. The incoming student must provide an official transcript of all college coursework completed elsewhere before any credit is entered onto 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 48 credit hours as a full-time student at Westminster, 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 program. (See the Graduation Requirements section of this catalog for additional requirements.) Should a course a student wishes to transfer in not match a course included in General Education, but meet the college-wide learning goals associated with the General Education context, substitutions

may be made by the Associate Dean of Faculty; likewise, should a student wish to transfer in a course for a major or minor that does not match the departmental requirements, the Department Chair will decide if the course may count toward the major or minor.

- Transfer students who have completed an Associate of Arts (A.A.) degree from a regionally accredited community college will have their Foundational and Themes requirements under Breakthrough waived, 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 have their Foundational requirements under Breakthrough waived, 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 have their Foundational and Themes requirements under Breakthrough waived, 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.)

- 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 Associate Dean's office for review.

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 wish to take courses at another institution (in either

regular or summer sessions) and want to 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 regarding 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.

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 | Westminster Credit | | | | | | | |
| 28 points or above | 30 hours | 27 points | 25 hours | 26 points | 20 hours | 25 points | 15 hours | 24 points | 10 hours |

Specific course equivalencies and credit hours will be determined on an individual basis based on actual IB exams, scores, and major area of study, as determined by academic department chairs. Students for whom course equivalency does not equal to the total number of credit hours per the table above, will be awarded sufficient lower level interdivisional elective credit (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 of 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 on 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, or CLEP.

Articulation Agreements

Westminster College maintains articulation agreements with the following institutions:

- East Central College
- Georgia Perimeter Community College
- Houston Community College
- Maricopa County Community Colleges
- 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. Thus, 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 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.

complete the final requirements as set forth by the two-year college. For more information regarding MRT, please contact the registrar.

Missouri Reverse Transfer Program

The Missouri Reverse Transfer (MRT) 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

FERPA

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 at Westminster College.

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.

FEES FOR COPIES OF RECORDS

The fee for copies will be \$2.00 per page. The fee for an official transcript will be \$12.00 per transcript.

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 with :

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

according to the procedures described in Title 34 of the Code of Federal Regulations, Subtitle A, Parts 99.64 and 99.65.

Location of Educational Records

Educational records at Westminster are located as follows:

1. Academic records are kept by the Dean of Faculty 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.

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 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.

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 confidential username and password, students may access their midterm and final grades through the campus computer network. A printable version of the grade report is also available to students on MyWC for hard copy access.

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 nondirectory 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 nondirectory 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>.



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

Academic Programs and Support Services

Online Student Support Specialist

Every Westminster Online student has a dedicated staff member to connect with throughout their academic journey.

Brenda Orscheln

brenda.orscheln@westminster-mo.edu

Call or text (573) 220-8741

Reeves Library

wcmo.edu/academics/resources/library

The library is the primary avenue supporting students' research needs. The collection supports the curriculum plus resources are also available through MOBIUS and interlibrary loan to enrich your access to scholarly information. The online databases and e-books are available 24/7.

Assistance is available at the front desk, through online chat, text 573-260-5180 or email Reeves.Library@WCMO.edu. You may also contact the [library staff](#) individually via email or our Facebook page.

Career Development

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.

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 (WCCN): Network with more than 600 alumni and Westminster supporters to seek career information and jobsearching advice, expand your contacts and more.

The Tomnitz Family Learning Opportunities Center

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 (LDP), the Academic Enrichment Program (AEP), the Peer Tutoring Program (PTP) 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 LDP who seek academic accommodations through the Americans with Disabilities Act (ADA) are designated as Others Served.

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.).

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 corequisite supplemental courses to develop learning strategies.

LEARNING DIFFERENCES (DISABILITIES) PROGRAM

The Learning Differences (Disabilities) Program (LDP) 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.

PEER TUTORING PROGRAM

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](#).

Majors and Minors

Online Business Administration Major

Contact: Dr. Sonia Manzoor

Phone: 573-592-5359

Email: sonia.manzoor@wcmo.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.

PROGRAM OBJECTIVES

The major develops an appreciation for the role of business in society, the moral and ethical dimensions of business, and the impact of diverse cultures on the business operations. Students will also learn to appreciate human interaction in the work environment, and the process of conceiving, planning, designing, and running a business enterprise. The major will develop an ability to analyze complex problems and make reasoned judgments, to understand and work with financial data, and to understand the use of personal computers and computer systems. Finally, students will develop an ability to 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.

Students may also choose to complete a concentration in Management. To complete a concentration area, a student must choose three electives from the list provided for that concentration area, plus one additional accounting, business, or economics course.

It is possible for a business major to 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.

ACADEMIC REQUIREMENTS SUMMARY SHEET

| Course Code | Title | Hrs. | Semester | Grade |
|------------------------------------|--------------------------------------|-----------|----------|-------|
| <i>Required Courses (36 hours)</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 | Operations Management | 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 | Business Calculus | 3 | | |
| SPE 101 | Introduction to Speech Communication | 3 | | |
| <i>Required Capstone (3 hours)</i> | | | | |
| BUS 450 | Business Strategy | 3 | | |
| Total Hours for Major | | 39 | | |

Management Concentration (12 hours) Choose three courses, plus an at-large business elective (with prefix: ACC, BUS, ECN or FIN) except ECN 110 & BUS 131.

| Course Code | Title | Hrs. | Semester | Grade |
|--------------------------------------|---|-----------|----------|-------|
| BUS 322 | Cross-cultural Management | 3 | | |
| BUS 326 | Human Resource Management | 3 | | |
| BUS 353 | Non-profit Management | 3 | | |
| SPE 310 | Business And Professional Communication | 3 | | |
| Total Hours for Concentration | | 12 | | |

Online Organizational Leadership Major

Contact: Ms. Ashley Dodson

Phone: (573) 592-5619

Email: ashley.dodson@westminster-mo.edu

The Bachelor of Arts in Organizational Leadership degree 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 other management skills. 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.

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

ACADEMIC REQUIREMENTS SUMMARY SHEET

| Course Code | Title | Hrs. | Semester | Grade |
|---|---|-----------|----------|-------|
| <i>Required Courses (18 hours)</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>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 (9 hours)</i> | | | | |
| LST 205 | Mediation and Conflict | 3 | | |
| SPE 203 | Interpersonal Communication | 3 | | |
| SPE 310 | Business and Professional Communication | 3 | | |
| Total Hours for Major | | 51 | | |

Online Psychology Major

Contact: Dr. Abby Coats

Phone: (573) 592-6121

Email: abby.coats@westminster-mo.edu

Psychology is defined as the science of mental processes and behavior. The Department of Psychology offers a major in psychology. 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.

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. Use critical thinking to analyze human behavior recognizing behavior as the product of antecedents and consequents
- III. Develop quantitative reasoning skills to a level enabling organization and analysis of data from survey, field, or laboratory research
- IV. Master use of computer technology in the execution and/or presentation of research findings.
- V. Demonstrate writing skills incorporating APA style elements for the presentation of psychological findings
- VI. Develop cooperative learning skills by working productively in groups providing leadership for task completion
- VII. Demonstrate oral presentation skills incorporating APA style elements for the presentation of psychological findings
- VIII. Master information gathering and integration, in which knowledge from several subfields in psychology is synthesized to address a major question
- IX. Develop meaningful professional direction for life after graduation

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. 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

Majors will take BIO 108. MAT 114 is a pre-requisite for PSY 270. No more than six credit hours of

PSY 398 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.

ACADEMIC REQUIREMENTS SUMMARY SHEET

| 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>Core Focus Areas (12 hours)</i> | | | | |
| PSY 310 | Social Psychology | 3 | | |
| PSY 315 | Psychology of Personality | 3 | | |
| PSY 320 | Memory and Cognition | 3 | | |
| PSY 390 | Abnormal Psychology | 3 | | |
| <i>Laboratories (2 hours)</i> | | | | |
| PSY 311 | Social Psychology Laboratory | 1 | | |
| PSY 321 | Memory and Cognition Laboratory | 1 | | |
| <i>Capstone Sequence (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 301 | Human Sexual Behavior | 3 | | |
| PSY 330 | Addictive Disorders | 3 | | |
| PSY 398 | Internship Study (maximum of 6 hours) | 3 | | |
| PSY 374 | Stereotyping, Prejudice, and Group Conflict | 3 | | |
| PSY 405 | INTERNATIONAL CROSS-CULTURAL PSYCHOLOGY | 3 | | |
| Total Hours for Major | | 38-41 | | |

Online Business Administration Minor

Contact: Dr. Sonia Manzoor

Phone: 573-592-5359

Email: sonia.manzoor@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

| Course Code | Title | Hrs. | Semester | Grade |
|------------------------------|--------------------------------------|-----------|----------|-------|
| ACC 215 | Principles of Financial Accounting | 3 | | |
| BUS 220 | Fundamentals of Management | 3 | | |
| FIN 318 | Corporate Financial Management | 3 | | |
| BUS 250 | Principles of Marketing | 3 | | |
| BUS 340 | International Business | 3 | | |
| BUS 3xx/4xx | Business Elective level 300 or above | 3 | | |
| BUS 3xx/4xx | Business Elective level 300 or above | 3 | | |
| Total Hours for Minor | | 21 | | |

Online Organizational Leadership Minor

Contact: Ms. Ashley Dodson

Phone: (573) 592-5619

Email: ashley.dodson@westminster-mo.edu

The Organizational Leadership minor involves a balance of classroom and community-based learning experiences. Students are exposed to contemporary leadership concepts and theories, and to their application in a variety of contexts. This minor includes skill development in critical thinking, creative problem solving, and ethical decision-making, which are the foundation to becoming a positive change agent, whether the change occurs at the personal, group, organizational, community, or global level. The courses help students develop and implement their own values-centered and strengths-based leadership philosophy and style that is grounded in ethics and contemporary theory. This 21-credit hour minor involves courses in five core areas: leadership theory, cross cultural leadership, communication/conflict resolution, ethical decision-making, and management. The sixth requirement provides an opportunity to apply the core areas to an intensive leadership experience on campus or in the community.

ACADEMIC REQUIREMENTS SUMMARY SHEET

| Course Code | Title | Hrs. | Semester | Grade |
|--|---|-----------|----------|-------|
| <i>Required Courses (12 hours)</i> | | | | |
| BUS/PSY 305 | Industrial-Organizational Psychology | 3 | | |
| LST 201 | Interpersonal Communication | 3 | | |
| SPE 203 | Leading Oneself to Personal Wellness | 3 | | |
| PHL 212 | Introduction to Ethics | 3 | | |
| <i>Leadership and Practice (3 hours)</i> | | | | |
| LST 340 | Great Leaders | 3 | | |
| LST 399 | Internship/Independent Study | 3 | | |
| LST 420 | Leadership Capstone | 3 | | |
| <i>Ethics and Leadership Electives (3 hours)</i> | | | | |
| PHL 244 | Business Ethics | 3 | | |
| <i>Cross-Cultural Leadership (3 hours)</i> | | | | |
| BUS 322 | Cross-Cultural Management | 3 | | |
| PSY 405 | Cross-Cultural Psychology | 3 | | |
| PSY 374 | Stereotyping, Prejudice, and Group Conflict | 3 | | |
| Total Hours for Minor | | 21 | | |

Courses

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. Consortial courses are transcribed with a leading C- followed by the course code (e.g., C-ENG 103).

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.academ.com/institutions/westminster-college-mo>.

ELIGIBILITY

Eligibility to enroll in consortial courses (CC) online through the Westminster College/CIC partnership, requires that students must:

- Have earned at least 12 Westminster credits at the time of enrollment in a consortial course
- 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 Dean of Faculty 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 a consortial course is \$363/credit hour.

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.

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.

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. Prerequisites: ACC 215.

BIOLOGY

BIO 108 Introduction to Biological Principles w/lab

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. BIO 108 will satisfy the Natural Science Inquiry Theme of Breakthrough general education program.

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 taken 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.

BUS 210 Spreadsheet Applications for Business

3 credit hours

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. In the later part of the course, students learn to use Excel for important statistical analysis including descriptive statistics, regression analysis, randomized experiments, forecasting, etc.

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.

BUS 250 Fundamentals 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."

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. Offered occasionally. Prerequisites: PSY 112 or 113.

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: BUS 220.

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. Prerequisites: BUS 220 or BUS 221.

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. Prerequisites: MAT 114 and BUS 210.

BUS 334 Consumer Behavior

3 credit hours

A detailed study of the forces that shape the process of consumer motivation and decision-making. Topics include theoretical models of consumer choice processes and the influences of culture, lifestyle, and demographics on the consumer. Marketing strategy formulation will be stressed. Prerequisites: BUS 250.

BUS 340 International Business

3 credit hours

An examination of various factors surrounding the conduct of business internationally. Topics include the economics of trade, U.S. trade policy, finance, culture, politics, and the workings of multinational corporations. Prerequisites: BUS 250 or permission of the instructor.

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. This course also qualifies as an elective in the Accounting, Business, Economics, Finance department and as an elective for the Management Concentration of the Business Administration degree. Prerequisites: BUS 220 or BUS 221 or

BUS 250.

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. Prerequisites: ACC 215 and 216; BUS 220, 250 and 318; ECN 211 and 212.

CLASSICS

CLA 215 Mythology

3 credit hours

An introduction to the nature of myth and its functions in society. The course will carefully examine 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.

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: MAT 114 or MAT 122 or MAT 124.

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: MAT 114 or higher.

ECN 355 Research for Business & Social Science 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: MAT 114, BUS 210, ECN 211, ECN 212, or permission from instructor.

EDUCATION

EDU 225 Lifespan, Development and Experiences

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 as a course intended to meet the Human Behavior Theme. Some topics include infertility issues, childhood obesity, adolescent issues in the 21st century, concerns of young adults and career, the family, middle-age adjustment, and senior living arrangements.

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.

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.

FINANCE

FIN 254 Personal Finance

3 credit hours

This course uses fundamental concepts of financial management to build a framework for personal financial decisions. Topics to be discussed include financial planning, sources of consumer credit, home ownership, stock and bond investment, dollar cost averaging, the random walk theory, insurance, and estate planning.

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 corporate

financial decision making, the principles taught, and skills developed will also help students in personal finance and small business decision-making. Prerequisites: ACC 215 and BUS 210 with a grade of C or better. BUS 210 and FIN 318 can be taken concurrently.

GLOBAL AND TRANSNATIONAL STUDIES

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. Prerequisites: PSY 113 and one of the following: HIS 334, 356, HUM 277, 278, 294, GTS 201, PHL 102, POL 212, REL 102, SOC 111, WGS 210.

HEALTH AND EXERCISE SCIENCE

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.

HUMANITIES

HUM 277 Spanish Civilization

3 credit hours

An introduction to Spanish civilization from its beginnings to the present.

LEADERSHIP STUDIES

LST 201 Introduction to 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.

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.

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.

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 LST 201.

LST 330 Diversity & Ethics in Leadership

3 credit hours

Appreciating the opportunities and 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 LST 201.

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 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 LST 201.

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.

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. Prerequisites: None.

MAT 111 College Algebra

3 credit hours

The study of linear, quadratic, exponential and logarithmic equations, inequalities, functions and graphs and their applications. Prerequisites: 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.

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. Prerequisites: ACT math score 23 or SAT math score 540 and 4 years of high school math, including 2 years of algebra with at least B's. 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.

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. Prerequisites: 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.

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. Prerequisites: 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.

PHILOSOPHY

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.

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.

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: One PHL or REL course, or permission of the instructors.

POLITICAL SCIENCE

POL 112 Introduction to Political Science

3 credit hours

An introductory study of political action, institutions, and argument. Some current controversies in American politics will be considered, together with the experience of other countries where comparison is helpful.

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, animal and human learning, cognition, memory, and intelligence. Includes a computer-based laboratory designed to explore methodology and key concepts.

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 further course topics.

PSY 270 Research Tools

3 credit hours

A hands-on exploration of how the psychologist uses the computer to search for literature, analyze data, and report results. Through a series of exercises using primarily PC 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 other APA style documents. Prerequisites: PSY 112, PSY 113, and MAT 114.

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. MAT 114 Elementary Statistics is recommended but not required. Prerequisites: PSY 112 and 113.

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 and sexual functioning, pregnancy/childbirth, sex education, sexual and gender expressions, intimate relationships, as well as sexual problems, infections, and sex therapy. Students will discuss and process their own beliefs, attitudes, and assumptions about sexuality through in-class discussion and assignments. Prerequisites: PSY 112 or 113.

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. Prerequisites: PSY 113.

PSY 311 Social Psychology Laboratory

1 credit hour

Required laboratory to accompany PSY 310. Prerequisites: PSY 113 and either PSY 270 or PSY 274.

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. Prerequisites: PSY 113.

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. Prerequisites: PSY 112 or 113.

PSY 321 Memory and Cognition Laboratory

1 credit hour

Required laboratory to accompany PSY 320. Prerequisites: PSY 112 and either PSY 270 or PSY 274.

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. Prerequisites: PSY 274 or PSY 290 or BIO 107 or BIO 114.

PSY 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: PSY 113.

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 biological psychological treatments for a wide range of mental disorders (mood, anxiety, personality, substance use, eating/body image, dissociative, psychotic, and sexual disorders). Prerequisite: PSY 113.

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. Prerequisites: PSY 113 and one of the following: HIS 334, 356, HUM 277, 278, 294, GTS 201, PHL 102, POL 212, REL 102, SOC 111, WGS 210.

PSY 422 Psychology Seminar

3 credit hours

Discussions, readings, and individual papers based on special problems in psychology. Prerequisites: PSY 112, PSY 113, and either PSY 270 or 274.

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. Prerequisites: PSY 112, PSY 113, and either PSY 270 or PSY 274.

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. Offered every fall. Prerequisites: PSY 112, PSY 113, PSY 270 and 274, completion of PSY 430 with a C or higher, and senior standing.

RELIGIOUS STUDIES

REL 346 Religion and Violence

3 credit hours

This course will investigate several 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. Among the key questions that will guide the course are, "What happened in each genocidal event? What are the historical, political, economic, social, and religious roots of the genocide that occurred? Are there patterns that can be discerned among the various atrocities? How did religion contribute to resistance (religion as "defiance")? How did religion serve as an accomplice to the violence (religion as "compliance")? And what steps can be taken to prevent such catastrophes in the future, or at least to reduce the odds that they will occur?"

SOCIOLOGY

SOC 111 Introduction to Sociology

3 credit hours

This course introduces 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.

SPEECH

SPE 101 Introduction to Public Speaking

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.

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.

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. Prerequisites: completion of SPE 101 with grade of C or better and junior standing.

WOMEN'S AND GENDER STUDIES

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 & physiology; the sexual response cycle; developmental factors in sexuality; sexual difficulties and therapy; sexually transmitted diseases; and atypical sexual behavior. Opportunities are provided for students to explore their feelings and attitudes about human sexual behavior in general and their own sexuality. Prerequisites: PSY 112 or 113.

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.