



WESTMINSTER
COLLEGE

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2024-2025 Academic Catalog



Westminster College
Fulton, Missouri

wcmo.edu
1.800.888.WCMO (9266)

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Westminster at a Glance

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

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

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

Most Westminster students come from Missouri, but many states and foreign countries are represented in the student body. A substantial percentage of the students belong to one of the fraternities and sororities that keep the Westminster College social scene extremely active.

Lectures at Westminster College include the John Findley Green Lectures, a distinguished series on economics, social and international affairs, the endowed IBM Lecture Series, which brings to the campus leaders or professors in the area of business and finance, and the Crosby Kemper Lectures, in which authorities on British history and Sir Winston Churchill come to speak at the National Churchill Museum. Since 2006, the college has held an annual Symposium, now known as the Hancock Symposium, a two-day series of lectures, presentations, and panel discussions by noted national and state authorities. The Symposium centers on one topic of global significance and sessions are open to the entire Westminster community

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

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

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

Westminster College is in Fulton, Missouri. Fulton is a pleasant community of 12,000 people, located just off Interstate-70, 100 miles west of St. Louis, 150 miles east of Kansas City, and 70 miles north of the Lake of the Ozarks. The Missouri School for the Deaf and William Woods University are also located in Fulton. The University of Missouri-Columbia, Stephens College, and Columbia College are 25 miles west of

Fulton in Columbia. Jefferson City, the state capital and home of Lincoln University, is 20 miles to the south. The campus grounds encompass 86 acres, the heart of which is a lovely, tree-shaded area enhanced by the stately Greek revival architecture of the surrounding campus buildings. In 2019, The Wall Street Journal ranked Fulton among "the ten most intriguing travel destinations of 2019", encouraging readers to come and visit the famous National Churchill Memorial and 8 sections of the Berlin Wall that compose Westminster's world-famous Breakthrough sculptures.

Find additional information on Westminster news, press releases, special events, alumni connections, library resources, parent information, calendars, maps and community information online at <https://news.wcmo.edu>.

The History of Westminster College



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

On September 29, 1849, Missouri Presbyterians met in a small country church near the village of Auxvasse in Callaway County. At this time, Missouri was still a pioneer state and large areas of land were unsettled; transportation was by river or stage line; the new state stood at the very edge of the frontier. These problems, however, did not concern one Kentucky man attending the meeting and that was the pastor of the nearby Fulton Church, Rev. William W. Robertson. Robertson was concerned about the area's high rate of illiteracy, its lack of educational opportunities and the enormous problems these facts posed to the task of spreading

the church's work. What Robertson needed were young men prepared for the ministry and other Christian professions through educational training at a church-sponsored college. Robertson's concern resulted in the establishment of Fulton College on February 18, 1851.

It is difficult now to appreciate the courage and faith necessary in such an undertaking. Funding was limited and the state was slow to develop a system of higher education. In fact, the Presbyterian Synod of Missouri reported at its annual meeting in 1845 a cash balance of two and one-half cents. Undaunted by

these obstacles, pioneers like Robertson combined their energy and assets to found Fulton College.

The College's first professor, William Van Doren from New Jersey, was employed at an annual salary of \$800 and on the first Monday in October 1851, some fifty young men attended the first classes. In 1853, the Synod of Missouri adopted Fulton College and gave it the Presbyterian name "Westminster." On July 4 of 1853, the cornerstone of the first college building, old Westminster Hall, was laid. Although the original hall was destroyed by fire in 1909, the columns from the portico of that stately structure were preserved. They still stand today as a reminder of the College's glorious past and as an inspiration for the future.

After nearly a decade spent establishing a tradition of academic excellence, the College was faced with the turbulence of the Civil War. Westminster not only survived, but it also managed to graduate classes uninterrupted through the war years—something no other Missouri college or university outside St. Louis was able to do. Bitter post-Civil War antagonisms split the Missouri Presbyterian Church, creating major financial difficulties for Westminster. The College was able to continue largely because of an unusually capable and dedicated faculty.

Professors such as John Harvey Scott, John Jay Rice, Danny Gage, and Edgar Hoge Marquess became renowned for their scholarship, devotion to the school and belief in education. These early professors set high standards for college faculty that have characterized Westminster ever since.

At the close of the civil strife, the Presbyterian Church was divided into

North and South. Westminster became an institution of the Southern Presbyterian Church and for many years, because of impoverished post-war conditions, received little more than local patronage or help. Finally, in 1891, the course of events was altered by a bequest of approximately \$125,000 from the estate of Mr. William Sausser of Hannibal, Missouri. At the time, this was the largest single bequest ever made to an educational institution in Missouri. It rewarded the sacrifices of those who had struggled to insure the continuation of the college and allowed Westminster to move forward with new vigor and enthusiasm.

In 1901, after 40 years, the Synod of Missouri of the Northern Presbyterian Church and the Synod of Missouri of the Southern Presbyterian Church reunited in support of Westminster. This union was maintained until 1969, when Westminster College and the Presbyterian Church agreed to sever legal ties. In 1984, Westminster College and the Synod of Mid-America of the Presbyterian Church (U.S.A.) approved a covenant, which recognizes that the College and the church will remain independent entities but affirm a historic and continuing relationship of support. Despite a tragic fire, two world wars, a crippling national depression and other adversities, Westminster College has prevailed as a high-quality leader in liberal arts education.

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

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

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

Sir Winston Churchill's speech was one of the John Findley Green Lectures. Established in 1936 as a memorial to John Findley Green, the supporting fund for the lectures stipulates, "that the speaker shall be a person of international reputation whose topic shall be within the aim of those lectures and who shall present it with regard for Christian tolerance and practical benevolence." The roster of Green lecturers which have taken place at Westminster College includes theologian Reinhold Niebuhr, former President Harry S. Truman, Nobel laureate physicist Sir George Paget Thomson, Vice President Hubert H. Humphrey, author and scientist C. P. Snow, Senator J. William Fulbright, FBI Director Clarence Kelly, former President Gerald R. Ford, former Prime Minister of Great Britain Edward

Heath, the Honorable Clare Booth Luce, Secretary of Defense Caspar Weinberger, President George Bush, philosopher Paul Ricoeur, former President of the Soviet Union Mikhail Gorbachev, former U.S. Ambassador to Russia, Robert S. Strauss, former British Prime Minister Margaret Thatcher, Lech Walesa, Nobel Laureate and former President of Poland, former CEO of MTV Networks International Bill Roedy, musician and political activist Bob Geldof, Vermont Senator Bernie Sanders, and former Secretary of State Madeline Albright.

In 2005, a complete renovation of the Museum was undertaken, resulting in new, state-of-the-art, interactive exhibits that bring Churchill and the events of his time to life and give them relevance to 21st century visitors. These new exhibits were unveiled March 4, 2006, in conjunction with the 60th anniversary celebration of Churchill's famous "Iron Curtain" speech. Then, on June 15, 2009, the United States House of Representatives approved a resolution designating the Memorial as "America's National Churchill Museum." This Mid-Missouri treasure is the only museum in North America completely dedicated to Churchill's life and work. In April 2019, the Westminster community, along with members of the Churchill family and special guests from all over the world, celebrated the 50th Anniversary of the National Churchill Museum with a three-day celebration in Fulton.

Historically a men's college, Westminster admitted its first coeducational class in the fall of 1979. Westminster established a branch campus in Mesa, Arizona in August, 2013 but closed that campus in May 2014. Most recently, Westminster was accredited to offer online degree programs in Fall 2022. The College now has launched six fully online programs in Accounting,

Business Administration, Finance, General Studies, Organizational Leadership, and Psychology.

graduates rank in the top 16% for national graduate earnings.

Many Westminster alumni have achieved eminence in their fields, particularly in business administration and the professions of medicine, dentistry, law and the ministry. Four Westminster students have been awarded the highly prestigious Rhodes scholarships for study at Oxford University in England and a 1997 alumna was awarded the prestigious Truman Scholarship for graduate study.

In addition to accolades won by alumni and faculty, Westminster College is one of the top liberal arts colleges in the nation, according to the 2020 rankings of U.S. News & World Report. Forbes magazine named Westminster a 2019 America's Best Value College. The Princeton Review listed Westminster one of the "Best 150 Colleges in the Midwest 2024." Westminster College has been named in the top ten percent of Best Colleges for the Money across the nation and as one of the "most affordable private colleges" and one of the top twenty-five "best colleges that you can actually get into." In 2018, Money magazine named Westminster as one of the "Best Colleges in America" and one of "Missouri's Best Colleges."

These recognitions reflect Westminster's ongoing commitment to providing a superior collegiate experience for its students. This moderately selective college for men and women is known for its small class sizes taught by an excellent faculty. Westminster is a challenging academic environment where students are prepared to step out into the world and make their mark. Over ninety percent of Westminster graduates start their first job or enroll in graduate or professional schools within six months of graduation. Westminster

Accreditation and Registration

Higher Learning Commission Accreditation

Westminster College is a member of the Higher Learning Commission (HLC) and is institutionally accredited by HLC. The Commission's website is <https://www.hlcommission.org> and their phone number is 800.621.7440.

Westminster College was first accredited by the Higher Learning Commission (HLC) in 1913 and has been continuously accredited by HLC since 1916. The College received its most recent institutional accreditation from HLC in 2015.

Westminster is currently in the Standard Pathway and is due for its next Reaffirmation of Accreditation in the 2024-2025 academic year. View Westminster's statement of affiliation status with HLC.

Westminster's Accreditation Liaison Officer (ALO) is:

Dr. David Jones
Professor of Psychology and Chief Accreditation Officer
david.jones@westminster-mo.edu

Department of Elementary and Secondary Education Accreditation

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

Contact: Dr. Sarah Hairston
sarah.hairston@westminster-mo.edu

Association of College Business Schools and Programs Accreditation

Westminster College's business program has been accredited by the Association of College Business Schools and Programs Accreditation (ACBSP) since 2014, which means that Westminster adheres to high quality standards based on the latest research and professional practice.

Contact: Dr. Linda Webster
linda.webster@westminster-mo.edu

Certified Financial Planner Board of Standards

Westminster College's Financial Planning major is a CFP® Board Registered Program. CFP® Board Registered Programs are financial planning programs at regionally-accredited colleges and universities that meet specific criteria for fulfilling the coursework requirement for CFP® certification. Graduates of the Financial Planning major are qualified to sit for the CFP® exam.

Contact: Dr. Dilruba Moutusi
dilruba.moutusi@westminster-mo.edu

Compliance and Reporting

State Authorization

Westminster Online is a participating member in the National Council of State Authorization Reciprocity Agreements (NCSARA).

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>.

Higher Education Opportunity Act

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

1) Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as—

- a) A secure login and pass code;
- b) Proctored examinations;
- c) New or other technologies and practices that are effective in verifying student identity; and

2) Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

WESTMINSTER COLLEGE'S POLICY ON PROCTORED EXAMINATIONS

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

ways:

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

Complaint Resolution

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

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

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

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

The Higher Learning Commission
230 South La Salle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800-621-7440 or 312-263-0456
Email: info@hlcommission.org

Mission, Goals and Vision

Mission

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

Vision for the Institution

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



Vision for Institutional Programs

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

Vision for the Faculty and Staff

Westminster will be known as a campus that cares. Our faculty and staff will be dedicated to the success of our students and committed to student welfare and growth in all developmental domains. Faculty will be first class educators and scholars, who blend outstanding academic credentials with excellence in teaching and a focus on the welfare of our students. Classes will be small, dynamic, and student centered and will emphasize human interaction, intellectual growth, and character development. Through their excellence, dedication, involvement with the students, and their own personal example, the faculty and staff will play a crucial part in providing the atmosphere for growth and development only possible in a small, private college.

Vision for the Campus

The Westminster College campus will provide excellent facilities to support our high quality educational and personal development experience. Student living areas and academic buildings will be

clean, well maintained, and connected to technology. The campus grounds, athletic fields, and fraternity housing areas will reflect our pride in and love for the college as well as the excellence of our programs. The National Churchill Museum will be an integral part of the campus scene and will symbolize the leadership and selfless service of Churchill himself. The campus culture will bring to reality the vision of free and open thought and speech that nurtures educational excellence.

Vision for the Student Body

Westminster College will be a selective, traditional and accelerated, residential and online, liberal arts college that attracts and retains high quality students primarily from the mid-west, but also from throughout the nation and overseas. Students will be challenged to grow intellectually, ethically, professionally, socially, and spiritually. The combined effects of the academic and student life programs in a caring campus environment will inspire students to appreciate and internalize the values of integrity, fairness, respect for others and their property, and responsibility. Mentored by a committed faculty and involved alumnae and alumni, graduates will be prepared, motivated, and inspired to live lives of leadership, service, and professional fulfillment in a global community.

Vision for the Alumnae/Alumni

Westminster graduates will lead successful and fulfilling lives. Having achieved some measure of their success because of their Westminster experience, they will give back to future generations through personal involvement and financial

support. They will be actively involved in alumnae/alumni activities, maintaining fellowship with fellow graduates and sustaining their connection to the College. Further, they will support Westminster through mentorship of students, involvement with College activities, service on committees and boards, and recruitment activities in their local communities.

Educational Goals

The enduring goal of a liberal arts education is the formation of well-rounded individuals whose breadth and depth of knowledge and diverse approaches to understanding prepare them for professional careers and a lifetime of learning and service. In this spirit, Westminster College provides programs that allow students to develop proficient and creative thinking in a field of study while also acquiring the following knowledge, skills and perspectives:

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

and government;

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

CONCEPT FOR STUDENT DEVELOPMENT

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

Intellectual. Leader development is the long-standing mission of Westminster College as well as the classic aim of a liberal arts education. Leaders have a broad base of understanding and possess the intellectual skills needed to engage in

critical thinking, creativity, and effective communications. With knowledge expanding exponentially, leaders should be independent, self-directed, life-long learners if they are to maintain the competence to lead effectively in a global community

Ethical. The undergraduate years are a time of exploration and experimentation as students seek their own answers to the fundamental questions of life. This quest for personal meaning is central to a liberal education. Westminster College explicitly nurtures in students the values of integrity, fairness, respect, and responsibility – essential characteristics of leaders. Development in this domain involves cultivating perspective, moral sensitivity, and judgment as well as fostering courage and confidence to act wisely in morally challenging situations.

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

Social. Leaders are able to interact effectively with others; they must be able to determine appropriate behavior across a wide variety of situations. Westminster graduates are expected to be globally aware and culturally sensitive. They are able to conduct themselves with

compassion, dignity, courtesy, and tact. Proper bearing, mature deportment, civility, and effective interpersonal communication skills mark the social interactions of Westminster graduates.

Wellness. Leaders maintain physical, spiritual, and mental health to support effective actions. Westminster students appreciate the inherent risks of alcohol and drug use, understand the importance of a healthy diet and personal exercise, and respect the health and well-being of others. Westminster graduates evince a lifetime commitment to wellness and appropriate ways for dealing with stress and personal relationships. They also encourage others to maintain a healthy lifestyle.

Admissions

Westminster College seeks to enroll men and women who are prepared to succeed in the College's programs of study. In order to determine an applicant's readiness for success at Westminster, the College needs an accurate appraisal of the student's academic achievement and ability. In addition to providing high school records and test scores, applicants are encouraged to visit campus and meet with an Admissions Counselor.

Admission to Westminster is moderately selective. Most freshmen rank within the upper 50 percent of their high school classes and have above average scores on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). International applicants must submit either a TOEFL (Test of English as a Foreign Language) or an IELTS (International English Language Testing System) score, if the student was not born and raised in an English-speaking country or has not spent two recent years in an English-speaking school. TOEFL examinations with a minimum score of 550 on the written, a minimum score of 213 on the electronic version, a minimum score of 80 in the IBT computer-based version, or a minimum of 6 on the IELTS exam must be achieved to be considered for regular admission. International students with a strong academic record who score below these standards on the TOEFL or IELTS exams may be considered for conditional or special admission.

Westminster College does not discriminate on the basis of race, sex, color, sexual orientation, religion, national and ethnic origin, or physical handicap in the

administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

Freshman Admission

A student seeking admission directly from a secondary school should submit the following items:

1. An application for admission
2. An unofficial secondary school transcript showing all courses and grades through at least the junior year (sixth semester) or an official copy of the General Educational Development (GED) Test showing a student's graduation date.
3. Optionally, scores from either the ACT or the SAT. For more information, contact the Office of Admissions.

The acceptance decision is normally made within one week after the College has received all of the items listed above.

We strongly recommend that students who intend to apply to Westminster take a college preparatory curriculum consisting of the following units: English (four, including senior composition), mathematics (three, through Algebra II), laboratory science (two), social science (two), foreign language (two), plus at least two additional units in academic subjects. Electives should at least in part be academic courses. Students anticipating entry to the premedical or pre-dental program should have three units of laboratory science and at least one unit of

advanced mathematics.

Transfer Admission

Students wishing to transfer to Westminster may do so provided they are in good academic standing at another accredited college or university. Students who are academically ineligible to return to an institution are usually not eligible for admission to Westminster. A student seeking admission as a transfer student should submit the following items:

1. An application for admission
2. An unofficial secondary school transcript or official GED showing a student's graduation date.
3. Optionally, scores from either the ACT or the SAT. For more information contact the Office of Admissions.
4. An official transcript from each post-secondary institution attended.

There is no upper limit to the number of hours that can be transferred from another accredited institution of higher learning, however the transfer student will have to complete at least 48 credit hours as a full-time Westminster student, which must include the two semesters immediately preceding graduation; and be certified by a department as having met the department's requirements for a major. Each course on a transfer student's transcript is evaluated as to whether it can be accepted for transfer credit. Usually most of a student's academic credits will transfer; however, no course with a grade below "C-" will transfer. (For more information, please refer to "Transfer Credit" on page 91.)

Readmission

If a student interrupts their official attendance by officially withdrawing from the College before the census date, they thereby cease to be a Westminster student. To re-enroll, a student must re-apply and be granted acceptance for admission. Applications for readmission should be addressed to the Office of Admissions. Final decisions regarding readmission cannot be made until the Admissions Office has received approval from designated department officials on campus, transcripts of all college course work attempted since the student last attended Westminster, and any specific information requested for the student to provide.

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 in their senior year of high school because enrollment in the program is limited.

Enrollment Deposit

New students enrolling at Westminster College (Freshman or Transfer) must remit a \$200 deposit to register for classes and secure a space in college housing. Please note that new student deposits are non-refundable after May 1 for the Fall semester.

The \$200 deposit will be held by the College until the student graduates or completely withdraws from the College. At that time, if there are no housing damages or outstanding charges on the student

account, a full refund will be made to the student.

Campus Visits

The College recommends that any student considering Westminster visit the campus for an individual meeting with an Admissions Counselor and tour. It is important to telephone, write via e-mail or register online so arrangements can be made prior to arrival. The College also sponsors various visit programs for prospective students. These are programs which enable students to experience academic and student life firsthand. Programs are offered in the fall and spring. The Office of Admissions is open 8 a.m. until 5 p.m. Monday through Friday and from 9 a.m. until noon on select Saturdays from September through May. Students should call for an appointment at (573) 592-5251 or (800) 888-WCMO (9266), or [visit us online](#).

Dual Enrollment

Through dual enrollment, select high school juniors and seniors can complete college level courses on the Westminster campus. Admission into this program is restricted to high school junior and senior level students with a cumulative GPA of 3.0 or higher. Enrollment is limited to three courses per semester on a space available basis and excludes developmental courses except when approved by the Provost, and courses for which necessary prerequisites have not been met. Those interested in dual enrollment should plan with the appropriate secondary school officials and, in consultation with them, identify a course for study. Courses for study must be approved by the Associate Dean of Faculty. Information about dual enrollment is available from the Associate Dean of Faculty. Area high school students

who complete at least 6 hours of dual enrollment courses through Westminster College qualify for a renewable \$1000 Dual Enrollment Award if they attend WC as a full-time freshman.

Summer Programs for High School Students

On an occasional basis, Westminster will offer special programs for high school students during the summer months, for which students may elect to receive academic credit. Coursework may take place on campus, through distance-learning, or through a combination of the two. Tuition costs vary depending on the nature of the program. Students interested in earning credit must fill out registration forms and submit them to the Registrar's Office on or before the first day of classes.

Credit by Examination

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

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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

Examinations.

COLLEGE BOARD - ENTRANCE EXAMINATION (AP)

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

CAMBRIDGE INTERNATIONAL A LEVEL EXAMINATION

Examinations passed at the “C” level or higher are accepted for credit automatically if the evidence of the credit is submitted before the end of the first year. Specific course credit will be determined by the relevant academic department.

COLLEGE LEVEL EXAMINATION – INTERNATIONAL BACCALAUREATE (IB)

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

International Baccalaureate Credit

Westminster recognizes the rigor of the IB program and therefore awards college credit to students who have earned the IB diploma. Students who present a full IB diploma with a final total score of 28 points or better will be awarded a year’s worth

(30 hours) of credit toward graduation. If a student presents a full IB diploma with a total score of 24 through 27, they will be awarded credit hours based on the following:

IB Score	Minimum WC Credit
28 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 individually based on actual IB exams, scores, and major area of study, as determined by academic department chairs. Students for whom course equivalency credit does not equal to the total number of credit hours 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 for completion of the Creativity, Action and Service (CAS) component of the IB program will be awarded credit for completion of the graduation requirement to earn credit in one physical education activity course (i.e. 1 credit for PED A99) and credit for successful completion of LST 133 (1 credit).

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

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

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

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

Some students may qualify for advanced placement in a foreign language. This possibility applies to students who have completed two years of study of a single foreign language in high school. They can take a placement examination with a provider through their high school or another local organization. They can also take a placement test at Westminster College once they submit their tuition deposit. Based on their performance on the test, the students are placed in the corresponding level of language (Elementary: FLG 101 and 102; Intermediate: 203-204; Advanced: 300-level). By taking and completing the course in which they were placed with a C- or better,

the students qualify to get full or partial credit for the courses below the level they completed. For instance, if they are placed in Spanish 203 at Westminster (3rd semester of language) and they finish this class with a C- or better, they can receive credit for the previous two semesters, or levels (Spanish 101 and 102). In order to get these advanced placement credits, the students need to submit a Foreign Language Advanced Placement request form to the Office of the Registrar. If the student wishes to take the placement test at Westminster College with the purpose of earning advanced placement credits, they need to take the proctored version of the test. Contact the chair of the Foreign Languages department to take the proctored placement exam at Westminster College.

Domestic students who claim to be native speakers of a language and have never had the language in high school are required to complete the upper-level FL course in order for the lower-level courses to be waived for both the general education and major requirements. However, upon completion of the upper-level foreign language course, they will not receive advanced placement credit.

International students cannot receive advanced placement credit by completing a higher-level course in their primary language.

Please see “College Expenses” on page 29 for placement exam costs.

Credit for Prior Learning

The Associate Dean of Faculty, in collaboration with the appropriate department or division chair, will evaluate industry and workplace experience, corporate training, and professional

certifications according to the [ACE National Guide](#). The student should upload certificates, any official documents of completion, and a copy of ACE equivalency with college application materials in order to have industry and workplace experience evaluated for credit. Students will upload their documents for CPL (credit for prior learning) in the same way they upload college transcripts for transfer credit as part of the application for admission to the college. The credit evaluation process will begin after the student is admitted and enrolled for classes. However, an informal evaluation and estimate of credits can be provided prior to admission. All Westminster policies governing credit for prior learning apply to industry and workplace experiences. Students can review ACE equivalencies at <https://www.acenet.edu/National-Guide/Pages/Seeking-Credit.aspx>.

Credit for Military Service

Students in the United States military who have completed basic training in any branch of the Armed Forces will be granted, upon request, three hours of credit in military science, two hours in physical education (health and hygiene) and one hour of physical education activity credit. A Notice of Basic Eligibility (NOBE) showing an honorable discharge is required. Other credit for specialized training will be evaluated on an individual basis. Credit for additional coursework completed in the U.S. military will be granted in accordance with guidelines for course equivalency established by the [American Council on Education \(ACE\) Military Guide](#). The Associate Dean of Faculty may grant credit for military coursework not evaluated for credit by ACE on an individual basis, in consultation with appropriate department and program

chairs.

U.S. Army Concurrent Admissions Program (ConAP)

The Concurrent Admissions Program allows new soldiers to apply for admission at a ConAP college or university of their choice concurrent with their enlistment in the Army or Army Reserve. If they meet admission criteria, the soldier is granted admission on a full or provisional basis. Provisional admission means that students may be required to take certain developmental courses or undergo other academic preparation as determined by the college and may be limited in the number of courses initially undertaken. Enrollment is deferred until completion of initial enlistment for active military service or, in case of Army Reserve, until completion of initial active duty for training. Students are subject to the College's admission and degree requirements, as published in the catalog, at the time of enrollment in classes.

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

College Expenses

Enrollment Fee: \$200.00

A nonrefundable Enrollment Fee submitted at the time the student decides to attend Westminster College. This fee must be paid in full prior to a student being issued keys for campus housing.

Tuition

	Semester	Year
Full-time (12-19 credit hours)	\$16,062	\$32,124
Part-time (Less than 12 hours)	\$1,018/credit hour	
Overload (More than 19 credit hours)	\$1,018/credit hour	
Summer & Winter Sessions	\$350/credit hour	
Summer & Winter Internship	\$350/credit hour	
Dual Enrollment	\$75/credit hour	

Room

Residence Halls	Semester	Year
Double Occupancy	\$3,326	\$6,652
Single Occupancy	\$4,031	\$8,062
Private Room (Medical)	\$3,326	\$6,652

Apartments/Townhouses	Semester	Year
Apartment	\$3,930	\$7,860
Townhouse Single	\$3,930	\$7,860
Townhouse Double	\$3,663	\$7,326

Meals

Meal Plan	Semester	Year
19 Meal Plan* (includes \$50 Blue Jay Bucks)	\$3,005	\$6,010
14 Meal Plan (includes \$75 Blue Jay Bucks)	\$2,842	\$5,684
10 Meal Plan (includes \$100 Blue Jay Bucks)	\$2,470	\$4,940
5 Meal Plan (includes \$25 Blue Jay Bucks)	\$1,241	\$2,482

* Freshmen must carry the 19 Meal Plan.

Total Cost Summary

The total cost of the 2024-2025 academic year is below. This is the cost before financial aid or scholarships.

Tuition	\$32,124
Room - Residence Hall Double Occupancy	\$6,652
Meals - 19 Meal Plan	\$6,010
Mandatory Fees	\$3,090
Total Cost for Academic Year	\$47,876

Miscellaneous Fees

Mandatory fees per semester = \$1,545

Fee type	Amount
Parking Fee (per semester)	\$40

Fee type	Amount
Course/Lab Fee	Varies
Graduation Fee (Charged to all seniors for caps, gowns, diploma folders, dinners and other associated costs)	\$175
International Orientation Fee	\$170
Course Audit Fee (per credit hour)	\$57
Credit by Examination (per credit hour for credit granted on the basis of examinations administered by Westminster College)	\$30
Myers Briggs, Strong Interest Inventory and Strengths Quest Assessments	Varies
Apostille Fee for Transcript or Diploma (Per document)	\$30
Official Transcript	\$12
Student Teaching Fee (per credit hour)	\$50
Special Student Teaching Placement Fee (+30 miles)	\$500
Special Course Fee (may include materials, travel, accommodations, admission charges, labs, music, etc.)	Varies
Credit Card Fee (Business Office transactions)	2.75%

Learning Disabilities Program Fee

For each of the first two semesters the student is in the program: \$2,000.00.

For each semester thereafter: \$1,000.00

Payment Policy

Payment is due in full by August 1 for the

Fall Semester, by January 1 for the Spring Semester, and May 1 for the Summer Semester.

Payment Plan

An optional payment plan is available. Enrollment in the payment plan must be completed once each semester. Enrollment is open through Census Day for Fall and Spring semesters, and June 15 for Summer semester. Enroll in the MyWC student portal at <https://mywc.westminster-mo.edu>.

Payments are for a term of five months for the Fall Semester (July through November) and for the Spring Semester (December through April), and a term of four months for the Summer Semester (May through August). Students may not attend classes until all charges and fees are paid or enrollment in a payment plan has been completed.

Refunds for Withdrawals

The official date of withdrawal for academic and federal financial aid purposes is the last date of academic attendance or participation in an academically-related activity. However, the institutional refund policy is calculated based on the date the student notifies the Office of Student Life of withdrawal (by written statement).

Failure to attend class does not constitute an official withdrawal.

When students receiving Federal Title IV assistance fail 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 student's financial accounts are settled based on the following policies:

Institutional Refund Policy

Upon withdrawal from the college, tuition will be refunded according to the following schedule:

FALL/SPRING SEMESTER REFUND POLICY

Dates	% Refund
On or before first day of class	100%
Class days 2-3	75%
Class days 4-5	50%
Class days 6-7	25%
Class day 8 or after	No refund

4 WEEK REFUND POLICY

Dates	% Refund
Prior to first day of class	100%
First day of class	Full tuition minus 1 credit hour
Class day 2 or after	No refund

7 WEEK REFUND POLICY

Dates	% Refund
Prior to first day of class	100%
First day of class	100%
Class day 2	75%
Class day 3	50%
Class day 4	25%
Class day 5 or after	No refund

Room Refunds

Room charges will be refunded based on the date of official withdrawal or the last date of occupancy, whichever is later. When students withdraw during a semester, they leave rooms vacant that cannot be filled, therefore, no refund of room charges will be made after the institutional refund period above. Board charges will be refunded based on the end of the week that the meal plan is canceled. Miscellaneous fees will not be refunded.

Financial Aid Refunds

Institutional financial aid will be adjusted accordingly. For example, if a student withdraws on class day 2 or 3 of the academic semester and 75 percent of the tuition is removed from the student account, then 75 percent of the institutional financial aid will be removed as well.

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.

Federal Title IV Recipients

Federal Title IV 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. Once 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.

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, Vice President and Provost,

or Vice President for Business and CFO.

A student who registers 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, Vice President and 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 the letter carefully! Many of the terms and conditions pertaining to the student's 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 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 Student Affairs, the Vice President and Provost, Vice President of Enrollment Services, the Provost, 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 these categories: grants, loans, employment, scholarships, and veterans benefits. 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 on the basis of financial need. Eligible students may receive up to \$6895 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.

Westminster Grant

These grants may be awarded to freshmen and upper-class students who demonstrate financial need. Grants are

awarded for one academic year. Renewal is contingent upon current funding levels and the student's annual submission of the Free Application for Federal Student Aid (FAFSA), demonstrated financial need, maintaining satisfactory progress toward a degree, and remaining in attendance for the full period for which the grant is allowed. A prospective student's application for financial aid will not be considered until the applicant has been admitted to the College.

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 4.99%. 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 4.99%; 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 the student is 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 7.54%. An origination fee of 4.228% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

EMPLOYMENT

Westminster offers a limited number of part-time jobs to students needing financial assistance through the Federal Work-Study Program (FWSP) and College Employment. The Federal Government and Westminster College jointly funds the FWSP. College Employment is funded entirely by Westminster. It is the student's responsibility to secure the position. The Office of Financial Aid will assist with the process upon request. Employment opportunities are limited and available on a first come, first serve basis to those students who demonstrate financial need, according to the FAFSA.

VETERANS BENEFITS

Westminster College welcomes veterans and students receiving veteran benefits and is a proud member of the Yellow

Ribbon Program. All students who plan to use veteran benefits during their enrollment at Westminster College must notify the Director of Financial Aid when they are accepted for admission and provide a Certificate of Eligibility from the Department of Veteran Affairs. Upon receipt of the Certificate of Eligibility, the Director of Financial Aid will notify the Registrar (certifying official) that the new student plans to use veteran benefits for the upcoming semester. The Registrar will certify the veteran benefits during the first week of classes of their first semester of attendance.

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

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

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

Administration.

For questions regarding financial aid in combination with veteran benefits, please contact the Director of Financial Aid. In compliance with the Veterans Benefits and Transition Act of 2018, Westminster College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Scholarships

OUTSIDE/PRIVATE SCHOLARSHIPS

Scholarship aid that has been secured from sources outside Westminster College must be reported to the Office of Financial Aid. Receipt of an outside award may result in a revision of the financial award offered by Westminster. Receipt of a full-tuition scholarship from a source outside of Westminster College will exclude a student from receiving the monetary value of a Westminster College scholarship because institutional scholarships are tuition specific. Students will receive recognition of a Westminster award and should an outside scholarship be forfeited, the College would review its offer subject to the stipulation of the program.

ARMY RESERVE OFFICER TRAINING (ROTC) SCHOLARSHIPS

Army ROTC scholarships are available on a competitive basis for two, three and four years of study. Qualified students may compete for ROTC scholarships on both a local and regional basis and applicants

need not be currently enrolled in ROTC classes. The value of the scholarships is announced annually. To be competitive for Army ROTC scholarship support, applicants should present an ACT score of 19 or greater and a grade point average of 2.5 or greater.

Recipients of the ROTC four-year scholarship who reside in college housing may also qualify for the Davidson Scholarship, which pays for the cost of the room. Recipients of the ROTC three-year Advanced Designee Scholarship will receive the equivalent of tuition charges in financial assistance for the freshman year at Westminster.

AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC) SCHOLARSHIPS

The Air Force Reserve Officer Training Corps (AFROTC) provides students the opportunity to become a United States Air Force officer while completing their college degree. The program combines traditional undergraduate education with military instruction and will prepare students to tackle the leadership challenges awaiting the Air Force in the 21st century. Each semester the student will enroll in an AFROTC class in conjunction with a two-hour Leadership Lab in which classroom learning will be put to the test.

High School Seniors: Air force ROTC offers an excellent scholarship program for highly qualified students. Many of these scholarships pay full tuition. All the scholarships include an annual textbook allowance and a tax-free monthly stipend during the academic year. The high school scholarship application period runs from May of the student's junior year until Dec 1 of their senior year. Competition is based

on the whole-person concept. Please visit the AFROTC website for the most current scholarship information.

College Students: Can join AFROTC their freshman or sophomore year and compete for one of the many scholarship offers we reserve specifically for college students. In-College scholarship tuition dollar amounts vary. However, all scholarship recipients receive an annual textbook allowance and a tax-free monthly stipend. Visit the AFROTC website for the most current In-College scholarship information.

To enroll in AFROTC in the freshman/sophomore year students must be:

- A full-time student at a college that offers Air Force ROTC as a host school or cross-town school
- At least 14 years old (17 for scholarship recipients)
- In good physical condition
- Of good moral character

After graduation from college and successfully completing all Air Force ROTC requirements, students receive a commission as a second lieutenant with an obligation of four years of service in the active duty Air Force. Pilots incur a ten-year commitment from the date the student graduates from pilot training. A few additional career fields require a six-year commitment.

ALUMNI/SIBLING AWARDS

Alumni/Sibling awards of \$1,000 per year are available to new students who are the brothers, sisters, sons, daughters, grandsons or granddaughters of Westminster alumni. These scholarships are renewable as long as the recipient maintains satisfactory academic progress.

In the case of siblings entering the same year, each student will receive a \$500 award.

WESTMINSTER SCHOLARSHIPS

The scholarship program at Westminster College was established to recognize and encourage scholastic achievement. The program is administered by the Office of Admissions. For consideration of a Westminster scholarship, students must apply for admission and be granted admission.

Many scholarship awards are made without regard to financial need. All applicants are strongly encouraged to apply for all types of assistance, for which they may be entitled. If an applicant submits a financial aid application and shows financial need in addition to scholastic merit, the scholarship award becomes part of the total financial aid eligibility.

SCHOLARSHIP ENDOWMENTS

Throughout the history of the College, many alumni and friends have provided scholarship funds for the sole purpose of assisting students. We are forever grateful to the family and friends whose combined gifts and scholarship enable the College to award its merit-based Westminster scholarships. Criteria for the following awards may be obtained from the Office of Financial Aid.

- Frank A. and Barbara A. Absher Endowed Scholarship
- Chester and Helena Alexander Award
- John J. Andrews and Anna K. Andrews Mathematics Award
- Richard D. Arnold Endowed Scholarship

- Dick Ault Scholar-Athlete Scholarship
- Claiborne L. Barber Endowed Scholarship
- William T. & Christopher Warren Barnes Endowed Scholarship
- Barrow Family Memorial Scholarship
- Bruce K. Barrow Memorial Scholarship
- Barthel Scholarship Endowment
- Bates Family Scholarship Endowment
- Ovid H. Bell Endowed Scholarship
- Bennett Family Scholarship
- Leslie Hamilton Blair Endowed Scholarship
- Dr. William and Judith Blank Pre-Med Scholarship
- Dr. William Bleifuss Memorial Scholarship
- Bloom Family Scholarship Endowment
- Reese Bowen Boyce Endowment Scholarship
- Walter A. Boyd, Jr. Award
- Mary Burton Bridgewater Scholarship
- Hugh M. Briggs Scholarship Endowment
- Brookby Family Scholarship
- Robert Michael Brown Memorial Scholarship Fund
- Chase A. Brumm Memorial Scholarship
- Beta Theta Pi, 125th Celebration Endowed Scholarship Fund
- James Bruce Campbell Endowed Scholarship
- Dr. John G. Campbell Memorial Endowed Scholarship
- George W. Bartley and George A. Campbell Scholarship Fund
- James Angus Carr Memorial Scholarship
- Peter Allan Childs Endowed Scholarship
- Joe B. Clarke, Jr. Endowed Scholarship
- Class of 1956 Endowed Scholarship
- Samuel John Coultas Memorial Scholarship Bill
- Brevator J. and Mary Richards Creech Memorial Scholarship Endowment
- Bill Cross Endowed Scholarship
- Crump/Detweiler/Baker Scholarship Endowment
- Dr. John Rood Cunningham Endowed Scholarship
- William L. and Martha O. Cutler Endowed Scholarship
- Leif C. Dahl Memorial Endowed Scholarship
- Westminster's Dames Endowed Scholarship
- James L. Darling Memorial Scholarship Fund
- Robert L.D. and Lois B. Davidson Scholarship Endowment
- Cameron and Jessie Day Prize in Biology
- Abraham L. and Kathryn L. Detweiler

- Endowed Scholarship
- John Dorsch Scholarship
- Randle Elliott Memorial Scholarship
- Sara Elliott Memorial Scholarship
- Robert L. Epperson - Phi Kappa Psi Scholarship
- William D. Felder Delta Tau Delta Leadership Scholarship
- Thomas Henry Forrester, Jr. Scholarship Endowment
- Helen C. Foster Scholarship Fund
- Stephen Leigh Bransford Frailey Memorial Scholarship Endowment
- Robert Porter Galloway Memorial Scholarship
- Hoyt D. Gardner Scholarship in Premedical Education
- Clifford Willard Gaylord Foundation Scholarship
- Dr. C. Stewart & Dr. William L. Gillmore Endowed Scholarship
- Frank N. and Louise Gordon Endowed Scholarship
- Gore Family BKD, LLP Accounting Scholarship
- Jane Maughs Grant Memorial Scholarship Endowment
- James D. Grigsby Endowed Scholarship
- Dr. John B. Grow Endowed Scholarship
- Nollie & Prudence Guerrant Memorial-DAR Scholarship
- Allen D. and Jane B. Harper Endowed Scholarship
- Ramey Wilson Harper Memorial Scholarship
- S. Rodney Hastings Endowed Scholarship
- Ernest Hazel, III Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- With a Little Help from My Friends: Daniels, Head, and Freiburg Scholarship
- E. C. "Slick" Henderson, Jr. Scholarship Fund
- Judy and Thomas H. Hicks Endowed Scholarship
- James B. Hight Endowed Scholarship
- Dr. Ernest H.K. and Evelyn Hillard Endowed Scholarship
- Dr. Paul S. Hoe Memorial Scholarship Fund
- Robert G. and Ruth H. Hoerber Scholarship
- James P.V. Howell Endowed Scholarship
- Margaret McDonald Jaeger Psychology Endowed Scholarship
- John R. Johnson Endowed Scholarship
- Christopher S. and Joyce T. Jones Memorial Scholarship Fund
- Edward Jones Endowed Scholarship
- Kappa Alpha Order Endowed Scholarship
- Kappa Alpha Theta Founders

Scholarship

- Dr. John B. Kelly Endowed Scholarship
- Pat Kirby Endowed Scholarship
- Ronald J. Kostich Endowed Scholarship
- Coach Don Kuhn Endowed Scholarship
- John B. LaMar Endowed Scholarship
- Clarence C. Lang Memorial Scholarship Endowment Fund
- Kenyon S. Latham Endowed Science Scholarship
- Henry John Latshaw, III Memorial Endowment Fund
- Richard Keating Lieser Jr Memorial Scholarship
- Ross Livermore Memorial Scholarship
- Judge George B. and Charles R. Macfarlane Scholarship
- Jack Marshall Scholarship
- Mauze Family Endowed Scholarship
- P. Nicholas McDaniel Endowed Scholarship
- McFarland Family Scholarship
- John McKamey Scholarship Fund
- Dr. Karl V. McKinstry Memorial Scholarship
- Connie Jean Meyer Scholarship Fund
- Ned O. Miller Memorial Leadership Scholarship
- Dr. Therese A. Miller Endowed Projects for Peace Award
- George W. F. Myers Endowed

Scholarship

- Neel Trustee Scholarship
- Mr. and Mrs. T. J. Neukomm Scholarship Endowment
- Nierenberg Family Scholarship Fund
- Jarrett Kellogg Parker Scholarship - Loan Fund
- C.H. and Martha Parkins Endowed Scholarship
- Dr. William E. Parrish Academic Scholarship
- William E. Pearce Endowed Scholarship
- John S. Penney Endowed Scholarship
- Paul M. and Mildred E. Peterson Scholarship Fund
- Vernon W. and Marion K. Piper Scholarship for Overseas Study Endowed Scholarship
- Jim Reed Family Endowed Scholarship
- Sally W. Reynolds Endowed Scholarship
- Dr. Ralph and Mrs. Eleanor Rinne Pre-Medicine Scholarship
- Jane Elizabeth Roche Webb Endowed Scholarship
- W. Philip and Mildred M. Ross - Lewis County and Knox County, Missouri Scholarship
- Frederick Randolph Rosser Scholarship Fund
- Harry L. Ryburn, Jr. Memorial Scholarship Fund

- William Sausser Scholarship Fund
- Dr. John E. Schultz Endowed Chemistry Scholarship
- Harry N. Schweppe, Jr. Memorial Scholarship
- Shields Family Scholarship
- John E. Simon Endowed Scholarship
- F. Brooke Sloss Memorial Endowed Scholarship
- Lieutenant Raymond E. Smallwood Memorial Scholarship Fund
- Robert Lee Smyth Memorial Scholarship Fund
- Frank Woolford Sneed Memorial Fund
- Bryant P Sprague Pre Med Scholarship
- Dr. Robert E. Stufflebam Endowed Scholarship
- Southwestern Bell Telephone Company Endowed Scholarship
- Sweazey Family Scholarship Endowment
- Taylor Family Endowed Scholarship
- L. Norman Thornton Memorial Athletic Scholarship Fund
- Gupton A. and Grace S. Vogt Scholarship Endowment Fund
- Dr. Robert G. Volz Scholarship Fund
- Linda Doolin Ward Endowed Scholarship
- Frank W. Wayne Family Scholarship Endowment
- George L. & Marie E. Weaver Endowed Scholarship
- Dr. and Mrs. Marion A. Webb Scholarship Endowment
- Frank B. Whitbeck Scholarship Fund
- H. Clinton White Memorial Scholarship Endowment
- W. C. Whitlow Outstanding Senior Phi Delta Theta Scholarship
- George H. Williams Endowment Fund
- Ron & Dianne Winney Endowed Scholarship
- Woodward Family Endowment Fund
- Marvin O. and Sue C. Young Endowed Scholarship
- Philip H. Young Memorial Scholarship
- Dr. Peter and Jane Yu International Student Scholarship
- Zeta Zeta Alumni Endowed Scholarship

Restricted Scholarships

- ACE Scholarship Fund
- John T. Baumstark, Sr. Scholarship
- Cranshaw Scholarship
- Davis United World College Scholars Fund
- Epperson – Phi Kappa Psi Restricted Scholarship
- Fulton Colleges Board of Associates
- Kappa Alpha Order Annual Scholarship
- Missouri Colleges Fund Scholarship
- Metro St. Louis High School Annual Scholarship
- Morton Family Annual Scholarship

- Peter C. Myers, Jr. Scholarship
- Washington D.C. Internship Scholarship

ACADEMIC SCHOLARSHIPS

In addition to Westminster merit-based scholarships, the College also awards academic scholarships. These scholarships, initially designed as freshmen-based awards, are renewable for each of the three academic years immediately following the year of the initial award. No scholarship will be renewed for an amount greater than the original award. Scholarship renewals are determined annually following the spring semester.

Freshman Merit-Based Scholarships

Freshman applicants for the 2024-2025 academic year will be considered for the following merit scholarships upon acceptance to the College.

Students who meet any of the following criteria are considered for the Churchill Scholarship (\$25,000):

- High school GPA = 4.00+
- ACT = 30+
- SAT = 1360+

Students who meet any of the following are considered for the Trustee's Scholarship (\$23,000):

- High school GPA = 3.75-3.99
- ACT = 28-29
- SAT = 1300-1350

Students who meet any of the following criteria qualify for the President's Scholarship (\$22,000):

- High school GPA = 3.50-3.74

- ACT = 25-27
- SAT = 1200-1290

Students who meet any of the following criteria are considered for the Dean's Scholarship (\$21,000):

- High school GPA = 3.00-3.49
- ACT = 22-24
- SAT = 1100-1190

Students who meet any of the following criteria are considered for the Leadership Scholarship (\$19,000):

- High school GPA = Less than 3.00
- ACT = Less than 22
- SAT = Less than 1100

If a scholarship recipient also receives financial aid from another source, the total financial aid eligibility will be re-evaluated.

Transfer Merit Scholarships

Transfer applicants for the academic year will be considered for the following merit scholarships upon acceptance to the College. Eligibility is based on the applicant's prior college GPA.

Award	Annual Amount
Phi Theta Kappa Scholarship	\$22,000
Honors Transfer Scholarship	\$20,000
Columns Transfer Scholarship	\$19,000
Founder's Transfer Scholarship	Up to \$16,500

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.

Completed Credits	0-26	27+
Min. Cumulative GPA	1.85	2.00
Min. % of total hours completed (Measured as hours earned ÷ hours attempted)	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

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.

Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.

Changes in major may alter a student's SAP status, which is based upon the current degree level pursued; therefore, if a student changes majors, they may be permitted to go beyond the 183 attempted hours.

Students meeting the standards listed above when calculated will be in SAP Good Standing.

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.)

Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been received previously.

Students who are on academic dismissal will be on SAP Suspension (See Appeals.)

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.

Students are held responsible for knowing SAP eligibility criteria and their status at the end of each academic year. Please contact the Office of Financial Aid if questions arise.

Grades

1. All courses taken at Westminster College and those courses transferred to Westminster College are counted as hours attempted regardless of grade assigned. This includes courses which end as incomplete, failed, repetitions or withdrawn after the 17th day of class each semester.
2. Only courses for which final grades are issued are recognized by the Westminster College Registrar's Office as acceptable for progressing toward degree completion and will be counted as earned.
3. Courses shown as failed, incomplete, withdrawn, or concluded with no grade submitted count as hours

attempted and not earned. Additional courses with non-passing results are counted similarly.

4. All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.
5. Courses attempted repetitively for credit count as both hours attempted and if passed as hours earned.
6. Audit and Non-credit classes are ineligible for financial aid and do not count in SAP calculations. The official institutional GPA determined by the Westminster College Registrar's Office is used for all qualitative measures.

Additional Earned Credits

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.

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

Transfer students with no grade history at Westminster College will enter on SAP Good Standing

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.

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

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.

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.

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.

Appeal approval notifications will give the conditions and time frame for maintaining aid eligibility.

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 re-evaluated. In order 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.

SAP Appeals Committee decisions cannot be appealed to another source.

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.

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

Student Life

A Westminster education is much more than the completion of a series of academic courses but also lessons that extend beyond the classroom. These lessons occur outside formal classes, in student organizations, residential experiences, campus activities, service projects, and internships. The Division of Student Life supports the college's mission by fostering an inclusive student body and empowering students with tools and opportunities to pursue well-being.

Following are brief explanations of the office and services provided by Student Life. Much more detail is available on the website and in the Student Handbook.

Residential and Greek Life

The Office of Residential Life is an integral part of the educational program and support services at Westminster College. Our campus housing facilities and trained hall staff provide a significant co-curricular learning experience for all Westminster students. Our Residential Life staff strives to create an engaged and supportive community while providing enriching learning opportunities through campus and hall programming.

All of our campus housing facilities and relevant policies are founded with the College's four core values in mind: fairness, integrity, respect and responsibility. These values serve as the guiding principles for all Westminster students, and they are expected to uphold these values while living in College owned, managed, or approved housing facilities. Policies regarding college facilities, the residency

policy, exemptions to the residential policy, campus meal plans, roommate assignments, and other housing policies and procedures may be found in the Residential Life Policies section of the Student Handbook.

Westminster College has a long, rich tradition of Greek Life dating back to the late 1800s. The Office of Greek Life provides advising support and educational programming for all of our Greek organizations. Fraternities and sororities offer endless opportunities for developing leadership skills, networking, interpersonal skills, engaging community service, and promoting academic success.

Westminster hosts three sororities and six fraternity organizations on campus. The Interfraternity Council (fraternity governing board) and Panhellenic Council (women's governing board) both host a recruitment period for fraternities and sororities in the fall semester. This is a great opportunity for students to learn more about the history and many successes of our Greek organizations and determine whether Greek Life is a good option for them.

The Wellness Center

Westminster College is committed to the promotion of healthy lifestyles and a wellness model that includes six dimensions: social, emotional, physical, vocational, mental, and spiritual. The Wellness Center provides services and activities to the Westminster College community which promotes the development of healthy lifestyles and

the acquisition of problem-solving and decision-making skills. The Wellness Center is staffed by a variety of health care professionals who provide individual consultations for personal, social, family, and health concerns. The Wellness Center includes three different programmatic areas: Counseling Services, the Student Health Clinic, and the Wellness Program.

COUNSELING SERVICES

The counseling staff works with individuals and groups who request help with a wide variety of concerns, including relationship and family concerns, stress and anxiety, substance abuse, eating disorders, educational and career alternatives, communication skills, questions/concern about sexuality, depression, and spiritual concerns. Consultation services are available to student groups concerned with issues that arise from the college environment. Wellness Center staff members are available for consultation with any College personnel who deal with student concerns. Congruent with The Wellness Center's philosophy and professional ethics, counseling relationships are voluntary and confidential.

STUDENT HEALTH CLINIC

The Student Health Clinic is staffed by a nurse practitioner, and its services are provided for all students. The Clinic offers students unlimited clinic visits for acute and minor illnesses, minor injuries, allergy injections, well-woman and man exams, and the management of chronic illnesses. It also provides some in-office laboratory services. Should outside laboratory services be necessary, the student will be charged a reduced at-cost fee or the cost will be processed through the student's medical insurance. Likewise, should a student

need care beyond the scope of the on-site clinic (e.g., x-rays and pharmaceuticals), the student will be responsible for these charges.

WELLNESS PROGRAM

Helping students make informed, responsible lifestyle decisions is the primary aim of our Wellness Program, which is comprised of the Nutrition Services; BASICS alcohol reduction program; and Outreach Programs. All of these services are offered at no charge to Westminster students.

STUDENT HEALTH FORMS AND REQUIRED IMMUNIZATIONS

All students are required to complete a Student Health form that will be confidential and placed into the student's chart upon arrival to campus. All new full-time students entering Westminster College must have documented proof of measles, mumps and rubella, meningococcal vaccine, and Tdap immunity, and a questionnaire screening for tuberculosis (if positive screening, further testing is required). This documentation is required prior to class attendance. Documentation of immunity may be accomplished by a) written proof of vaccination or b) proof of immunity by titer (a blood test). Note: Exemptions from these requirements may be accepted by the institution for medical or religious reasons. If a measles, mumps or rubella outbreak occurs, all students who do not have the appropriate immunity documented through the college may be required to leave campus. Westminster College does not require the hepatitis B or the HPV vaccine; however, we strongly encourage students to receive these vaccinations. Any significant change in a student's health should be brought to the attention of the

Executive Director of the Wellness Center.

REQUIRED HEALTH INSURANCE

Westminster College along with other institutions of higher education require health insurance as a condition of enrollment for all full-time students. Students who are US citizens and have health insurance coverage through parents or elsewhere will not be required to buy the college-sponsored plan. However, the students must opt out each year that they will not need coverage by completing the online form before the deadline established each semester. Please note: Students will automatically be billed for the insurance premium unless they opt out.

Spiritual Life

The Office of Spiritual Life seeks to nurture faithful practice, encourage students to ask big questions, create meaningful community and journey with students in vocational discernment. Regular programming under the categories of Mind, Body, Spirit, and Community provide opportunities for conversation about core values, self-reflection and purposeful practices. The Chaplain/Director of Center for Faith and Service and the Coordinator of Community Engagement/Chaplain Resident serve as campus chaplains for a diverse, multi-faith community. The Church of St. Mary the Virgin, Aldermanbury, located with the Churchill Museum – an important component of campus life and reflects the religious heritage of Westminster College as a Presbyterian-related institution, and the Interfaith Prayer Space, located in CFS, offer a place for quiet reflection, meditation, and prayer for any students, faculty, or staff who wish to use it.

Community Engagement

The Office of Community Engagement promotes mutually beneficial connections between the Westminster campus community and surrounding communities. Community Engagement connections take the forms of service opportunities, speakers, and partnerships with local organizations; examples include facilitating First Year Experience service opportunities, the annual Alternative Spring Break, connections to local non-profits for short and long-term volunteering, and donation drives and fundraisers in response to emergent needs. The Office of Community engagement tracks student service hours and gives annual awards recognizing outstanding service by members of the Westminster community, such as the Drosten Cup.

Intercultural Engagement

The Office of Intercultural Engagement facilitates opportunities where members of the Westminster College community can gain the tools to thrive in today's diverse reality in addition to developing the ability to better engage people with divergent worldviews and experiences. The Office of Intercultural Engagement understands that diversity is a fact of today's world and offers programs such as the annual Colors of Westminster Retreat and Diversity Dialogues that are centered on constructively engaging difference from a place of authenticity. Additionally, this office also supports the needs and concerns of historically underrepresented student populations and multicultural student organizations. Together with these student populations and organizations, the Office cultivates awareness and celebration of the strength in diversity among the members of the Westminster

community. This Office is staffed by a recent Westminster alum serving as a Student Life Fellow: Diversity and Inclusion emphasis.

Office of Student Engagement and Leadership

This office is charged with training and developing student organization leaders, and providing fun and engaging activities for the entire campus. Westminster offers several student clubs and organizations. The college's Honor Societies, Campus Activities Board, and the Student Government Association are also based out of the Student Involvement Office. Every student should have the experience of participating in student organizations and student activities.

Athletic Department

Westminster College is a member of the National Collegiate Athletic Association (Division III) and the St. Louis Intercollegiate Athletic Conference. Westminster fields teams for men in baseball, basketball, football, golf, soccer, cross country, track and field, tennis, volleyball, and wrestling. Women compete in basketball, cross country, track and field, golf, soccer, softball, tennis, volleyball, and wrestling. Football is a member of the Upper Midwest Athletic Conference.

Intramurals

The intramural program provides exercise, recreation, and the practice of good sportsmanship in an atmosphere of healthy, spirited competition. This program offers both men's and women's intramural sports tournaments and games throughout the fall and spring semesters

at Westminster.

Student Publications

Students may earn college credit while gaining practical experience in journalism and campus publications. Janus is published under the supervision of the English Department. Janus is published and available for distribution before the end of spring semester with partial funding from the Student Government Association.

Student Conduct

Students enrolling in Westminster College 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.

Withdrawal Policy and Information

Drop/Withdrawal Deadline Information

FALL AND SPRING SEMESTER

- **Drop Deadline** (no transcript notation): 7th day of classes by 4:00 pm CT
- **Withdrawal Deadline** (with transcript notation of WP or WF) **and Medical Withdrawal Deadline** (with transcript notation of W): two weeks before the last day of semester classes by 4:00 pm CT. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s).
- **Involuntary Withdrawal** (medical or non-medical): No deadline, as this can occur at any time during the semester.

Note: All voluntary withdrawals must be completed on MyWC. A notification of withdrawal will be sent to the student's professional academic or faculty advisor. A full withdrawal requires a meeting with the Early Intervention Program (EIP) Coordinator. Withdrawal grades are considered hours attempted for the semester and will be included in the semester course load for billing. Please see below for additional information on all withdrawal options.

SEVEN WEEK TERMS (AND MID-SEMESTER CLASSES)

- **Drop Deadline** (no transcript notation): 4th day of classes by 4:00 pm CT
- **Withdrawal Deadline** (with transcript notation of WP or WF) **and Medical Withdrawal Deadline** (with transcript notation of W): 14 calendar days prior to the last day of the term by 4:00 pm CT. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s).

FOUR WEEK TERMS

- **Drop Deadline** (no transcript notation): 2nd day of classes by 4:00 pm CT.
- **Withdrawal Deadline** (with transcript notation of WP or WF) **and Medical Withdrawal Deadline** (with transcript notation of W): 4 calendar prior to the last day of the term by 4:00 pm CT. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s).

The instructor for the course must submit a grade for the student's work in the course to the date of withdrawal. On the basis of this grade, either a WP (Withdraw Passing) or a WF (Withdraw Failing) is recorded on the student's transcript. Neither a WP or WF enters into the computation of the student's grade point average (GPA). Students who do not

complete the procedure for withdrawing from a course by the end of the prescribed period will receive a regular passing or failing grade at the end of the semester.

Students cannot withdraw from a course after the end of the withdrawal period except for military activation or medical reasons. A student may withdraw for medical reasons up to two weeks before the last day of semester classes. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s). Withdrawal for medical reasons does not release a student from any financial obligations to the College.

Official Withdrawal Date

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

Medical Withdrawal

The college understands that certain health (physical or mental) 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 one, a few, or all of their 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. Should a student want to consider a medical withdrawal – whether it be from all or just some courses – the student should involve

their academic advisor, the Executive Director of the Wellness Center.

Parents or guardians are involved in this process when any of the following conditions are present:

- The student is under 18 years of age
- The student gives written permission for parents or guardians to be contacted and involved in this process
- The student's health is endangered to the point that they are unable to understand the gravity of the situation or is incapable of making an informed and responsible decision regarding their academic and/or health care options.

International students must consider their financial/scholarship status and how their financial eligibility may be impacted by a medical withdrawal from course credits. Additionally, only a medical doctor or clinical psychologist can provide documentation to grant a withdrawal that will change an international student's status to part-time to comply with federal regulations and visa status compliance.

WHO QUALIFIES FOR A MEDICAL WITHDRAWAL

A student must be significantly affected by a health-related problem to the degree that they are 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 Director of Counseling Services in the Wellness Center. This verification letter must include the following information

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

EXTENT OF WITHDRAWAL

The student may request a withdrawal from all courses, some courses, or just one course. When a slight reduction in

the number of courses provides enough relief for the student to succeed in the remainder of their courses, the student may withdraw from only a course or two; however, in many cases the health concern is so serious that a withdrawal from all courses is appropriate. A partial withdrawal, if feasible, is encouraged to preserve any earned credit. The decision to request a partial or full withdrawal should be made with the consultation of the academic advisor, the health care provider, and a member of the Wellness Center Staff.

***Note:** International students should seriously to consider their financial/scholarship status and how their financial eligibility may be impacted by a medical withdrawal from course credits. Additionally, only the Executive Director of the Wellness Center (licensed psychologist) and/or other medical doctor or clinical psychologist can provide documentation to grant a withdrawal that will change an international student's status to part-time to comply with federal regulations and visa status compliance.

Notification of Withdrawal and Medical Withdrawal Forms

The Notification of Withdrawal Forms are only available from the Early Intervention Coordinator. If the student is certain they will withdraw from all courses, they will use the Notification of Withdrawal form that requires the student to collect signatures from requisite campus offices to state their reason for withdrawing and to indicate if the withdrawal will be for medical reasons if applicable:

1. Advisor

2. Financial Planning Office
3. Business Office
4. Residential Life (if applicable)
5. Global Educational Services Coordinator (if applicable)
6. Internship Coordinator (if applicable)

The student must meet with the Director of Counseling Services to complete required medical documentation, including provision of documentation verifying medical need for withdrawal. This completed form, along with medical documentation from their health care provider will provide enough information for the VP/Dean of Student Affairs/ Executive Director of the Wellness Center and the Provost to decide whether to approve or deny their partial or full medical withdrawal request. When a student is physically unable to initiate the process and gain the necessary signatures, they may designate a parent or other representative to do so. Signatures may also be received electronically from the student, advisor, and course instructor, if needed. A student may withdraw for medical reasons up to two weeks before the last day of semester classes. After this date, a student may be eligible to receive incomplete grades at the discretion of their professor(s).

Important Note

Until ALL signatures have been obtained for each course from which the student is choosing to withdraw, and documentation has been received from a health care provider, the student should continue attending class(es). Students are considered enrolled in the class until they receive

official notification otherwise.

Transcript Notations

If a student withdraws from all or some classes during the first seven days of the semester (regular drop period), they will be dropped from the class(es) without a transcript notation. If a student withdraws after the seventh class day, they will receive withdrawal grades (WP or WF) unless they are granted a Medical Withdrawal. Students who receive a medical withdrawal after the drop period and before the last two weeks of classes will receive the grade of “W” of their transcript.

Financial Implications, Refunds

Students must consult with the Financial Aid Office regarding the financial implications of medically withdrawing from course credits as future eligibility may be impacted. No refund will be made after the 7th class day of the semester. If the student withdraws prior to this date, they may receive a refund based on the refund schedule in the Westminster College Catalog. Questions regarding the refund should be directed to the Business Office and Financial Aid Office.

Re-Admission

A student who withdraws from the college and wishes to return must re-apply and be accepted by the Office of Admissions to re-enroll. A student who withdraws from the college for medical reasons must submit medical documentation to the Wellness Center in conjunction with their readmission application.

Involuntary Withdrawal (Non-Medical)

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 developed by the Academic Review Board, the Academic Review Board may decide to administratively withdraw the student who has not attended after the 50th class day from the College. In addition, when, in the judgment of the Vice President/Dean of Student Affairs and the Wellness Center health care provider, a student's behavior constitutes a disruption or danger to the living/learning environment which the college seeks to create or presents a threat to the health and safety of the student or others, the College has the right to intervene. 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 behavior incident or somewhat less severe but persistent dangerousness or disruption over an extended period of time. At the time of involuntary withdrawal, the instructor for the course must submit a grade (either a WP 'Withdrew Passing' or a WF 'Withdrew Failing') for the student's work in the course to the date of withdrawal, will be noted on the student's transcript and does not calculate into the student's grade point average (GPA).

Involuntary Medical Withdrawal

Westminster College strives to maintain a safe and healthy environment that

is supportive to one's academic and personal goals. An involuntary medical withdrawal is initiated in extraordinary circumstances for medical, mental health, and/or substance misuse related concerns that are impacting one's ability to function safely within the college environment. 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. The college reserves the right to mandate immediate medical care, implement reasonable accommodations, devise a personalized success plan, seek evaluation by an independent and qualified professional, and notify parents. 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.

If a student has pending disciplinary action and is involuntarily placed on leave, the student conduct process will proceed upon their return.

In the case of an involuntary medical withdrawal, decisions made by the Vice President/Dean of Student Affairs and Wellness Center health care providers. 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. Room and board costs will be prorated based on upon the date of involuntary withdrawal.

At any time during the semester, 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 have not attended after the 50th day of class, and it has been determined that the student cannot successfully complete the semester. Typically grades of WF or WP (as appropriate) are recorded on the student transcript of the student is administratively withdrawn.

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.

Disruptive Student

When, in the judgment of the VP/Dean of Student Affairs, a student, for whatever reason, has been deemed disruptive to the point of negatively affecting the college community, that student may be removed from college housing, suspended/dismitted/involuntarily withdrawn from the college, or otherwise limited in their classes or activities. At the time of an

involuntary withdrawal, for students who have not attended after the 50th day of classes, the instructor for the course must submit a grade for the student’s work in the course to the date of withdrawal. On the basis of 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 enters into 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 Affairs and Director of the Wellness Center may be appealed to the Provost.

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 & Workforce Development (MDHEWD) serves as a clearinghouse for postsecondary student complaints. The complaint policy is outlined at <https://dhewd.mo.gov/media/pdf/complaint-resolution-policy>.

This web page 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

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 they may need an accommodation based on the impact of a disability should contact the Assistant Dean of First Year Experience and Learning Opportunities located in Room 34 of Westminster Hall or 573-592-5304. At that time, the Assistant Dean will discuss possible curricular and co-curricular accommodations and may make appointments with all of 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.

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 <https://www.wcmo.edu/titleix>.

Student Respect Policy

Respect is one of the four cited core values of Westminster College. Therefore, 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:

- Respect for individuals is one of the cornerstone values of ethical conduct;
- 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;
- A 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 their discretion, may simply choose to alert the Provost for official college sanctions against the student, which can include a suspension/expulsion from that professor's class.

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 at <https://www.wcmo.edu/student-life/security/response-plan.html>.

Student Services and Academic Programs

The Tomnitz Family Learning Opportunities Center

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. The Professional Academic Staff of the center offers assistance through Supplemental Studies courses, the Learning Differences Program (LDP), the College Transition Program (CTP), the Academic Enrichment Program (AEP), the Academic Achievement Program (AAP), 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 needing academic accommodations under the Americans with Disabilities Act must meet the following requirements each semester.

Present current documentation to the Assistant Dean 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.

Complete the accommodation request form, and set up a meeting with the Assistant Dean 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 (screen readers, audio books, etc.).

ACADEMIC ACHIEVEMENT PROGRAM (AAP)

The Academic Achievement Program is an academic support program designed to assist students who are placed or continued on academic probation. These

students are required to participate in the AAP, which is designed to help students in an individualized program and environment to discover how to be academically successful at Westminster College. These students meet weekly with the Academic Achievement Program Coordinator, or another specified contact person, while they are on probation.

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 on the basis of their high school records and Scholastic Aptitude Test (SAT) or American College Test (ACT) scores. This program focuses on the development of reading and writing skills to prepare students for the rigors of Westminster's curriculum. Currently this program utilizes a learning community model where students are placed into groups and take three or four courses together, and appropriate co-requisite supplemental courses to develop learning strategies.

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.

COLLEGE TRANSITION PROGRAM

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

ONLINE ACADEMIC RESOURCE CENTER

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

PEER TUTORING PROGRAM

The Tomnitz Center coordinates Westminster College's Peer Tutoring

Program (PTP), which offers academic support and mentoring to students enrolled in a variety of courses. Two popular areas of support are math and writing, and to support this demand, Westminster College has a Math and Writing Lab. These labs, located in Reeves Library, offer support on a walk-in basis. In addition to these two labs, tutors/mentors are available for a variety of the courses offered in the general education curriculum. Tutors for these courses are recommended by the professors and attend tutoring classes/training designed to provide them with a sound framework for fostering independent learning and understanding the learning process. The tutors also attend the classes for which they are tutoring at least once a week. Westminster College's Peer Tutoring Program is certified through October 2024 by the College Reading and Learning Association (CRLA) and embraces the International Tutor Program certification requirements. For specific details on the schedule, visit the LOC Canvas site.

STUDY STRATEGIES AND SUPPLEMENTAL COURSES

The supplemental studies courses are designed to assist students with understanding how to become independent learners and develop strategies to be successful in specific courses that historically challenge students. These courses include Statistics, Algebra, Psychology, Ethics, History and occasionally other courses as demanded.

OTHERS SERVED

This group of students represents those students on campus not enrolled in the LDP who seek academic accommodations through the Americans with Disabilities Act (ADA). Typical reasonable

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

The Student Success Center

The Student Success Center, both a designated space and an organizational structure, reflects our institutional mission focused on student achievement. The purpose of SSC is to create an environment promoting educational enrichment and growth in all five areas integrated in the Concept for Student Development. It brings together a wide array of student services and programs such as:

- The Greg Richard Office of Advising and Career Development
- The Internship Program
- The First-Year Experience Program
- The Early Intervention Program
- The Office of Global Educational Services

GREG RICHARD OFFICE OF ADVISING AND CAREER DEVELOPMENT

The Greg Richard Office of Advising and Career Development offers students a wide range of programs that are designed to prepare them to satisfying lives after graduating from Westminster, whether it is in a career of their choice or gaining acceptance into graduate or professional school.

Professional career counseling, one-on-one resume assistance, an online and print resource library, job searching assistance,

and a centralized internship program are career-related services available to all students. Every year informational sessions are offered on Job Searching, Resume Writing, Interviewing, Networking, and the Application process to Graduate School, among others.

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

INTERNSHIP PROGRAM

Students are strongly encouraged to take advantage of experiential learning opportunities offered through the Westminster Internship Program. Internships are designed to extend student learning beyond the traditional classroom setting into professional work environments. Internships allow students to earn academic credit while undertaking professionally-supervised work experiences related to their academic programs and career interests.

An internship is a carefully monitored work experience, in which an individual has intentional learning goals and reflects actively on what the student is learning throughout the experience. The intern is the chief architect of their learning

experience and must develop learning goals, submit weekly learning journals, participate in regular discussions with the faculty sponsor, and complete a final project. Working through the centralized internship office, internships may be arranged with a wide variety of organizations and institutions, including corporations and businesses, health care facilities, social service agencies, environmental organizations, historical societies, recreational programs, museums, political organizations, and government agencies.

The chart below lists proposed minimums for each internship credit earned. Setting requirements for academic hours places accountability on the student and course instructor that the student is making their internship a true learning experience.

Cr.	Site Hrs	Acad. Hrs	Total Hrs	Per Week AVG*
1	35	10	45	2h 20 m on site + 40m on academics
2	70	20	90	4h 40m + 1h 40m
3	105	30	135	7 + 2
4	140	40	180	9h 20m + 2h 40m
5	175	50	225	11h 40m + 3h 20m
6	210	60	270	14 + 4
7	245	70	315	16h 20 m + 4h 40m
8	280	80	360	18h 40m + 5h 20m
9	315	90	405	21 + 6
10	350	100	450	23h 20m + 6h 40m

Cr.	Site Hrs	Acad. Hrs	Total Hrs	Per Week AVG*
11	385	110	495	25h 40m + 7h 20m
12	420	120	540	28 + 8

*Based on 15-week semester

While students are encouraged to do internships for credit, Westminster recognizes that non-credit internships can be just as pivotal to a student's career development. Westminster values the learning that students can experience through non-credit internships and encourages those students to develop learning goals and add the experience to their resumes.

International students must receive approval from the Coordinator of Global Educational Services and WC Internship Program Coordinator before applying for an internship.

THE FIRST YEAR EXPERIENCE

The Westminster College First Year Experience has two overarching goals for all students entering Westminster. First, it aims to establish a foundation for student success, starting with the very first semester. In their first year, students are given the tools, knowledge of Westminster resources, skills, and understanding of campus life necessary to set and achieve their academic goals. Students are closely mentored and provided a complete, integrated experience aimed at educating the whole person and helping students to become life-long learners and leaders in a global community. Second, the First Year Experience helps students to become part of the Westminster Community, to learn its mission and values, to understand the resources and opportunities available to them as a Westminster student, and to

encourage students to think about how they can contribute to building a better Blue Jay community.

The First Year Experience begins with New Student Week and proceeds through two courses in the first semester: WSM 101: Westminster Seminar, and LST 101: The Leader Within. WSM 101 promotes the development of critical thinking, reading comprehension, written and oral communication, and research skills. Transfer students also take a Westminster Seminar course, designed specifically for transfer students. LST 101 introduces students to the five domains of student development (intellectual, professional, social, ethical, and wellness) and provides them with the tools to take steps that will benefit their long-term plans for personal and academic success. These courses are complemented by attentive academic advising by a professional academic advisor, support from upper-classmen peer mentors, and regular, effective Student Life programming throughout the year. The culmination of these experiences should bring a sense of purpose for all first-year students, an identification of goals for each year in their Westminster experience, and a plan for assessing progress toward these goals in the subsequent years of the student's Westminster education.

THE TRANSFER EXPERIENCE

Transfer students face specific challenges when transitioning to another college. We strive to make students' transition to Westminster as smooth as possible by evaluating the credit they already earned and showing how it fits into our graduation requirements. During orientation day, transfer students have their first opportunity to learn how to navigate their new environment. Once they declare a major, they get an academic

advisor in their new program.

THE EARLY INTERVENTION PROGRAM

The Early Intervention Program (EIP) supports students who are struggling to acclimate to campus life by offering them the guidance and resources they need to achieve their personal, academic, and career goals. Based on a holistic approach to student success, EIP includes the collective efforts of faculty and staff to proactively address the challenges that affect a student's college experience. The program coordinator serves as the Chair of the Student Persistence Team and assists the Provost to organize Academic Review Board meetings and other activities designed to increase student retention. Specifically, students will learn to set goals, track progress, identify, plan for, and overcome potential obstacles in their education and/or professional development. They will also evaluate and improve their skills in time and stress management, and will increase focus on self-care and systematic use of campus services (Math or Writing Lab, Reeves Library, Wellness Center, Center for Faith & Service, or the Learning Opportunities Center).

The Office of Global Educational Services

The Office of Global Educational Services (GES) is the hub of everything international at Westminster College, primarily international student services, study abroad, and off-campus programs. GES provides support to prospective, newly admitted, and current international students, as well as those who graduated. This office facilitates international students' admittance to the United States by

issuing documents that support students' applications for non-immigrant visas. It manages applications for Curricular Practical Training, Optional Practical Training, and transfers to graduate studies. GES assists international students' transition to life in the United States and Westminster by offering a general orientation and information in the areas of employment, financial planning, health insurance, and income taxes. This office promotes interactions between domestic and international students, encourages the internationalization of the College, and works in collaboration with other campus offices to foster a diverse community.

GES also facilitates international and off-campus study for students both domestic and international. Eligible students should meet the minimum grade point average requirement (if any) for the selected program, be in good academic and disciplinary standing and must have attended a minimum of one semester at Westminster College prior to departure for the program. Students may elect to study off-campus in a domestic or international program and can also participate in off-campus programs led by our faculty, to such destinations as Australia, Belize, Costa Rica, Ecuador, France, Germany, Iceland and Peru to name only a few. Credit transfer and scholarship opportunities are available.

RECIPROCAL EXCHANGE PROGRAM

Westminster maintains exchange programs with the following:

- Hanyang University in Seoul, South Korea
- Irish American Scholars in Northern Ireland

- Kansai Gaidai University in Osaka, Japan
- United States International University in Nairobi, Kenya
- L'Université Catholique de l'Ouest in Angers, France
- University of East Anglia in Norwich, UK
- University of Winchester in Winchester, UK
- Aberystwyth University in Aberystwyth, UK

These programs are bilateral tuition only exchanges, whereby a Westminster student trades places with a student in the host country for a semester or for a full year of study, depending on the program, and pays only non-tuition costs. Students who wish to study at the Université Catholique must have at least an intermediate level mastery of French. Students who wish to study at Kansai Gaidai or Hanyang are not required to have prior knowledge of the Japanese or Korean language. Westminster students enrolled in all exchange programs are granted full credit for work accomplished abroad. Normally, all financial aid (with the exception of work-study) applies to these programs and additional scholarship opportunities are available, as well.

DIRECT-ENROLLMENT PROGRAMS

Students may also choose one of our direct-enrollment programs in which tuition and fees are paid directly to the partner institution. Programs are available for one semester or one academic year with transfer credit. Special rates apply for Westminster College students.

Westminster maintains direct-enrollment

agreements with the following:

- La Universidad de Oviedo in Oviedo, Spain
- London School of Economics & Political Science in London, UK
- Jacobs University in Bremen, Germany
- James Cook University in Cairns, Australia
- Università Cattolica del Sacro Cuore in Milan, Italy
- Study Abroad Affiliations

Westminster College enjoys a variety of affiliations, which allow for transfer of academic credit and in most cases, some financial aid can be applied to these experiences as well. Most programs offer additional options for internships, service learning, and depending on the program, research.

AMERICAN INSTITUTE FOR FOREIGN STUDY (AIFS)

The Westminster affiliation with AIFS offers study abroad and internship opportunities for the year, semester, or summer in a variety of program locations including Australia, Austria, Brazil, China, Costa Rica, Czech Republic, England, France, Germany, India, Ireland, Italy, New Zealand, Peru, Russia, South Africa, and Spain. For additional information, check out the AIFS website.

ARCADIA UNIVERSITY CENTER FOR EDUCATION ABROAD

Westminster has an affiliation with Arcadia University (Pennsylvania), which offers semester, year, or summer study abroad & internship programs in many areas of the

world, including Australia, China, England, France, Germany, Greece, India, Ireland, Italy, New Zealand, Scotland, South Africa, Spain, Tanzania, and Wales, among others. For additional information, check out the Arcadia University Center for Education Abroad website.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES)

Westminster's affiliation with the Institute for the International Education of Students offers qualified upper-class students the opportunity to study in any of several IES centers found in a variety of locations around the world. IES academic centers are located throughout Asia, Africa, Australia & New Zealand, Europe, and South America. A variety of academic options are available, including year, semester, and summer programs; internships, field study, service learning, volunteer and cultural programs are also available. For more information, check out the IES website.

INTERNATIONAL STUDIES ABROAD (ISA) AND GLOBALINKS

Westminster's affiliation with International Studies Abroad offers students cultural immersion experiences with study in other languages or in English for either a year, a semester, a trimester, month or summer. Destinations include Argentina, Belgium, Chile, Costa Rica, Czech Republic, Dominican Republic, England, France, Italy, Morocco, Peru, and Spain. Volunteer opportunities with their Experiential Learning Abroad Program are also available.

Globalinks offers the opportunity to study in 30 Australia or New Zealand universities through Austra Learn. In addition, there are many other locations in Europe and Asia

with EuroLearn and Asia Learn. Internship opportunities are available. For more information, check out the ISA website.

SCHOOL FOR INTERNATIONAL TRAINING (SIT)

The Westminster affiliation with SIT offers students an opportunity to engage in international internships, in-country research and service-learning opportunities with interdisciplinary themes. Locations for study include countries in Africa, Asia & the Pacific, Europe & the Middle East, Latin America and the Caribbean. For more information, check out the SIT website.

SEMESTER-AT-SEA

Westminster is affiliated with the Institute for Shipboard Education and the University of Virginia, which offers a unique program for study abroad in a variety of countries during one semester or summer excursion. Ports of call have included cities in Russia, Korea, China, Vietnam, India, Brazil, Venezuela, South Africa, and Kenya. Students may learn more about this program, including updated itineraries at the Semester-at-Sea website.

SPANISH STUDIES ABROAD (SSA)

Sponsored by the Center for Cross-Cultural Study, SSA offers Spanish-language programs in Argentina, Spain (Alicante, Córdoba, or Seville), Puerto Rico, and now Cuba. SSA is distinguished by its innovative curriculum and its full-immersion, Spanish-only options. Find more information on SSA website.

OFF-CAMPUS PROGRAMS

The Semester on the United Nations

The Semester on the United Nations is sponsored by Drew University of Madison,

New Jersey. Westminster and other participating colleges may nominate a limited number of junior and senior students to study one semester in Madison and New York City. Coursework and internship focus on the United Nations while independent study options are available. POL 211 American Government is a prerequisite and POL 212 (Introduction to International Relations) and POL 305 (International Law and Organizations are recommended).

Washington Semester Program

Westminster participates in the Washington Semester Program offered through American University in Washington, D.C. Sophomore, junior and senior students may choose to study and participate in internships which address a variety of programs that include among others American Politics, Foreign Policy, International Environment & Development, Global Economics & Business, International Law and Organizations, Islam and World Affairs, Journalism, Justice & Law, Peace & Conflict Resolution, and Transforming Communities. Study abroad components may also be available with some programs of study. Scholarships are available. For more information, check out the Washington Semester Program website and contact the Director International & Off-Campus Programs, or the faculty campus advisor for the Washington Semester.

STUDY ABROAD AND OFF-CAMPUS PROGRAMS

Students enrolled in affiliated or exchange programs in another country will receive the grade of “CR” (Credit) for all courses passed at the host institution with a grade of D or better. The titles of the courses, the grade of “CR,” and the credit hours will be listed on the student’s transcript for

all courses passed with the grade of D or higher. A notation will be included after the semester totals to indicate that the student was enrolled in a Westminster affiliated off campus program along with the name and location of the institution at which the courses were completed. The grade of “CR” will not affect the student’s grade point average (GPA), and only grades of “CR” will be recorded on the Westminster transcript. A notation that the student was enrolled in an affiliated off-campus program will be recorded on the Westminster College transcript for those students who do not receive credit while studying abroad on an affiliated off-campus program. For students interested in participating in the Chicago Urban Studies Program and the Washington Semester Program, grades and credit hours will be treated as follows: all credit hours earned in the above U.S. programs will transfer directly to Westminster College. Grades earned in the courses will be figured into the student’s GPA at Westminster. Students may elect to take one course Credit-D-F subject to the policy stated in the college catalog.

APPLICATION FOR REDUCED COURSE LOAD

To maintain F-1 student status, international students must be enrolled in a full course of study each fall and spring semester. Undergraduate students at Westminster College must be enrolled in 12 credit hours throughout the semester to maintain their status. There are valid academic and medical reason for reducing a student’s course load. For any semester in which the student intends to reduce their course load, they must complete an Application for Reduced Course Load (available from the Office of Global Educational Services) and have their academic advisor sign the form. Student and advisor will be notified if this request is

denied.

Reeves Memorial Library

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

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

The Hazel Wing contains classrooms, computer labs, meeting spaces and provides 24/7 study space. For the latest library news check out the library Facebook page.

Academic Resource Center

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

Academic Programs

MAJORS

To foster depth of understanding as well as the ability to conduct independent critical inquiry, all Westminster students are required to complete a major field of study.

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

Students may declare a major as early as the second semester of their freshman year. To avoid problems in scheduling required courses, students should declare a major prior to preregistration of their third regular term of enrollment at Westminster College. A student's choice of a major is not recognized by the college until the student has submitted an electronic form that has been approved by both the chair of the major department and the student's advisor. Students who choose to pursue double majors must formally declare both majors, and they should have their schedules approved

each semester by advisors in both major departments. A Registration Hold will be placed on the accounts of any Juniors or Seniors who have not declared a major.

Our list of majors are:

- Accounting
- Biochemistry
 - Biological emphasis
 - Chemical emphasis
- Biology
- Business Administration
 - Finance concentration
 - Management concentration
 - Marketing concentration
 - No concentration
- Business Communication
- Computer Systems Analysis
- Digital Media
 - Digital Content Production concentration
 - Digital Marketing concentration
 - Writing, Editing, and Design concentration
 - No concentration
- Education
 - Education Curriculum Studies
 - Elementary Education
 - Health Education K-12
 - Middle School Education (Grades 5-9)
- Physical Education: K-12
- Secondary School Education
- Spanish Education: K-12
- English
 - Creative Writing emphasis
 - No emphasis
- Environmental Science
 - Environmental Biology emphasis
 - Environmental Chemistry emphasis
 - Environmental Geology emphasis
- Exercise Science
- Finance
- Financial Planning
- French
 - Translation concentration
 - No concentration
- General Studies
- Global And Transnational Studies
- History
- Mathematics
- Mathematical Data Science
- Museum Studies
- One Health
- Philosophy & Religious Studies
- Physics
- Political Science
- Psychology

- Psychology (with concentration in Forensic Psychology)
- Security Studies
- Spanish
- Sport And Fitness Management

MINORS

In addition to the majors mentioned above, Westminster students may choose to enrich their studies and deepen their understanding of interest areas by pursuing a minor.

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

Students may declare a minor as early as the second semester of their freshman year. A student's choice of a minor is not recognized by the college until the student has submitted an electronic form that has been approved by both the chair of the minor department and the student's advisor. All grades in minor courses must be C- or higher to count towards the

completion of the minor. A minor may not be earned in the same program as the student's major program of study. No more than three credit hours of internship or other experiential form of study will be counted toward a minor. Students may complete only one minor in a department. Otherwise, there is no restriction on the numbers of minors that may be completed.

- Accounting
- American Studies
- Biology
- Business Administration
- Chemistry
- Coaching
- Community Leadership
- Computer Programming
- Computer Systems Analysis
- Criminal Justice
- Cybersecurity
- Digital Media
- Economics
- Education
- English
- Environmental Sciences
- French
- Global And Transnational Studies
- History
- Journalism, Media, And Publishing
- Mathematics

- Museum Studies
- Music
- Organizational Leadership
- Philosophy
- Physics
- Political Science
- Pre-Engineering
- Pre-Law
- Psychology
- Public Health
- Public Policy
- Religious Studies
- Security Studies
- Spanish
- United States History
- Women's And Gender Studies

SELF-DESIGNED MAJOR AND MINOR

Students with particular interests may prefer to design their own program of study in concert with a team of teacher-scholars. Westminster's Self-Designed Major/Minor allows students to design a personalized program drawing on the strengths of several disciplines and departments. When the Self-Designed Major or Minor is approved, completion will satisfy the general degree requirement for a major or minor. All other degree requirements must also be fulfilled. The GPA in the self-designed program must be 2.00 or higher, unless otherwise stated in the self-designed program application.

The members of a student's Self-Designed

Major or Self-Designed Minor Committee and the Associate Vice President and Associate Dean of Faculty of Faculty must approve the major or minor description and the list of courses for the major or minor. Any changes to the Self-Designed Major or Minor must be approved by the student's committee and the Provost. Upon satisfactory completion of the work prescribed in a student's plan, the student will be certified as having met the graduation requirement for a major.

To complete an individualized degree program through the Self-Designed Major and Minor program, a student identifies a faculty advisor and one other faculty member. The faculty members must be from two different academic departments that best represent the courses listed for the major or minor. The student, with the aid of the faculty committee, develops a proposal for the major under the Self-Designed Major program or for a minor under the Self-Designed Minor program. One of the members of the committee must be designated as the student's primary advisor. The proposal should consist of a general description of and justification for the self-designed major or minor, list specific courses to be taken, and indicate the semester in which each of the courses will be taken. Self-Designed Majors must contain a minimum of 32 credit hours, and at least 15 credits of upper-level courses must be included. Additionally, all Self-Designed Majors must have a capstone experience (e.g., a course, a concluding research project, an internship). Self-Designed Minors must contain at least 15 credits, and at least 1/2 of credits for minors must come from upper-level courses. Courses transferred from other institutions may be used to satisfy the requirements of Self-Designed Majors and Minors, with the permission of the

student's committee.

Generally, a student will begin work under the Self-Designed Major or Minor after the freshman year, but in no case later than the start of the second semester of the junior year. Any exceptions to the start of a student's Self-Designed Major or Self-Designed Minor program must be approved by the Provost. The academic advisor must meet with the student at least once each semester to review progress. A minimum of three semesters must be spent working under an approved plan.

Self-Designed majors and minors may also be created through a joint program with William Woods University (MMACU). Working with WWU expands the range of options for a student, so students are encouraged to study the list of academic programs on both campuses as they design their major or minor. The faculty advisor must be a Westminster faculty member, and the other faculty member of the committee must be a member of the WWU faculty. At least half of the courses must be taken at Westminster. Preferential registration (registering after WWU current students but before incoming students) will be given to students with an approved course of study. No additional tuition is required; MMACU course fees must be paid directly to WWU. Forms are available in the Academic Affairs Office.

Contact: Dr. Linda Webster
Phone: (573) 592-6128
Email: Linda.Webster@wcmo.edu

CERTIFICATES

Earning embedded and undergraduate certificates are a great way for students to fulfill their 122-credit hour requirement with focused skills rather than free electives, or demonstrate to prospective employers a

skill in an area different than their major.

Embedded Certificates

- Diplomacy
- Environmental Studies
- French Communication
- French For Business
- French Language
- Global Leadership
- Global Literacy
- Health Humanities
- Homeland Security
- Human Development and Family Studies
- Museum Studies
- National Security Law
- Non-Profit Management
- Spanish For Business
- Spanish Language
- Terrorism
- Translation (French to English)
- Translation (Spanish to English)
- Women and Gender Studies

Undergraduate Certificates

- Business Essentials
- Business Presentation
- Leadership
- Professional Communication
- Workplace Diversity

DUAL-DEGREE PROGRAMS

Athletic Training Dual Degree Program

Westminster's Dual Degree Athletic Training Program is a 3-2 program, through which students complete three years of study at Westminster College and then two years at Culver-Stockton College through the Masters of Athletic Training Program. Upon completion of the 3-2 option, students will receive both a BA in Exercise Science from Westminster College and a Master's Degree in Athletic Training from Culver-Stockton College. Culver-Stockton College is accredited by the Commission of Accreditation of Athletic Training Education (CAATE) and offers a Master of Athletic Training (MAT). Upon completion of the program, a student would be eligible to take the Board of Certification examination to become a certified athletic trainer (AT). 3-2 program allows Westminster College students the opportunity to complete this degree in the standard of 5 years. In order to enroll in coursework, students must fulfill the admission requirements for and be granted formal admission to the program.

Contact: Dr. Amanda Gowin
Phone: (573) 592-5015
Email: Amanda.Gowin@wcmo.edu

Chiropractic Dual Degree Program

In an effort to better serve students intending to pursue the chiropractic profession, Logan University's Doctor of Chiropractic Program and Westminster College agreed for an articulated program. This agreement defines the course work to be completed at Westminster for a student intending to matriculate at Logan, special terms of admission to Logan (3+3) program, and special criteria for awarding of the Baccalaureate degree

to participating students. Find out more online at <https://logan.edu>

Contact: Dr. Dawn Holliday
Phone: (573) 592-6125
Email: Dawn.Holliday@wcmo.edu

Engineering Dual Degree Program

The Dual Degree Engineering Program is a study designed for students who wish to become professional engineers or applied scientists. At Westminster, students spend their three or four years building a strong foundation in the humanities and social sciences while completing a Pre-Engineering minor and a major of their choosing (typically Math or Physics). Students meeting the admission expectations of the engineering institution should be able to complete the engineering degree with typically two additional years of study. At the end of this time, the student will receive a Bachelor of Science degree in engineering from the engineering institution and a Bachelor of Arts degree from Westminster College (assuming completion of the normal requirements for a B.A. degree).

Westminster has formal partnerships with Washington University in St. Louis, Missouri S&T, and Southern Illinois University at Carbondale.

To qualify for the program students must fulfill the following requirements at Westminster:

- A minimum of 70-90 semester hours of transferable college credit (courses with grades of C- or better)
- Engineering – Introduction to Engineering and Design
- Mathematics – Calculus I, II, III, Linear Algebra, and Differential Equations
- Chemistry – General Chemistry I with

lab

- Computing and Digital Science – One course or certified proficiency in a high-level programming language
- Physics – Physics I and II with laboratory
- All General Education (Breakthrough) requirements
- The requirements for a major of their choosing
- Additional coursework which depends on the student's chosen engineering field
- A GPA of 3.25 or better, both overall and in science and mathematics courses, is required for admission to the Dual Degree Program at Washington University, a GPA of 2.5 is required for admission to Missouri S&T, and a cumulative GPA of 3.0 or higher is required for admission to Southern Illinois University at Carbondale. Applicants with lower GPAs are considered on a case-by-case basis.

Contact: Dr. Bharat Dhital
Phone: (573) 592-5660
Email: bharat.dhital@westminster-mo.edu

Nursing Dual Degree Program

Westminster's Dual Degree Nursing Program is designed for students who wish to complete both an undergraduate, liberal arts degree (BA) and a degree in nursing (BSN). Westminster students may qualify for one of two programs:

1. **The 3-2 program**, through which they complete three years at Westminster and then two years at Barnes-Jewish College through the Upper Division BSN Option. Upon completion of the

3-2 option, students will receive a BA from Westminster College and a BSN from Barnes-Jewish College.

2. **The 4-1 program**, designed for students who wish to spend four years at Westminster and one year completing the Accelerated BSN Option at Barnes-Jewish College. Students pursuing the 4-1 option will receive the Westminster degree at the end of the four years in residence, before going on to the Accelerated program to receive a BSN from Barnes-Jewish College.

Contact: Dr. Dawn Holliday
Phone: (573) 592-6125
Email: Dawn.Holliday@wcmo.edu

Special Academic Programs

Air Force Reserve Officer Training Corps (AFROTC)

The Air Force Reserve Officer Training Corps (AFROTC) provides students the opportunity to become a United States Air Force officer while completing their college degree. The program combines traditional undergraduate education with military instruction and prepares students to tackle the leadership challenges awaiting the Air Force in the 21st century. Each semester students will enroll in an AFROTC class in conjunction with a two-hour Leadership Lab in which classroom learning will be put to the test.

After graduation from college and successfully completing all Air Force ROTC requirements, students receive a commission as a second lieutenant with an obligation of four years of service in the active duty Air Force. Pilots incur a ten-year commitment from the date they graduate from pilot training. A few additional career

fields require a six-year commitment.

For more information, contact the Air Force Reserve Officer Training Corps (AFROTC), 213 Crowder Hall Columbia, Mo 65211-4110, (573) 882-0554 or check out the Air Force Missouri website and AFROTC website.

Army Reserve Officer Training Corps (ROTC)

Westminster's Army ROTC program is in partnership with Lincoln University of Jefferson City, MO. As part of the ROTC scholarship program, enrolled students make an eight-year commitment to the U.S. Army. Different options are available to the students for fulfilling that commitment, including active duty, Army Reserves, or Army National Guard.

Contact: MAJ J. Marc McQuilliams
Phone: (573) 681-5350
Email: McQuilliamsJ@lincoln.edu

Bryant Scholars Pre-Admissions Program

The Lester R. Bryant Scholars Pre-Admissions Program encourages young people from rural backgrounds to pursue a medical education.

Students accepted into the pre-admission program are offered acceptance into the MU School of Medicine on the condition that they achieve certain academic standards, demonstrate ongoing professionalism, and participate in required activities. Students apply as sophomores.

Visit the [MU School of Medicine web site](#) for more detailed information on the program.

Health Professions Program

Because a substantial number of students are interested in careers in the health professions, Westminster College supports

a Health Professions Program. Students interested in the health professions have access to career counseling, academic advising, and preprofessional experiences intended to prepare them for the additional steps needed for careers in all health professions including, but not limited to, allopathic and osteopathic medicine, dentistry, physical therapy, and veterinary medicine.

Typically, Westminster students major in Biology, Biochemistry or Health and Exercise Science in preparation for a career in the medical professions. Professional schools usually do not stipulate a specific undergraduate major as a prerequisite for admission but expect a solid background in science prerequisites that typically include general biology, physics, and chemistry.

Professional schools typically base their admission decisions on the applicant's level of academic achievement, scores on the appropriate admission test, results of personal interviews, recommendations by the applicant's undergraduate professors, professional and volunteer experiences, and extracurricular activities.

Contact: Dr. Dawn Holliday
Phone: (573) 592-6125
Email: Dawn.Holliday@wcmo.edu

Honors Program

The Honors Program provides advanced students a multi-year experience involving challenging coursework with an interdisciplinary focus. The program gives students opportunities to apply advanced theories about global issues to experiences outside the classroom, and seeks to prepare them for graduate school or other distinguished post-Westminster opportunities (through advanced seminars, off-campus experiences and

completion of an Honors thesis project).

Contact: Dr. Allysha Martin

Phone: (573) 592-6134

Email: Allysha.Martin@westminster-mo.edu

Legal Careers Program

Westminster College graduates a significant number of students interested in careers in law and related areas. To support the undergraduate preparation of these students, the College has created a pre-law minor as well as the Legal Professions Program (LPP) coordinated by a faculty member. Students in legal studies and related career fields are encouraged to contact the Director at their earliest opportunity to obtain academic advising and pre-professional support. The Director is the primary pre-law advisor, advising students regarding their academic programs, administering practice Law School Admission Test (LSAT) and writing letters of recommendation to law schools. A special concern of the Director and the College is that graduates who become lawyers are able to view the system of law in its historical, political and philosophical context. Students planning to attend law school are urged to join Westminster's chapter of Phi Alpha Delta, the international law fraternity, to complete the pre-law minor and to take, as juniors, Westminster's LSAT preparatory course. The Director also oversees the Criminal Justice minor. The Director serves as the primary advisor for students who have declared a minor in Criminal Justice, advising students regarding their academic programs, writing letters of recommendation to graduate programs, and service as a reference in their early career.

Contact: Dr. Tobias Gibson

Phone: (573) 592-5185

Email: Tobias.Gibson@westminster-mo.edu

Missouri State Agreement

Westminster College and Missouri State University have entered into an agreement whereby Westminster students, majoring in either Security Studies or Political Science with a Security Studies track, may take courses through Missouri State's Defense and Strategic Studies Graduate Department. These may include Seated courses, Internet courses, and Web Conference courses. Permission to take these courses must be granted by Westminster College before students may enroll. The College will annually determine with Missouri State annual costs for these courses.

Contact: Dr. Tobias Gibson

Phone: (573) 592-5185

Email: Tobias.Gibson@westminster-mo.edu

Northcentral University Agreement

Westminster College and Northcentral University have a memorandum of agreement that allows Westminster employees, alumni, and students to take courses and pursue study at Northcentral.

Northcentral programs in Business and Technology Management, Education, Psychology, and Marriage and Family Sciences are all online, feature applied experiential learning and benefit from one-to-one mentoring of students by faculty. Courses are offered in 8-week or 12-week formats with frequent starts throughout the year. The doctoral degree programs support learning with a Dissertation Research Center, Online Writing Center, tracking of dissertation milestones, extensive library and learning resources, interactive webinars and e-portfolios for students. Northcentral faculty hold appropriate terminal degrees in their fields.

Westminster College full-time faculty, part-time faculty, and other employees, students and graduates shall be entitled to enroll in Northcentral's degree programs for programs that are not available at Westminster College. Westminster College applicants may apply online through Northcentral's dedicated website and may use a dedicated toll-free telephone number.

Westminster College applicants must meet Northcentral program and admission standards. While enrolled, they must comply with all academic and other policies of Northcentral.

Northcentral will award newly enrolled Westminster College full-time faculty, part-time faculty, and other employees, students and graduates a scholarship of 10% off the published tuition rates for the entire degree program with equal portions of the scholarship applied to each course in the program. Students will receive the scholarship so long as they are continuously enrolled at Northcentral.

A.T. Still University, Still Scholars Early Acceptance Program

The Still Scholars Early Acceptance Program is designed to provide admission opportunities to outstanding students of Westminster College who have as their goal to become Doctors of Osteopathic Medicine. The program is conducted under joint collaboration of Westminster College and A.T. Still University's (ATSU) Kirksville College of Osteopathic Medicine (ATSU-KCOM).

Under this program, Westminster College students apply to ATSU-KCOM at the end of their sophomore year, or during their fourth semester as a residential Westminster College student, and must have been a residential Westminster

college student for a minimum of three semesters.

For more information, please see the [Still Scholars Program](#) and contact Westminster College's Health Professions Program Coordinator.

Contact: Dr. Dawn Holliday

Phone: (573) 592-6125

Email: Dawn.Holliday@wcmo.edu

Mid-Missouri Associated Colleges and Universities Student Exchange System (MMACU)

Westminster College is a member of the Mid-Missouri Associated Colleges and Universities (MMACU). The association's student exchange system allows Westminster students to take undergraduate courses free of additional tuition charges at Lincoln University, Stephens College, William Woods University and the University of Missouri-Columbia. The MMACU student exchange system has various restrictions and participation requires the approval of the college Registrar. The intent of MMACU cross-registration is to support a student's educational needs when a desired course is not offered at the home institution, or when there are inherent schedule conflicts. Students must be in good academic standing, seeking a degree, and enrolled full-time as an undergraduate. (Hours at both the home institution and cooperating institution will be taken into account when determining full-time status.) Students are not allowed to enroll in courses for which the department at the cooperating institution determines do not have the necessary prerequisites. Not every course at the cooperating institution may be made available for MMACU cross-registration. All course fees must be paid directly to the cooperating institution.

Washington University Olin Business School Articulation Agreement for Advanced Accounting Education

This articulation agreement allows students to complete their B.A. at Westminster College and their Master of Accounting (MAcc) at Washington University (150+ total credit hours). Upon completion, students will ultimately complete degrees that will have taken place on each campus. Newly accepted graduate students will join the Olin MAcc program in the first fall semester that follows the conferral of their undergraduate degree from Westminster. Students are required to complete 33 hours in total to graduate from Olin's MAcc program and are expected to complete the required credit hours by attending courses in person. Students may apply to have up to 6 credit hours of Westminster coursework transferred to Olin, subject to the policies articulated in the 2023-24 bulletin for the Olin School of Business Graduate Programs (which can be found at <https://bulletin.wustl.edu/grad>). Formal application to the Olin MAcc program may be made at any time by students who have completed their junior year at Westminster college. Non-business and non-accounting majors are encouraged to apply, and upon acceptance into the Olin MAcc program, must take ACC 215 and 216 at Westminster college with a grade of B+ or above or take ACCT 561-Intermediate Financial Accounting taught as a remote summer course before their fall term at Olin.

Contact: Dr. Linda Webster
Phone: (573) 592-6128
Email: Linda.Webster@wcmo.edu

Academic Policies and Procedures

Academic Advising

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

Academic Warning

A student is placed on academic warning when they have a semester grade point average (GPA) that falls below 2.0 but their cumulative GPA is above 1.85 for students who completed fewer than 27 credits or 2.0 or above for students who completed 27 credits or more. 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 will be required to participate in the Academic Achievement Program. When a student

is placed on Academic Warning, there will be a transcript notation and the following individuals are notified: the student, their advisor(s), the Provost, the Coordinator of the Academic Achievement Program, Assistant Dean of the First Year Experience and Learning Opportunities, VP/Dean of Student Affairs, Executive Director of the Wellness Center, and any athletic head Coach. Once the student earns a semester and cumulative GPA of 2.0 or above, the Academic Warning transcript notation is removed from the student's official transcript.

Academic Probation

A student is placed on academic probation when their academic performance is low 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.

Hours Completed	Minimum Acceptable GPA
Fewer than 27	1.85
27 or more	2.00

When a student is placed on academic probation, or continued on probation, an appropriate notation is made on the student's transcript, and the following are notified: the student, their advisor(s),

the Provost, Dean of Student Affairs, and as appropriate the Coordinator of the Academic Achievement Program, Assistant Dean of the First Year Experience and Learning Opportunities, Executive Director of the Wellness Center, and any athletic head Coaches.

To be removed from academic probation, a student must demonstrate that they can meet the graduation requirement of a 2.00 cumulative GPA. This is demonstrated by completion of a semester of at least 12 credit hours with a GPA of 2.00 or better and by raising their cumulative GPA to at least the minimum acceptable level according to the standards above. Students on academic probation will be offered special support services through the Academic Achievement Program. Academic standing status is reviewed in December, May and August at the conclusion of their respective terms.

When a student is removed from probation, the following are notified: the student, their advisor(s), the Provost, the Dean of Student Affairs, and as appropriate the Coordinator of the Academic Achievement Program, Assistant Dean of the First Year Experience and Learning Opportunities, Executive Director of the Wellness Center, and any athletic head Coaches.

Students on probationary status must meet with the Coordinator of the Academic Achievement Program prior to the second week of classes to discuss a plan for their future academic progress. Terms of academic probation will include a restriction in participating in co-curricular or extra-curricular activities that may include one or more of the following:

- Fraternity or sorority recruitment, rush, or pledgship

- Officer duties in any student organization
- Other co-curricular or extra-curricular activities that may impede their academic progress
- College athletic activities

The same restrictions apply to students continued on probation. These restrictions are at the discretion of the Dean of Student Affairs, who needs to inform the student through an official letter. The student may appeal these terms to the Provost.

Furthermore, any student athlete on academic probation is ineligible to engage in any intercollegiate athletic activity (practice and contests) until they have been removed from academic probation. More information can be provided by the Athletics Department and found in the Student Athlete Handbook.

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 semester. 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. Academic dismissal is noted on the student's official transcript.

Students have the right to appeal their dismissal to the Provost. Any student whose appeal of academic dismissal is granted by the Provost is automatically placed (or continued)

on Academic Probation during the subsequent semester. The student is subject to immediate dismissal if their academic work is not satisfactory.

Any student who has been dismissed for academic reasons and who seeks to return to Westminster College after a gap of one semester or more must apply for readmission through the Admissions Office and appeal their ineligibility to the Provost as part of the readmission process. 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 semester. Once their appeal is granted, readmitted students are placed or continued on academic probation.

Academic Review Board

The Academic Review Board (ARB) is a group (Dean of Student Affairs, Provost, 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.

Academic Honesty

Academic honesty is fundamental to the activities and principles of a higher educational institution. All members of the academic community must be confident that each person's work is responsibly and honorably created and presented. Any effort to gain an advantage not given to all students is dishonest, whether the effort is successful or not.

The academic community regards academic dishonesty as an extremely serious matter. If a student doubts the integrity of their work, they should consult with their instructor.

HONOR CODE

All students must adhere to the Westminster Honor Code.

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

Violations of the academic honesty policy include but are not limited to the following:

- **Cheating** – Using prohibited or inappropriate resources to complete an assignment. This includes the unauthorized use of websites, software, and artificial intelligence (AI).
- **Plagiarism** – Representing work, ideas, and processes that are not your own without correct citation or representing your previous work as an original creation without proper citation.
- **Sabotage** – Preventing others from

completing academic work through willful disruption, or destruction of work.

- **Collusion** – Unauthorized collaboration with one or more people to complete and submit an individual assignment.
- **Falsification** – Inventing, manipulating, or omitting data or results so that information is not accurately represented.
- **Forgery** - Changing a score, grade or academic record or signing the name of another person.
- **Impersonation** – Assuming another’s identity to impede or advance your own or another person’s academic performance.
- **Unauthorized distribution** – Distributing course materials (e.g., exams, assignments, answer keys, textbooks, files, recordings) without the instructor’s consent or another person’s work without their consent.

PROCESS FOR HANDLING HONOR CODE VIOLATIONS

Any student found responsible for violating the Honor Code will receive the instructor’s decision, from a grade of F on the assignment up to and including a grade of F for the course.

1. The instructor who suspects that a violation of the honor code has occurred, will prepare a statement of the suspected violation, and gather supporting evidence.
2. The instructor will meet with the student to discuss the suspected violation and review the evidence.
3. If the instructor determines the student:
 - a) Did not violate the honor code, the instructor will assess the student’s work according to the course plan. No record of the suspected violation is placed in the student’s file.
 - b) Violated the honor code, the instructor will attempt to develop a mutual agreement with the student on the sanction. If the student and instructor are in agreement, the instructor will write up a summary report and file with the Academic Affairs office. If there is not a mutual agreement, continue with step 4 below.
4. If the instructor and student are not able to develop a mutual agreement, a statement of the incident, evidence, and a summary of the conversation will be sent to the department chair.
5. The department chair reviews the information and meets with the student. If the chair and the student do not have a mutual agreement, the chair passes the information to the Academic Honesty council.
6. The Academic Honesty Council reviews the evidence, makes the final decision of whether the student is responsible or not responsible for violating the honor code, and if warranted, determines the sanction.
7. The Chair of the committee then files a summary report of all evidence and the sanction with the Office of Academic Affairs.
8. It is the Provost’s discretion if additional disciplinary action(s) are warranted, up to and including

temporary or permanent suspension from the College.

The Academic Honesty council consists of representatives from the Professional Standards Committee, one member from the Office of Institutional Effectiveness, and the director of the Student Success Center. When familiarity of the discipline is needed in the review, the member of the Professional Standards Committee closest to the discipline should be appointed.

The appointed member from the Professional Standards Committee will serve as the chair.

If any member of the committee has a conflict of interest with the student, they must recuse them self and work with their group to appoint another member.

The chair of the Professional Standards Committee will serve as the chair of the Academic Honesty Council unless they must recuse themselves whereby the committee elects the chair.

Evidence may consist of any or all the following:

- The student's work that is suspected in the violation
- Potential sources of plagiarized work
- User logs from campus technologies suspected to be used in the violation
- Interviews of faculty
- Interviews of suspected collaborators
- Interviews of witnesses

During summer terms, faculty committees are not operational. Therefore, the representatives of the Professional Standards Committee in the Academic Honesty council may be replaced by the

Assistant Dean of Online Programs and one full-time faculty member or a PAS member as determined by the Provost.

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 in order to acquire information that is used to improve the college's programs and to maintain its accredited status with the Higher Learning Commission. 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 Director, Matt Knudtson.

Attendance

CAMPUS CLASSES

Although there is no College-wide policy regarding absences, regular attendance is expected, and instructors are free to establish absence policies for their classes. Members of the faculty will take attendance for all class sessions. The purpose of this policy is to enable the College to maintain compliance with Federal financial aid and Veterans Administration policies regarding student attendance. Failure to attend class could result in a reduction of financial aid awards. It is the student's responsibility to arrange to complete work missed due to an absence and to ascertain what assignments, if any, were given to the class during their absence.

Absences incurred while representing the College in approved activities are classified as College duty absences. The Office of Academic Affairs must approve such absences at the request of the sponsor of the activity in question. No student shall be penalized for absence on approved College duty, but instructors may require that work missed because of a College duty absence be made up. A maximum of two such absences is allowed per semester, and the students are to submit requests to the Provost at least two weeks in advance of an absence. Under exceptional circumstances, the Provost may grant waivers to this policy on a case-by-case basis. Detailed information on the College Duty policy can be obtained from the Office of Academic Affairs and the Office of Student Life.

ONLINE CLASSES

Online students are expected to regularly attend class. Attendance in online classes is determined by the student's active

participation in instructional activities that are automatically tracked and recorded in the learning management system. Active participation in instructional activities includes, but is not limited to:

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

Active participation in instructional activities does not include:

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

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

College Duty Policy

A. CLASSIFICATION OF COLLEGE DUTY

- Level I College Duty - College-

contracted athletic events.
Automatically accepted as college duty as outlined in Part B.

- Level II College Duty- class-related travel, including field trips.
 - The Provost's Office will approve these on a case-by-case basis as outlined in Part B.
- Level III College Duty –
 - college-sponsored events, such as those attended by student organizations
 - activities approved by the college and listed in the Student Handbook
 - events not sponsored by the College, such as Greek conferences and external leadership conferences
 - The Provost's Office will approve these on a case-by-case basis as outlined in Part B.

B. APPROVAL TIMETABLE & PROCESS

In all cases (Levels I, II, and III) the participating group shall submit the following to the Provost's Office a minimum of two (2) weeks in advance of travel. Under exceptional circumstances, the Provost may grant waivers to this policy on a case-by-case basis.

- A list of students planning to participate. Coaches shall distribute to all faculty via e-mail or otherwise the names of athletes and dates of games at the start of each semester and provide changes to the roster and schedule to faculty as the semester progresses. Within two weeks before

each event they shall continue to provide faculty the names of students attending and when and where the games will be played. After each event, should any student-athlete not have attended the athletic event, the coaches will notify the relevant faculty of the names of these absent students within two class days after their return to campus.

Note: On-campus events also require notification of faculty for students to miss class.

- Field trips led by faculty are subject to the same approval requirements of two weeks' notice to the Academic Affairs Office. Upon approval, the faculty member shall notify the remaining faculty of date, time and list of students attending. Within two weeks before each event they shall provide faculty the names of students attending and when and where the field trip will be taken. After each field trip, should any student not have attended, the faculty member will notify all faculty within two class days after return to campus. (See College Absence Policy below.)
- A description of the conference, workshop or event. In the cases of Level II and III the participating group shall submit the following to the Provost's Office a minimum of two (2) weeks in advance of travel. Submissions with less than two weeks' notice may result in rejection solely for this reason.
- A description of the educational value and/or how the activity benefits the College
- How participation constitutes

“representing the College,” as defined in the College Catalog

C. GENERAL RULES

1. All Levels: Upon their return to campus, students shall follow-up with relevant faculty at the next scheduled class period or before to complete missed work.
2. Levels II and III:
 - a) No student shall be allowed more than two (2) days College duty per semester.
 - b) If students attending the event are not accompanied by a faculty/staff advisor, then the participating students should secure a faculty or staff sponsor for the event and provide a report substantiating the educational value. The completed report must be delivered to the sponsor within one week of return. If an acceptable report is not submitted, the absence will not count as College Duty. For campus organizations, the lack of or incomplete submission of a report may result in denial of college duty designation for future events sponsored by that organization.
 - c) Students are responsible for providing at least one week’s notification to the instructors of the missed classes.
 - d) For Level II College duty only: In the case of field trips beyond the hours of the scheduled course time slot, which may conflict with other courses, it is the student’s responsibility to seek permission

from the faculty member whose class is being missed. At least one week’s notice shall be given. The faculty member has no obligation to grant permission to miss class, tests or assignments that are due.

5. Under exceptional circumstances, the Provost may grant waivers to this policy on a case-by-case basis.

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 \$57 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.

Change of Schedule

Students may add courses to their schedules electronically in the fall and spring semesters during the first week of classes (five class days). The deadline to drop classes without transcript notation is the 7th day of classes in the fall and spring semester. Students who withdraw from school during the 8th day of classes and the withdrawal deadline (two weeks prior to the last day of instruction) will receive the grade of WP or WF for their courses. In the fall and spring semesters a student may withdraw from a course during the period which begins after the 7th day of classes and ends two weeks prior to the last day of instruction. Please

refer to Withdrawal Policy for additional information. No change of schedule is effective until the Academic Advisor has approved the schedule change.

Course Loads

Students enrolled in 12 or more credits during a given semester are regarded as full-time students. The typical course load is five courses or 14 to 16 credit hours per semester. Registering for more than 19 credit hours per semester requires the approval of the Vice President and Provost. Students who are approved to register for an overload will be subject to additional charges for each credit hour over 19 (see the section on Tuition and Fees for more information).

All degree-seeking students will be billed for full time status unless they complete an approval form for part-time status. Students who plan to be enrolled for less than 12 hours in a given semester, must submit a part-time approval form to the Registrar's Office before the last day of the drop period (7th class day).

Digital Blue

As part of Westminster's Digital Blue Initiative, each student will receive an Apple iPad bundle (includes device, Apple Pencil, charger, and charging block) when they arrive at Westminster College. Students will be able to use their iPad and pencil during their time here and keep these devices upon completion of their degree. If a student withdraws, is deemed ineligible to return, or transfers from the College, they will need to return their iPad bundle or they can purchase it at a depreciated value. If a student fails to return their device or returns it damaged, the device will be remotely disabled and its replacement applied

to the student's account. For all policies related to the usage and ownership of a Westminster-issued iPad, please see The Digital Blue Student Responsibility and Liability Agreement found in the Student Handbook.

Students Enrolling in Online Courses

In addition to traditional 15-week courses taught in fall and spring, online courses are offered in 7-week-long sessions inside each fall, spring, and summer term. Each term includes two, consecutive 7-week sessions. Additionally, 4-week-long intersessions are offered over the winter break and in May.

Full-time students may enroll in one course each seven-week session during the fall and spring term if they do not exceed a total of 19 credit hours in either term. Full-time students may enroll in up to 7 credit hours in either summer 7-week session. They may also enroll in up to 4 credit hours in the winter intersession and the May intersession.

Part-time students may enroll in up to 7 credit hours in any 7-week session during the fall, spring, and summer term. They may also enroll in up to 4 credit hours in the winter intersession and in the May intersession.

Any exceptions to these terms must be approved by the student's advisor and by the Provost or their designee.

Students enrolled in travel courses should not enroll in online courses offered during the same time as the trip.

External students are allowed to enroll in online courses. However, preference is given to Westminster 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 midterm and 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) (0 quality points/credit hr.)	FAILING
WF	Withdrew Failing
WP	Withdrew Passing
W	Medical, Military or other Withdrawal
CR	Earned credit, by an examination or in a course in 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 enter into the computation of 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 their grade point average. However, if a student earns a D or F, this grade does enter into the computation of 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 Provost is authorized to grant an extension if one is sought by both the student and the course instructor and the Provost 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.

Incomplete Grades for International Students

Assigning a grade of Incomplete can result in an international student losing their F-1 student status if they are not making academic progress. To ensure that this does not happen, follow the following guidelines and procedures:

International students MUST complete the minimum of 12 credit hours every semester excluding Winter/Summer. They must obtain a grade of A, B, C, CR, D, or F in all courses; an "I" (INCOMPLETE) will not qualify as completion of the course. Only under extreme circumstances can an "I" be given and this must be approved by the Principal/Designated School Official before an "INCOMPLETE" can be granted to the student. The student will need to provide a written explanation plus evidence (if applicable) of why an Incomplete is necessary before approval will be granted.

If an INCOMPLETE is not granted then the grade earned at the end of the semester will be posted to the transcript.

If an INCOMPLETE is approved, the grade for the class MUST be posted before the

student begins the next semester. The student will not be allowed to begin the next semester until a grade is posted for the INCOMPLETE.

Independent Study and Independent Course Credit

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

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

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

and/or Independent Courses the professor must complete and submit the form electronically through MYWC before the course will be approved and then added to the student's schedule.

Registration

New students register for the first semester classes during the spring or summer preceding the beginning of their first semester. They are urged to communicate directly with their academic advisors before choosing a schedule. Continuing students should register for following semester courses in accordance with the registration schedules established each year.

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 enter into computations of the student's grade point average and be counted toward graduation.

Student Classification

Degree-Seeking Student : a student formally admitted to Westminster College for a program of study leading to a baccalaureate degree. Degree-seeking students are classified as:

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

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

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

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

Summer Terms

Tentative online course offerings will be announced no later than the time of spring registration. Students who plan to participate in internships for credit or work on independent study projects during the summer months should check with the Office of the Registrar to determine whether they must enroll for the summer session to receive academic credit for their summer work.

SEVEN WEEK SUMMER ONLINE SESSIONS

Online classes provide the opportunity for students to complete course work from home or another location during a seven-week period. Students enrolling in online classes will work closely with their faculty instructor via the computer to complete their assignments online. Students who enroll for online classes should carefully review the course description and information for online classes before enrolling. Online classes will also receive letter grades that will be calculated in the Westminster GPA unless noted otherwise. Students may take the equivalent of one credit hour per each week of the session, so a total of seven hours. Any exceptions to this must be approved by the student's

advisor and by the Provost or their designate.

Winter Session

Travel courses or online courses may be offered between Fall and Spring semesters. Students may take the equivalent of one credit hour per each week of the Winter Session. Any exceptions to this must be approved by the student's advisor and by the Provost or their designate.

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, 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 in order 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, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise 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 an Associate of Science (A.S.) degree from a regionally accredited community college will have their Foundational requirements under Breakthrough waived, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. The Themes requirements for Natural Science, Institutions & Society, and Human Development will also be waived. One of the two Exploration 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, with the exception of Westminster Seminar for transfer students (WSM 102). The requirement for a PE activity course will likewise be waived. 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 or nursing, 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 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 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 in to 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 any and 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
- 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.

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 106).

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 the student seeks to enroll in a consortial course
- A student is interested in extra coursework in a focus area that is not offered at Westminster

LIMITATIONS ON ENROLLMENT IN CONSORTIAL COURSES

Enrollment in consortial courses is subject to the following limitations:

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

consortial course that is being offered in the same semester, the student must enroll in the Westminster College course. The student may enroll in the consortial course if there are no remaining seats in the Westminster College course or with approval from the Provost for extenuating circumstances

COST OF CONSORTIAL COURSE

See the Business Office for current costs.

DROP AND WITHDRAWAL FROM CONSORTIAL COURSES

The teaching institution determines the last date to drop a course, and dates when students may withdraw from a course (with transcript notation).

REFUND FOR CONSORTIAL COURSES

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.

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

ELIGIBILITY TO ENROLL IN CONSORTIAL COURSES

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 they intend to enroll

Residential students who are in good academic standing may enroll in 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.

Study Abroad and Off-Campus Programs

Students enrolled in affiliated or exchange programs in another country will receive the grade of "CR" (Credit) for all courses passed at the host institution. The titles of the courses, the grade of "CR", and the credit hours will be listed on the student's transcript. A notation will be included after the semester totals to indicate that the student was enrolled in a Westminster affiliated off-campus program along with the name and location of the institution at which the courses were completed. The grade of "CR" will not affect the student's grade point average (GPA), and only grades of "CR" will be recorded on the Westminster transcript. A notation that the student was enrolled in an affiliated off-campus program will be recorded on the Westminster College transcript for those students who do not receive credit while studying abroad on an affiliated off-campus program.

For students interested in participating in the Chicago Urban Studies Program and the Washington Semester Program, grades and credit hours will be treated as follows: all credit hours earned in the above U.S. programs will transfer directly to Westminster College. Grades earned in the courses will be figured into the student's

GPA at Westminster. Students may elect to take one course Credit D-F subject to the policy stated in the college catalog.

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 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 Registrar 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.

Types of Courses

The College recognizes three categories of courses:

1. **Traditional** – while some content and assignments may be managed through online methods, the course meets in a physical classroom during regularly scheduled times;
2. **Blended** – from 25% up to 74% of the course instruction is delivered in virtual format, with classroom time reduced accordingly;
3. **Distance** – 75% or more of content delivered in a virtual format. Distance education uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
 - The Internet.
 - One-way and two-way transmissions through open broadcast, closed circuit, cable microwave, broadband lines, fiber optics, satellite or wireless communications devices.
 - Audio conferencing.
 - Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

Like distance courses, blended courses are designated as such in the Schedule of Classes.

Missouri Reverse Transfer Program

The Missouri Reverse Transfer (MRT) program is a statewide initiative which allows qualifying transfer students to earn an associate's degree from a community college after they have matriculated to Westminster College. Students who meet certain requirements and are transferring to Westminster from a Missouri community college may opt into the program which will allow them to transfer Westminster courses credit back to the two-year college to complete the final requirements as set forth by the two-year college. For more information regarding MRT, please contact the Registrar's Office at registraroffice@wcmo.edu.

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 they wish 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 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:
 - The student has an unpaid financial obligation to the College;
 - 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 their educational records, a student has the right to request the amendment of such records. They 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 the 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 Provost and the Registrar in Westminster Hall; records on student life including records on student housing, organizations, and disciplinary matters are kept by the Dean of Student Affairs in Hunter Activity Center;
2. Health records are kept by the Executive Director in 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:

- through written consent of the

student,

- in compliance with a subpoena, or
- 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 employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
- company with whom the College has contracted, e.g. attorney, auditor, collections;
- person serving on the Board of Trustees; or

- student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing their tasks.
- school official has a legitimate educational interest if the official is:
 - maintaining, monitoring, or evaluating the record-keeping system itself;
 - implementation, monitoring, or evaluating the academic curriculum;
 - counseling, advising, or otherwise assisting a particular student; or
 - 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 e-mail correspondence containing non-directory information only if the e-mail is being sent to and received from the official Westminster College e-mail account created for the student or faculty/staff (the college e-mail address must

end in @westminster-mo.edu or @wcmo.edu). Due to the sensitive nature of non-directory information and the likelihood of inadvertent disclosure to someone other than the intended recipient, e-mail containing non-directory information is not a safe means of communication and should be used only if office hours are not available or the student is unable to meet with the faculty/staff in person.

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

A student has the right to object to e-mail correspondence including non-directory information and may do so by presenting 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.

Honors and Awards

Alpha Chi

The scholastic honor society of Alpha Chi was formed in 1922. Alpha Chi is a national honor society with over 400 chapters in 39 states. The Missouri Delta Chapter of Alpha Chi was established at Westminster in the fall of 1975. Westminster's local honor society, Zeta Tau Delta, which had existed since May, 1929, was merged into the new national honor society of Alpha Chi.

To attain membership in this society, a student must have completed at least 57 hours and be in the top 5 percent of the junior class or the top 10 percent of the senior class according to grade point average rank.

Dean's List

The names of full-time students who complete 12 credit hours and achieve a semester grade point average of 3.60 or better are placed on the Dean's List and an appropriate notation is added to their transcript.

Departmental Honors

Students may earn departmental honors in Biology, Biochemistry (Biological Emphasis), Economics, English, French, Global & Transnational Studies, History, Psychology, and Spanish.

Graduation Honors

Honors in graduation are awarded to students who have maintained high scholastic standards. To qualify for graduation honors, students must have

been in residence at least four semesters.

Those who have a cumulative grade point average of at least 3.65 will receive their degrees cum laude. If the cumulative grade point average is 3.75 or higher, the distinction will be magna cum laude and if it is 3.90 or above, the distinction will be summa cum laude.

Potential honors for all students based on their cumulative grade point average AFTER THE FALL SEMESTER or 4-WEEK WINTER TERM are acknowledged at the commencement ceremony.

Special Awards

The Cameron and Jesse Day Prize in Biology for a senior biology major.

The Margaret McDonald Jaeger Psychology Award for a senior psychology major planning graduate education.

The Epperson Phi Kappa Psi Scholarship.

The Miranti Memorial Award for Classical Studies.

The Bleifuss Award in English.

The Harmon L Rimmel III Prize for the Outstanding Undergraduate Thesis in History.

Degree Requirements

To receive a baccalaureate degree, students must:

- 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
- Meet all financial obligations.

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

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

Westminster College will waive the tuition and fees for any remaining course work necessary to complete requirements for a degree for any Westminster student who fulfills the following criteria but fails to complete the requirements for graduation after eight consecutive semesters as a full-time student. The student must enroll in and earn credit for the courses

approved by their advisor(s), and maintain the requisite minimum grades in courses in the major subject and at least a 2.00 cumulative grade point average overall. In addition to the above criteria, to be eligible for this guarantee of graduation, the student must:

- complete at least two of the required introductory courses in their major by the end of the sophomore year,
- formally declare their major before the end of the sophomore year,
- continue in the major initially declared, and
- earn an average of 15 to 16 credit hours per semester.

Education majors are exempt from this guarantee because of the number of credit hours necessary to satisfy state teacher certification requirements. Additional information about the graduation guarantee is available from the Office of the Registrar.

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 Vice President and 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 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 degree requirement worksheet. 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 submit an application 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 106, 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. The first course must be taken by the end of the sophomore year. At least one of the courses must be an upper-level course. Students

transferring credit in composition must take three WI courses, with at least one upper-level course.

4. Earn credit in one Physical Education activity course and LST 101: The Leader Within.
5. Complete at least 48 credit hours as a full-time Westminster 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 Vice President and Provost.
6. 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.
7. Complete two 3-hour, upper-level Exploration courses 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 courses to one of their majors. The upper-level cluster courses can be applied to a student's minor.
8. All students must complete the College's Breakthrough general education program. (See detailed requirements below.)

“Breakthrough” General Education 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 approved list of interdisciplinary courses grouped under the name, "Explorations." 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 aim to take Foundational courses during their Freshmen year

ENG 106: Academic Writing II
WSM 101 or WSM 102: Westminster Seminar
FLG: Elementary Foreign Language I
FLG: Elementary Foreign Language II

MAT 110: Quantitative Reasoning for Mathematical Problem Solving or
MAT 114: Elementary Statistics or
MAT 122: Business Calculus or
MAT 124: Calculus
Physical Education activity course
LST 101: The Leader Within

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. One course required.

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. One course required.

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. One course required.

Institutions and Society: Explores the political, economic, and local systems that shape our lives including social institutions such as families, communities, governments, and economies. One course

required.

Natural Science Inquiry: Introduces students to the key theories of a science and to its methods of inquiry. One course required.

EXPLORATION

Successfully complete two 3-hour, upper-level courses approved for the Exploration requirement in Breakthrough. For students who have declared a single major, Exploration courses cannot be used to satisfy major requirements. The Exploration courses can have the same department code of the major and can be contained in the same major department as long as they are not used to complete major requirements. One course cannot be used to fulfill both the major requirement and the Exploration requirement. However, students who have declared more than one major can apply the upper-level Exploration courses to satisfy requirements for one of their majors. Approved Exploration courses can be applied toward completion of a student's minor(s) or certificate(s).

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, it is 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 a total of five to six courses that address a particular Lifetime Leadership 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.

Research Inquiry and Analysis: From exploring issues, objects, and works through the collection of evidence to investigating complex topics or issues in order 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.

Majors and Minors



Accounting Major

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: Linda.Webster@wcmo.edu

The Accounting major is offered through the John E. Simon Department of Business.

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

CIP CODE: 52.0301

PROGRAM OBJECTIVES

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

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

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

Graduates of the major receive a Bachelor of Arts in Accounting degree

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

ACCOUNTING MAJOR

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
<i>Core Business Courses</i>				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Finance I	3		
MAT 114	Elementary Statistics	3		
<i>Choose one of the following elective courses</i>				
BUS 327	Operations Management	3		
ECN 351	Price Theory and Managerial Decisions	3		
<i>Choose one of the following mathematics courses</i>				
MAT 122	Business Calculus*	3		
MAT 124	Calculus I	5		
<i>Choose one of the following speech courses</i>				
SPE 101	Intro to Speech Communication	3		
SPE 203	Interpersonal Communication	3		
SPE 220	Public Speaking	3		
	Total Core Hours	39-41		
* MAT 122 - Business Calculus is recommended for students planning to attend graduate school.				
<i>Accounting Major Courses</i>				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial and Cost Accounting	3		

Course Code	Title	Hours	Semester	Grade
ACC 312	Intermediate Accounting I	3		
ACC 319	Federal Income Tax I	3		
ACC 320	Accounting Information Systems	3		
ACC 322	Intermediate Accounting II	3		
ACC 418	Advanced Accounting	3		
ACC 419	Federal Income Tax II	3		
ACC 421	Auditing	3		
BUS 223	Business Law	3		
ECN 325	Money, Banking and Financial Markets	3		
	Total Accounting Hours	33		
	Total Hours for Major	72-74		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Accounting Minor

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: Linda.Webster@wcmo.edu

The Accounting minor is offered through the John E. Simon Department of Business.

CIP CODE: 52.0301

PROGRAM OBJECTIVES

Graduates of the Accounting Minor have demonstrated their ability to:

- I. Maintain accurate records of all transactions, assets, and liabilities for tax preparation and filing, and control over fraud and risk.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Accounting Minor

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
ACC 312	Intermediate Accounting I	3		
ACC 322	Intermediate Accounting II	3		
<i>Choose three courses from the following list:</i>				
ACC 307	Government and Non-Profit Accounting	3		
ACC 308	Managerial Cost Accounting	3		
ACC 319	Federal Income Tax I	3		
ACC 320	Accounting Information Systems	3		
ACC 418	Advanced Accounting	3		
ACC 419	Federal Income Tax II	3		
ACC 421	Auditing	3		
Total Hours For Minor		21		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

American Studies Minor

Contact: Dr. Mark Boulton

Email: Mark.Boulton@wcmo.edu

The American Studies minor is an interdisciplinary program of study which helps students think analytically and creatively about the U.S. while fostering reading and writing skills. The program explores the relationship of America with the Western cultural tradition, identifying points of commonality and departure. Students who major or minor in U.S. History, Political Science, English and/or Sociology may enroll in this minor but they may not select elective courses from their major or minor departments. Students enrolled in the Washington Seminar and the Chicago Semester programs may apply, as appropriate, one of their off-campus course electives, provided the course lies outside their major or minor.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Minor: American Studies

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
<i>Core Courses: 9 credits required</i>				
<i>Choose one history course from the following list</i>				
HIS 103	US History to 1877	3		
HIS 104	US History Since 1877	3		
<i>Choose one English course from the following list</i>				
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
<i>Choose one course from the following list</i>				
POL 211	American Government & Politics	3		
SOC 111	Introduction to Sociology	3		
Total core course hours		9		
<i>Elective Courses: Choose 3 courses for 9 credits total from the following list.</i>				
Religion				
REL 319	Recent Christian Thought	3		
English & Fine Arts				

Course Code	Title	Hours	Semester	Grade
ENG 315*	Literary Modes and Genres	3		
ENG 325*	Literary Movements	3		
ENG 330*	Visions and Revisions	3		
ENG 335*	A Sense of Place	3		
ENG/WGS 340*	Gender and Literary Expression	3		
ENG 345*	Ethnic Literature	3		
ENG 350*	Studies in the Author	3		
ENG 355*	Literature and the Other Arts	3		
MUS 303	Music History and Literature	3		
Political Science				
POL 301	The American Presidency	3		
POL 304	American Political Theory	3		
POL 311	Parties, Voting, and Campaign Strategies	3		
POL 319	Public Administration	3		
POL 362	American Foreign Policy	3		
Total elective hours		9		
TOTAL HOURS FOR MINOR		18		

*Focused primarily on the United States

If any substitutions or waivers of requirements are allowed, please list below and initial.

 Advisor Signature

 Department Chair Signature

Biochemistry (Biological Emphasis) Major

Professor: G. McNett

Associate Professor: B. Dhital, B. Hansert, D. Holliday, D. Schmidt

Assistant Professor: M. Howell, M. Loehr, J. Morrow, L. Strawsine

Visiting Assistant Professor: R. Zumwalt

Contact: Dr. Dawn Holliday

Email: Dawn.Holliday@wcmo.edu

The Departments of Biology and Environmental Science and Chemistry offer an interdisciplinary major program of study to a Bachelor of Arts in Biochemistry. The major program is structured into two tracks, biological emphasis and chemical emphasis, to allow the student to pursue a more advanced study of biochemistry to fulfill their particular interests and professional goals. Both tracks require introductory biology and chemistry courses with emphasis on fundamental concepts and give students a clear insight into the underlying biological and chemical principles. The Biodiversity, Biological Processes and General Chemistry courses fulfill the general degree requirements for a course in Laboratory science as well as serving as foundation courses for biochemistry students.

Students completing a Biology or Chemistry major may not also receive a Biochemistry major. Students majoring in Biochemistry cannot obtain a second major or minor in Biology or Chemistry. Biochemistry majors may double major in One Health, but must do so in close consultation with the Department of Biology and Environmental Science.

The Departments strongly recommend that students majoring in Biochemistry (Biological Emphasis) take Calculus through Calculus II (MAT 124 and MAT 214) and Physics I and II (PHY 201 and PHY 212). Any student who elects to take BIO 404, Biochemistry, must have successfully completed both semesters of Organic Chemistry or be currently taking CHM 324/325. No more than four hours of BIO 398 Independent Study Research Projects, may be counted toward the major. Students must earn a letter grade of C- or better in all courses needed to satisfy major requirements.

Biochemistry Honors: This designation would be given for Biochemistry majors who meet the following criteria.

2. GPA \geq 3.3 average for all BIO courses
3. Two semesters for independent, hypothesis-driven research
 - a) Preferable: A single project carried out over 2 semesters for a total of 4-6 hours of independent stud
 - b) Alternatively:
 - I. Two single semesters for a total of 4-6 hours of independent stud
 - II. A summer Research Experience for Undergraduates (REU) or similar type of research experience and a single semester (2-3 hours). These projects MUST be pre-approved and must be accompanied by a formal campus presentation.

3. A formal thesis/paper that is evaluated by at least two faculty members
4. An oral or poster presentation at the Undergraduate Scholars forum or at a local, regional, or national conference

At least 50% of all BIO and CHM hours needed to satisfy the major (22-24) must be Westminster courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: Biochemistry (Biological Emphasis)

Student's Last Name	First Name	Middle Initial
Advisor	Date Major Declared	

Course Code	Title	Hours	Semester	Grade
Biology Required Courses (12 hours)				
BIO 114/115	Biological Processes	4		
BIO 124/125	Biodiversity	4		
BIO 404	Biochemistry (CHM 314/315 prerequisite 324/325 co-prerequisite)	4		
Chemistry Required Courses (16 hours)				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
Biology Electives (Choose three of the following courses (9-12 hours))				
BIO 212	Research Methods	3		
BIO 304	Immunology	3		
BIO 301	Genetics	4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prerequisites)	4		
BIO 310	Environmental Toxicology	3		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 372	Developmental Biology (BIO 301 prerequisite)	4		
BIO 398	Independent Research Projects in Biochemistry	3-4		
BIO 420	Physiology (BIO 302 or 322 prerequisite)	4		
Chemistry Electives (Choose two of the following courses (6-8 hours))				
CHM 304	Inorganic Chemistry	3		

Course Code	Title	Hours	Semester	Grade
CHM 334/335	Analytical Chemistry I (lab required)	4		
CHM 344/345	Analytical Chemistry II (lab required)	4		
CHM 410	Advanced Topics in Chemistry	3		
CHM 434/435	Physical Chemistry II (lab required)	4		
<i>Choose one of the following courses</i>				
CHM 404	Physical Chemistry for the Life Sciences	3		
CHM 424/425	Physical Chemistry I (lab required)	4		
Other Required Course (3-5 hours)				
MAT 114	Elementary Statistics	3		
MAT 124	Calculus I	5		
Total hours for Major		46-53		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Biochemistry (Chemical Emphasis) Major

Professor: G. McNett

Associate Professor: B. Dhital, B. Hansert, D. Holliday, D. Schmidt

Assistant Professor: M. Howell, M. Loehr, J. Morrow, L. Strawsine

Visiting Assistant Professor: R. Zumwalt

Contact: Dr. Bernie Hansert

Email: Bernie.Hansert@wcmo.edu

The Departments of Biology and Environmental Science and Chemistry offer an interdisciplinary major program of study to a Bachelor of Arts in Biochemistry. The major program is structured into two tracks, biological emphasis and chemical emphasis, to allow the student to pursue a more advanced study of biochemistry to fulfill their particular interests and professional goals. Both tracks require introductory biology and chemistry courses with emphasis on fundamental concepts and give students a clear insight into the underlying biological and chemical principles. The Biodiversity, Biological Processes and General Chemistry courses fulfill the general degree requirements for a course in Laboratory science as well as serving as foundation courses for biochemistry students.

Students completing a Biology or Chemistry major may not also receive a Biochemistry major. Students majoring in Biochemistry cannot obtain a second major or minor in Biology or Chemistry.

Any student who elects to take BIO 404, Biochemistry, must have successfully completed both semesters of Organic Chemistry or be currently taking CHM 324/325. No more than four hours of BIO 398 Independent Study Research Projects, may be counted toward the major. Students must earn a C- or better in all courses needed to satisfy major requirements.

The Chemical Emphasis track of the major focuses more strongly on the chemical, physical and mathematical applications of biochemistry. Students are required to complete fundamental core courses in biology, chemistry, mathematics, and physics. In addition to the core courses students are also required to complete two biology electives and one chemistry elective.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: Biochemistry (Chemical Emphasis)

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Biology Required Courses (12 hours)				
BIO 124/125	Biodiversity	4		
BIO 114/115	Biological Processes	4		
BIO 404	Biochemistry (CHM 314/315 prerequisite, 324/325 co-prerequisite)	4		
Chemistry Required Courses (23-24 hours)				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
<i>Choose one course from the following:</i>				
CHM 404	Physical Chemistry for the Life Sciences	3		
CHM 424/425	Physical Chemistry I	4		
Physics Required Courses (8 hours)				
PHY 201	Physics I	4		
PHY 212	Physics II	4		
Mathematics Required Courses (9 hours)				
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
Biology Electives (Two of the following: 7-8 hours)				
BIO 301	Genetics	4		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 420	Physiology (BIO 302 or 322 prerequisite)	4		

Course Code	Title	Hours	Semester	Grade
BIO 372	Developmental Biology (BIO 301 prerequisite)	4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prerequisite)	4		
Chemistry Electives (One of the following: 3-4 hours)				
CHM 304	Inorganic Chemistry	3		
CHM 344/345	Analytical Chemistry II	4		
CHM 410	Advanced Projects in Chemistry	3		
CHM 434/435	Physical Chemistry	4		
Total Hours For Major		62-65		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Biology Major

Professor: G. McNett

Associate Professor: D. Holliday, D. Schmidt

Assistant Professor: M. Loehr, M. Howell J. Morrow,

Contact: Dr. Dawn Holliday

Email: Dawn.Holliday@wcmo.edu

The Department of Biology and Environmental Science offers a major program of study leading to the Bachelor of Arts in Biology as well as a minor in Biology. Introductory courses are designed to meet the several needs and interests of Westminster liberal arts students. Biological Process and Biodiversity fulfill the Tier II (New Foundations) or a Science Inquiry Theme (Breakthrough) requirement for a course in laboratory science as well as serving as foundation courses for students considering a major in biology and several related fields.

Students completing a Biology Major may not also receive a Biochemistry Major, One Health major, or Biology Minor. In order to earn a major in Biology, students must earn a letter grade of C- or better in all listed courses needed to satisfy major requirements. At least 50% of all Biology hours used to satisfy the major (20-22) must be Westminster courses.

OTHER RECOMMENDATIONS

All biology majors must complete either MAT 114 or MAT 124. We highly recommend that students complete both courses, in particular those students who wish to enter graduate or healthcare professional school. Please note that for students who do not meet the prerequisites for these courses there are other math courses offered to help students prepare for this requirement (i.e. MAT 090, Intermediate Algebra and MAT 111, College Algebra). For Students who plan to enter a healthcare professional school we also recommend PHY 201, Physics I and PHY 212, Physics II. The Biology Department highly recommends that its students also have a strong foundation in Chemistry. In particular for those students who plan to enter graduate or healthcare professional school, we recommend the following courses:

CHM 114/115 General Chemistry I

CHM 124/125 General Chemistry II

CHM 314/315 Organic Chemistry I

CHM 324/325 Organic Chemistry II

Biology Honors: This designation would be given for Biology majors who meet the following criteria.

1. GPA \geq 3.3 average for all BIO courses
2. Two semesters for Independent, hypothesis-driven research

- a) Preferable: A single project carried out over 2 semesters for a total of 4-6 hours of independent study
- b) Alternatively:
 - i) Two single semester projects for a total of 4-6 hours of independent study
 - ii) A summer Research Experience for Undergraduates (REU) or similar type of research experience and a single semester (2-3 hours). These projects MUST be pre-approved and must be accompanied by a formal campus presentation.
- 3. A formal thesis/paper that is evaluated by at least two faculty members
- 4. An oral or poster presentation at the Undergraduate Scholars forum or at a local, regional, or national conference.

**Note that placement of experimental courses (marked with asterisks) within the minor is subject to change.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: BIOLOGY

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Level One Introductory Courses (This level MUST be completed before level II (8 hours))				
BIO 114/115	Biological Processes	4		
BIO 124/125	Biodiversity	4		
Level Two Intermediate Courses (Students take 2 of the following courses. At least 1 course from this group MUST be completed before Level III. The 2nd course MUST be completed by the end of the Junior year (8 hours).)				
BIO 205	Ecology and Field Biology	4		
BIO 212	Research Methods	3		
Bio 301	Genetics	4		
BIO 302	Human Anatomy	4		
Level Three Advanced Courses (18-20 hours): Students must take 5 courses with at least one course from each track and at least 3 of the courses must include a laboratory experience. One course may be a third course from Level Two. Independent research may count for one course (3-4 hours) for the Level Three requirement. Completion of at least one WI/WIO course in the major is highly recommended. *Note: some courses in Level Three may have specific prerequisites from Level Two.				
<i>A Cellular Biology, Molecular Biology & Human Health</i>				
BIO 304	Immunology	3		
BIO 303	Microbiology (BIO 114/115 & 124/125 prerequisite)	4		
BIO 314	Vertebrate Histology (Ind. Study only)	3-4		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 372	Developmental Biology (BIO 301 prerequisite)	4		
BIO 398	Ind. Research (cell./human health focus)	3-4		
BIO 404	Biochemistry (CHM 314/315 prerequisite, 324/325 co-requisite)	4		

Course Code	Title	Hours	Semester	Grade
BIO 415	Human Gross Anatomy (BIO 302 prereq)	4		
BIO 420	Physiology (BIO 302 prereq)	4		
<i>B Organismal Biology</i>				
BIO 204	Animal Behavior	4		
BIO 208	Functional Plant Morphology	4		
BIO 315	Entomology	4		
BIO 318	Ornithology	4		
GEO 335	Paleontology	4		
BIO 398	Ind. Research (Organismal focus)	3-4		
<i>C Ecosystems: Characteristics, Processes & Management</i>				
BIO 210	Biogeography	3		
BIO 310	Environmental Toxicology	3		
BIO 320/321	Biology in Belize (or other equivalent travel course)	4		
ENV 350	Conservation Biology	3		
BIO 398	Ind. Research (ecosys./ecological focus)	3-4		
	Capstone Course (must be completed in the Junior or Senior Year)	3		
BIO 450	Evolution (BIO 301 recommended)	3		
Other Required Courses (3-5 hours)				
<i>Choose one mathematics course</i>				
MAT 114	Elementary Statistics	3		
MAT 124	Calculus I	5		
Total Hours For Major		38-42		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Biology Minor

Contact: Dr. Dawn Holliday
 Email: Dawn.Holliday@wcmo.edu

Students completing a Biochemistry Major may not also receive a Biology minor.

**Note that placement of experimental courses (marked with asterisks) within the minor is subject to change.

In order to earn a Minor in Biology, students must earn a letter grade of C- or better in all minor courses needed. At least 50% of all Biology hours used to satisfy the minor (11-12) must be Westminster courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Level I: Introductory Courses (8 hours) This level must be completed before Level II				
BIO 124/125	Biological Diversity	4		
BIO 114/115	Biological Processes	4		
Level II: Intermediate Courses (8 hours)				
Students take two of the following courses. At least 1 course from this group must be completed before Level III. The 2nd course must be completed by the end of the Junior year.				
BIO 205	Ecology & Field Biology	4		
BIO 301	Genetics	4		
BIO 302	Human Anatomy	4		
BIO 322	Vertebrate Biology	4		
Level III: Advanced Courses (6-8 hours)				
Students take two of the following courses. Note: Some courses may have specific prerequisites from Level II.				
BIO 204	Animal Behavior	4		
BIO 208	Functional Plant Morphology	4		

Course Code	Title	Hours	Semester	Grade
BIO 210	Biogeography	4		
BIO 303	Microbiology (BIO 114/115 & 124/125 prerequisite)	4		
BIO 310	Environmental Toxicology	3		
BIO 314	Vertebrate Histology (Independent Study only)	3-4		
BIO 315	Entomology	4		
BIO 318	Ornithology	4		
BIO 320/321	Biology in Belize (or equivalent)	4		
BIO 325	Molecular Cell Biology	4		
BIO 330	Virology (BIO 301 recommended)	3		
BIO 372	Developmental biology (BIO 301 prerequisite)	4		
BIO 404	Biochemistry (CHM 314/315 prerequisite) (324/325 co-requisite)	4		
BIO 415	Human Gross Anatomy (BIO 302 prerequisite)	4		
BIO 420	Physiology (BIO 302 or 322 prerequisite)	4		
BIO 450	Evolution (BIO 301 recommended)	4		
ENV 350	Conservation Biology	3		
Total Hours For Minor		22-24		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Business Administration Major

Optional concentrations in Finance, Management or Marketing.

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: Linda.Webster@wcmo.edu

The John E. Simon Department of Business offers the Business Administration major. The Business Administration major prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Courses in the major include instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

CIP: 52.0201, Business Administration and Management

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

- I. Monitor operations and production, and recommend strategies that increase efficiencies, optimize resources or maximize profit
- II. Implement best practices in hiring, supporting, and managing an organization's human capital
- III. Employ critical-thinking and analysis skills to solve business problems in a real-world context and present strategy in a well-organized manner that is appropriate to the audience
- IV. Consider and adapt to emerging trends and effectively navigate new scenarios in an ever changing global business environment
- V. Model responsible business practices according to legal, political, ethical, and professional standards

Business Administration majors are well-prepared for entry-level management and supervisory positions in human resources, sales, customer service, wholesale and manufacturing, and consulting. Graduates are also equipped to continue their studies in a graduate program.

All Business Administration majors must achieve junior standing before registering for any 300- or 400-level business administration courses.

Majors must have at least a 2.00 grade point average in all courses in the major to satisfy graduation requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: BUSINESS ADMINISTRATION

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Core Business Courses				
ACC 215	Principles of Financial Accounting	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 221	Organizational Behavior	3		
BUS 223	Business Law	3		
BUS 250	Principles of Marketing	3		
BUS 450	Business Strategy	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 355	Research Methods for Business and Social Science Applications	3		
FIN 318	Corporate Finance I	3		
MAT 114	Elementary Statistics	3		
PHL 244	Business Ethics	3		
<i>Choose one of the following mathematics courses</i>				
MAT 122	Business Calculus	3		
MAT 124	Calculus I	5		
Total credit hours for core courses		39-41		
Business Administration with no concentration (12 hours)				
BUS 322	Cross-Cultural Management	3		
BUS 325	Entrepreneurship	3		
BUS 340	International Business	3		
CSA 351	Project Management			
Total credit hours for major with no concentration		51-53		

Course Code	Title	Hours	Semester	Grade
Management concentration (12 hours)				
Complete the three required courses and choose one elective course				
BUS 322	Cross-Cultural Management	3		
BUS 326	Human Resource Management	3		
CSA 351	Project Management	3		
<i>Choose one elective course (3 hours)</i>				
BUS 305	Industrial-Organizational Psychology	3		
BUS 327	Operations Management	3		
BUS 353	Non-Profit Management	3		
BUS 367	Hotel and Tourism Management	3		
Total credit hours for major with management concentration		51-53		
Finance concentration (12 hours)				
ACC 216	Principles of Managerial Accounting	3		
FIN 328	Corporate Finance II	3		
FIN 350	Investments	3		
FIN 351	Portfolio Management	3		
Total credit hours for major with finance concentration		51-53		
Marketing Concentration (12 hours)				
BUS 330	Advertising and Brand Promotion	3		
BUS 334	Consumer Behavior	3		
BUS 345	Digital Marketing	3		
BUS 300	Customer Relationship Management	3		
Total credit hours for major with marketing concentration		51-53		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Business Administration Minor

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: Linda.Webster@wcmo.edu

The Business Administration minor is offered through the John E. Simon Department of Business.

CIP: 52.0201, Business Administration and Management

PROGRAM OBJECTIVES

Graduates of the Business Administration minor have demonstrated their ability to:

- I. Employ critical-thinking and analysis skills to solve business problems in a real-world context and present strategy in a well-organized manner that is appropriate to the audience.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
ACC 215	Principles of Financial Accounting	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
FIN 318	Corporate Finance I	3		
Business electives 300-level or above (6 hours)				
BUS		3		
BUS		3		
Total Hours For Minor		21		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature Department Chair Signature

Business Communication Major

Assistant Professor: T. Sorg

Contact: Dr. Tyler Sorg

Email: Tyler.Sorg@wcmo.edu

In the Business Communication major, students study the communication process from a variety of perspectives—media relations, business, management and communications philosophy. Students receive a hands-on, real world applicable approach to the field. They learn the importance of communicating with different audiences in different ways. Students pursue three different academic paths within the major: oral communication, written communication, and visual communication.

Such a major could be especially desirable for students with interest in the dynamics of communication within the office-place, or the dynamics of communication between businesses and their external constituencies. Mandatory pre-requisites are noted in parentheses. In the event there is a permanent discontinuation of any course offerings below, the program coordinator will work with students to select a comparable substitute.

Majors must earn a grade of “C-” or better in all courses used to satisfy the Business Communication major requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: BUSINESS COMMUNICATION

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Required Courses (21 hours)				
BUS 250	Principles of Marketing	3		
ENG 260	Journalism	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
SPE 101	Introduction to Speech	3		
SPE 203	Interpersonal Communication	3		
SPE 310	Business and Professional Communication (SPE 101 and Junior standing)	3		
Organizational Fundamentals				
Choose one course from the following (3 hours):				
BUS 220	Fundamentals of Management	3		
BUS 221	Organizational Behavior	3		
Visual Communication				
Choose one course from the following (3 hours):				
DIG 250	Web Page Design	3		
ENG/JMP 220	Janus and the World of Publishing	3		
ENG/THE 230	Play in Performance	3		
FAR 215	Art of the Film	3		
FAR 310	The Art of Service: Community Based Arts Initiatives	3		
THE 201	Basic Acting	3		
Communication in Context				
Choose two courses from the following (6 hours):				

Course Code	Title	Hours	Semester	Grade
BUS/PSY 305	Industrial-Organizational Psychology (PSY 112 or 113)	3		
BUS 326	Human Resource Management (BUS 220)	3		
ITS 399	Internship	3		
LST/WGS 205	Mediation and Conflict Resolution	3		
PHL 218	Introduction to Logic	3		
POL 311	Political Parties, Voting, and Campaign Strategies (POL 112 or 211)	3		
SPE 220	Public Relations (SPE 101 & ENG 260 recommended)	3		
SPE 303	Communication in Relationships (SPE 203 & Sophomore status)	3		
Core Business Courses				
Choose two courses from the following (6 hours)				
BUS 322	Cross-Cultural Management	3		
BUS 330	Advertising and Brand Promotion	3		
BUS 334	Consumer Behavior	3		
BUS 337	Labor Relations	3		
Written Communication				
Choose one course from the following (3 hours)				
ENG 372	Creative Writing Prose	3		
ENG 374	Creative Writing Poetry	3		
ENG 376	Creative Nonfiction	3		
Total Hours For Major		42		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Chemistry Major

Associate Professor: B. Dhital, B Hansert (Chair)

Assistant Professors: L. Strawsine

Visiting Assistant Professor: R. Zumwalt

Contact: Dr. Bernie Hansert

Email: Bernie.Hansert@wcmo.edu

The Department of Chemistry offers a major program of study leading to a Bachelor of Arts in Chemistry as well as a minor program of study in chemistry. Introduction to Chemistry/Lab (CHM 105/106) satisfies the general education requirement for a laboratory science course. The objectives of course work and programs in this department are to give students a clear insight into the underlying principles of chemical phenomena and to introduce them to the analytical and reasoning skills that produce this insight. By emphasizing principles, courses in chemistry contribute to a student's general education and furnish a sound foundation for graduate and professional study and careers in chemistry and other scientific, technical and professional fields.

Students intending to major or minor in chemistry must earn a letter grade of C- or better in all required chemistry courses.

Students planning graduate study in chemistry are strongly encouraged to take PHY 223 Physics III, MAT 215 Linear Algebra, MAT 312 Differential Equations, and CSC 111 Fundamentals of Computer Science I.

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

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: CHEMISTRY

 Student's Last Name _____ First Name _____ Middle Initial _____

 Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Required Courses (38 hours)				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 304	Inorganic Chemistry	3		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
CHM 344/345	Analytical Chemistry II	4		
CHM 424/425	Physical Chemistry I	4		
CHM 434/435	Physical Chemistry II	4		
	One Elective course chosen from courses above the 200 level	3-4		
Other Required Courses				
	Mathematics courses through MAT 224 Calculus III	13		
PHY 201	Physics I	4		
PHY 212	Physics II	4		
Total Hours for Major		59-60		

 If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature _____

Department Chair Signature _____

Chemistry Minor

Associate Professor: B. Dhital, B Hansert (Chair)

Assistant Professors: L. Strawsine

Visiting Assistant Professor: R. Zumwalt

Contact: Dr. Bernie Hansert

Email: Bernie.Hansert@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
At least seven hours from the courses listed below				
CHM 304	Inorganic Chemistry	3		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 344/345	Analytical Chemistry II	4		
CHM 404	Physical Chemistry for the Life Sciences	3		
CHM 424/425	Physical Chemistry I	4		
CHM 434/435	Physical Chemistry II	4		
BIO 404	Biochemistry	4		
Total Hours For Minor		19--20		

Note: Only one of the courses, CHM 404 or CHM 424/425, may be counted toward the minimum seven hours for other courses.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Coaching Minor

Assistant Professor: A. Gowin

Instructors: E. Davis, R. Novatny, T. Washington, C. Howe

Contact: Amanda Gowin

Phone: 573-592-5015

Email: amanda.gowin@wcmo.edu

All coaching minors must have a grade of C or better in the classes needed to satisfy the minor requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
HES/PSY 231	Sport Psychology	3		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 232	Introduction to Prevention and Care of Injuries	3		
HES 406	Management of Physical Education and Athletics	2		
PED 315	Coaching Theories	2		
PED 325	Sports Officiating	1		
Total Hours For Minor		17		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Community Leadership Minor

Contact: Abby Coats

Email: abby.coats@westminster-mo.edu

The Community Leadership minor engages students in a study of community dynamics and the issues at the heart of maintaining healthy and equitable communities; at the same time, it guides students in exploring how one leads within a community and challenges them to put their knowledge into practice through experiential learning. Similar to the Organizational Leadership minor, this minor exposes students to contemporary leadership concepts and theories, and to their application in a variety of contexts; likewise, the minor includes skill development in critical thinking, creative problem solving, and ethical decision-making, which are the foundation to becoming a positive change agent. As they complete this minor, students will apply theories of leadership to address the challenges of human rights, social justice, diversity, equity, and inclusion. 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 requires students to take introductory courses in leadership theory and in ethics, and a course that offers a broad overview of people living in community; to provide a capstone experience, the minor also requires students to put leadership into practice. Three upper-level elective course allow students to study community issues in-depth, choosing topics that interest them most.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses (9 hours)				
LST 201	Leadership Theories and Practice	3		
PHL 212	Introduction to Ethics	3		
<i>Choose one of the following courses</i>				
SOC 111	Introduction to Sociology	3		
EDU 225	Human Experience Across the Years	3		
Civic Leadership in Practice (3 hours) Choose one course from the following list.				
LST 133	Service Learning Leadership Lab	3		
LST 301	Organizational Leadership Mentoring	3		
LST 399	Leadership Internship	3		

Course Code	Title	Hours	Semester	Grade
Upper-Level Electives (choose 2 from one group and one from the other) (9 hours)				
Community Dynamics				
GTS 320	Global Inequality	3		
GTS/SOC 330	Global City	3		
WGS/HES 355	Women's Health Issues	3		
HES 357	Community Nutrition	3		
HIS 310	Topics in Public History	3		
PSY 364	Stereotyping, Prejudice, and Group Conflict	3		
Civic Action				
ECN 334	Economic Development	3		
EDU 385	Diversity in Education	3		
LST 340	Great Leaders	3		
MUS 335	Song and Community	3		
POL 337	Human Rights	3		
REL 307	Social Justice in Modern Christian Thought	3		
Total Hours For Minor		21		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Computer Programming Minor

Professor: L. Webster

Assistant Professor: C. Cox, R. Manfredi, C. Webster

Contact: Chris Cox

Email: Chris.Cox@westminster-mo.edu

A minor in computer programming provides students with the technical skills to design, build and test computer programs using a variety of programming languages. Students will also learn important software development skills essential to sound software design including requirements analysis, database normalization, and appropriate documentation. All courses are taught in the CDT Department's software development laboratories and follow a problem-based approach to student learning.

This minor is designed for students who are required to complete computer programming courses as part of their academic program of study or who are interested in software development. This minor will complement majors that have a heavy emphasis in programming, such as Mathematics, Mathematical Data Science, Physics, Chemistry, and other programs in the sciences. The skills acquired will also be useful to students in Business, Accounting, Digital Media, and the Digital Humanities.

Students who complete the computer programming minor have demonstrated their ability to:

- Apply the methods of software design and documentation for a computer program
- Design, create, and test computer programs in a variety of programming languages
- Identify and document user requirements
- Complete a normalized data design for a computer program

Students who are completing a major in Computer Systems Analysis are not eligible to complete a minor in Computer Programming.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: COMPUTER PROGRAMMING MINOR

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
CSA 104	Programming Logic and Design	3		
CSA 304	Structured Programming	4		
CSA 390	Object Oriented Programming	3		
CSA 404	Data Structures	4		
CSA 327	Database Design	3		
<i>Choose one of the following elective courses</i>				
CSA 321	Python Programming	3		
DIG 250	Web Page Design	3		
Total Hours Required For Minor		20		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Computer Systems Analysis Major

Professor: L. Webster

Assistant Professor: C. Cox, R. Manfredi, C. Webster

Contact: Chris Cox

Email: Chris.Cox@westminster-mo.edu

A major in Computer Systems Analysis prepares students to apply programming and systems analysis principles to the selection, implementation, and troubleshooting of customized computer and software installations across the systems development life cycle. It includes instruction in computer hardware and software; the compilation, composition, execution, and operation of information systems; low- and high-level programming languages; programming and debugging techniques; installation and maintenance testing and documentation; process, data flow, and user needs analyses and documentation; cost-benefit analyses; and specification design. Focus is on the entire systems development life cycle including requirements gathering, feasibility analyses, project estimation, system design, quality assurance, implementation, integration, security, documentation, and testing. Established quantitative metrics will be used for identifying project objectives and ensuring quality throughout the systems development life cycle. Students will learn to apply project management principles to a variety of computer-based information systems projects.

The course offerings in Computer Systems Analysis serve majors as well as students majoring in other fields. The lower-level courses present an introduction to information systems concepts and to structured programming. The advanced courses are designed for extended study and include exploration of the theoretical and technical aspects of Computer Systems Analysis.

All courses are taught in a computer laboratory setting, permitting experimentation with the practical application of theoretical concepts. Students also present their work in written, electronic, and verbal formats. In addition to the technical focus, students in the major are provided opportunities to practice techniques to develop professional skills related to becoming successful leaders in a wide variety of organizations. Student learning is achieved by applying a problem-based approach focusing on critical thinking, technological understanding, and interpersonal communications.

This major will serve students who are interested in computer systems analysis, software development, computer programming, and/or information systems development. It will also serve students who are more interested in the other aspects of systems development including requirements gathering, design, system testing, project management, and quality control.

The Computer Systems Analysis major will prepare students for either immediate employment or graduate study. Graduates with this major typically pursue a career as a systems analyst, business systems analyst, requirements engineer, software developer, programmer, quality assurance engineer, or project manager in a wide variety of business, non-profit, and industry organizations.

Students will also be prepared to enter a wide range of graduate programs in related computing disciplines. It is recommended that students planning graduate study in a computing discipline consider taking additional courses in mathematics. Majors must earn a grade of C- or better in all courses for the major.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: COMPUTER SYSTEMS ANALYSIS MAJOR

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
CBR 220	Information Security	3		
CDT 101	Computing Across the Disciplines	1		
CSA 104	Programming Logic and Design	3		
CSA 250	IT Infrastructure	4		
CSA 304	Structured Programming	4		
CSA 321	Python Programming	3		
CSA 327	Database Systems	3		
CSA 351	Project Management	3		
CSA 390	Object-Oriented Programming	3		
CSA 404	Data Structures	4		
CSA 470	Computer Systems Analysis Capstone I	3		
CSA 480	Computer Systems Analysis Capstone II	3		
DIG 200	Media Design and Human Behavior	3		
DIG 250	Web Page Design	3		
Total Hours Required for the Major		42		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Computer Systems Analysis Minor

Professor: L. Webster

Assistant Professor: C. Cox, R. Manfredi, C. Webster

Contact: Chris Cox

Email: Chris.Cox@westminster-mo.edu

A minor in Computer Systems Analysis prepares students to apply programming and systems analysis principles to the selection, implementation, and troubleshooting of customized computer and software installations across the systems development life cycle. The course offerings in Computer Systems Analysis serve minors, majors, as well as students majoring in other fields. The lower-level courses required for the minor present an introduction to software design and information systems infrastructure. A minimum of nine hours of additional upper-level coursework in the discipline is required. If desired, students can emphasize areas of data, programming, or systems analysis through selection of the required electives.

All courses are taught in a computer laboratory setting, permitting experimentation with the practical application of theoretical concepts. Student learning is achieved by applying a problem-based approach focusing on critical thinking, technological understanding, and interpersonal communications.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: COMPUTER SYSTEMS ANALYSIS MINOR

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
CBR 220	Information Security	3		
CDT 101	Computing Across the Disciplines	1		
CSA 104	Programming Logic and Design	3		
CSA 250	IT Infrastructure	4		
<i>Electives: Students must take a minimum of 9 hours of electives from the following list:</i>				
CBR 360	Cyber Law and Ethics	3		
CBR 415	Information Security Policy	3		
CSA 304	Structured Programming	4		

Course Code	Title	Hours	Semester	Grade
CSA 321	Python Programming	3		
CSA 327	Database Systems	3		
CSA 351	Project Management	3		
CSA 390	Object-Oriented Programming	3		
CSA 404	Data Structures	4		
CSA 470	Computer Systems Analysis Capstone I	3		
CSA 480	Computer Systems Analysis Capstone II	3		
Total Hours Required for the Minor		19		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Criminal Justice Minor

Contact: Dr. Tobias Gibson

Email: Tobias.Gibson@wcmo.edu

Westminster College students who earn a minor in Criminal Justice will have the skills they need to seek employment with a variety of local, state, and national law enforcement agencies. Specifically, students will learn theories about the causes and consequences of crime, current trends in crime and law enforcement, and how the law impacts individuals and society.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
CRJ 101	Introduction to Criminal Justice	3		
CRJ 305	Criminal Law	3		
Students must take four of the following electives. At least two of the electives must be taken in two different departments and at the 300-level or above. Other courses may be accepted based on the approval of the minor coordinator				
PSY 315	Psychology of Personality	3		
PSY 330	Addictive Disorders	3		
FPS 340	Forensic Psychology	3		
PSY 390	Abnormal Psychology	3		
POL 211	American Government and Politics	3		
POL 305	International Law and Organizations	3		
POL 314	American Constitutional Law & Politics	3		
POL 316	American Jurisprudence	3		
POL 370	Drugs, Politics, and Public Policy	3		
SEC 201	Introduction to Security Studies	3		
SEC 312	Terrorism	3		
SOC 332	Prisons and Social Control	3		
<i>Choose one of the following courses</i>				
SOC 111	Introduction to Sociology	3		

Course Code	Title	Hours	Semester	Grade
PSY 113	Psychology as a Social Science	3		
<i>Strongly recommended courses</i>				
SPA 204	Intermediate Spanish II	3		
	An internship in a related field			
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Cybersecurity Minor

Professor: L. Webster

Assistant Professor: C. Cox, R. Manfredi, C. Webster

Contact: Chris Cox

Email: Chris.Cox@westminster-mo.edu

A minor in Cybersecurity will enhance the skills of students in any discipline by preparing them to be knowledgeable consumers of digital resources and aware of the associated risks. The issue of Cybersecurity is not unique to any one type of organization. Businesses, nonprofit organizations, and governments all face security issues related to computing technology. Social organizations, clubs, and political groups face similar issues. Students who complete a minor in Cybersecurity will be prepared to identify cyber risks to an organization and work with information technology security specialists to protect the digital assets of that organization. All disciplines rely on digital communication, files, and other assets; thus, this program will be relevant to a student in any discipline who is interested in protecting digital assets.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
CBR 110	Introduction to Cybersecurity	3		
CBR 220	Information Security	3		
CSA 250	IT Infrastructure	4		
CBR 360	Cyber Law and Ethics	3		
CBR 415	Information Security Policy	3		
CBR 470	Cybersecurity Capstone	1		
TBD elective course pre-approved by the CBR minor advisor selected from a discipline other than CBR and related to the field of cybersecurity and the capstone project.		3		
Total Hours For Minor		20		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature Department Chair Signature

Digital Media Major

Professor: L. Webster

Assistant Professor: C. Cox, R. Manfredi, C. Webster

Contact: Chris Cox

Email: Chris.Cox@westminster-mo.edu

Communication in today's world goes far beyond the traditional hard copy documents or in-person presentations. The last few years have seen a tremendous growth in other forms of digital communication to facilitate increases in distance learning, remote working, online collaboration, etc. Graduates in today's digital world need to understand and be able to effectively communicate using various digital media platforms. This interdisciplinary major will provide students with knowledge, skills, and techniques for effectively managing the digital assets and media platforms of an organization to achieve specific goals, facilitate effective communication, establish a common theme and appearance, and meet specific informational or persuasive goals in order to reach a target audience to inform, persuade, or gain competitive advantage.

Combining courses in the disciplines of business, marketing, English, journalism, and computing technology, this major presents a set of core courses that provide foundational understanding of digital media. Students will then complete the major by choosing courses from a list of upper-level of electives which provide them opportunity to explore each of these disciplines in more depth. By selecting elective courses from discipline specific options, students may earn a concentration in either Writing, Editing, and Design; Digital Marketing; or Digital Content Production. Concentrations within the major are noted on the student's college transcript. Majors must earn a grade of C- or better in all major courses.

This major will serve students who are interested in web design, digital media, digital marketing, technical and web writing, digital journalism, digital content production, and digital content management. It will also serve students in other majors who desire to learn more about digital media or who desire to become a media specialist within their own academic discipline.

Students who complete the Digital Media major are prepared to enter a variety of career paths in business, marketing, communications, media, web management, technical writing, content design, and computing in business, non-profit, and industry organizations. Courses in this major will also support students in other majors or academic disciplines in which digital communication is utilized. Students will also be prepared for a variety of graduate programs in the business, computing, or media disciplines.

Major: DIGITAL MEDIA MAJOR

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Core Required Courses				
DIG 210	Introduction to Digital Media	3		
DIG 220	Graphic Design	3		
DIG 240	Media Design and Human Behavior	3		
DIG 250	Web Page Design	3		
DIG 340	Social Media and Marketing	3		
DIG 470	Digital Media Capstone I	3		
DIG 480	Digital Media Capstone II			
ENG/JMP 265	Technical and Web Writing			
<i>Choose one CBR course</i>				
CBR 110	Introduction to Cybersecurity	3		
CBR 220	Information Security	3		
Total Required Course Hours		27		
No Concentration To complete a Digital Media major with no concentration, 15 required elective credit hours selected from approved courses in any of the concentration areas below in addition to the 27 hours of required courses.				
Total Hours for Major		42		
Concentration in Writing, Editing, and Design To complete a Digital Media major with a concentration in Writing, Editing, and Design, 15 required elective credit hours selected from approved courses in this concentration in addition to the 27 hours of required courses.				
<i>Choose courses from the following list (15 hours)</i>				

Course Code	Title	Hours	Semester	Grade
ENG 248	Foundational Myths and Rebellious Stories	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
ENG 355	Gothic Lit	3		
ENG 376	Creative Non-fiction	3		
ENG/JMP 220	Janus and the World of Publishing	3		
ENG/JMP 260	Introduction to Journalism	3		
ENG/JMP 355	Message and the Media	3		
ENG/JMP 380	Introduction to Digital Humanities	3		
Total Hours for Major		42		
<p>Concentration in Digital Marketing To complete a Digital Media major with a concentration in Digital Marketing, 15 required elective credit hours selected from approved courses in this concentration in addition to the 27 hours of required courses.</p> <p><i>Choose courses from the following list (15 hours)</i></p>				
BUS 250	Principles of Marketing	3		
BUS 330	Advertising and Brand Management	3		
BUS 334	Consumer Behavior	3		
BUS 345	Digital Marketing	3		
MAT 114	Elementary Statistics	3		
Total Hours for Major		42		
<p>Concentration in Digital Content Production To complete a Digital Media major with a concentration in Digital Content Production, 15 required elective credit hours selected from approved courses in this concentration in addition to the 27 hours of required courses.</p> <p><i>Choose courses from the following list (15 hours)</i></p>				
CSA 351	Project Management	3		
DIG 310	Digital Photography	3		
DIG 330	Audio Production	3		
DIG 320	Video Production	3		
DIG 350	Web Development II	3		
DIG 360	Search Engine Optimization	3		
Total Hours for Major		42		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Digital Media Minor

Professor: L. Webster

Assistant Professor: C. Cox, R. Manfredi, C. Webster

Contact: Chris Cox

Email: Chris.Cox@westminster-mo.edu

Communication in today's world goes far beyond the traditional hard copy documents or in-person presentations. The last few years have seen a tremendous growth in other forms of digital communication to facilitate increases in distance learning, remote working, online collaboration, etc. Graduates in today's digital world need to understand and be able to effectively communicate using various digital media platforms. This interdisciplinary minor will provide students with knowledge, skills, and techniques for effectively designing and creating web and other media sites and preparing digital content.

A minor in Digital Media will support students in any major, academic discipline, or personal interest in which digital communication is utilized. To earn a minor, students must complete 18 hours in the discipline consisting of required and elective courses. The minor skills and knowledge gained through the digital media minor will strengthen the communication skills of students in any career path. Students must earn a grade of C- or better in all minor courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: DIGITAL MEDIA MINOR

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Core Required Courses: Must complete 9 hours from the following list:				
DIG 210	Introduction to Digital Media	3		
DIG 240	Media Design and Human Behavior	3		
DIG 250	Web Page Design	3		
ENG/JMP 220	Janus and the World of Publishing	3		
ENG/JMP 260	Introduction to Journalism	3		
ENG/JMP 265	Technical and Web Writing	3		
Must complete 9 hours from the following list or other approved courses in consultation with the advisor.				
DIG 350	Web Development II			
DIG 340	Social Media and Marketing	3		
DIG 310	Digital Photography	3		
DIG 320	Video Production	3		
DIG 330	Audio Production	3		
DIG 360	Search Engine Optimization	3		
DIG 470	Digital Media Capstone I	3		
DIG 480	Digital Media Capstone II	3		
Total Hours for Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Economics Minor

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: linda.webster@wcmo.edu

The Economics minor is offered by the John E. Simon Department of Business.

PROGRAM OBJECTIVES

Graduates of the Economics minor have demonstrated their ability to:

- I. Demonstrate, apply, and analyze how the fundamental elements of the market economy impact the price of goods and services.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 331	Intermediate Macroeconomic Theory	3		
Economics Electives (6 hours; must include at least one upper-level)				
ECN		3		
ECN		3		
	Total Hours For Minor	15		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Education Majors

Certification Tracks

- Early Childhood Education Major (birth – grade 3)
- Elementary Education Major (grades 1-6)
- Health Education Major (grades k-12)
- Middle School Education Major (grades 5-9)
Concentrations: English Language Arts, Mathematics, Science, Social Sciences
- Physical Education Major (grades k-12)
- Secondary School Education Major (grades 9-12)
Concentrations: Biology, Business, Chemistry, English Language Arts, Mathematics, Social Sciences
- Spanish Education Major (grades k-12)

Non-Certification Tracks

- Education Curriculum Studies Major
- Education Minor

The Westminster College Teacher Education Program is designed so that majors complete a course of study approved by the Missouri Department of Elementary and Secondary Education (DESE), which will lead to recommendation for certification in the chosen major and concentration areas. Students who prepare for a teaching career must meet professional education requirements specified by DESE, as well as the program requirements of Westminster College. Final certification approval is determined by DESE and not by Westminster College. Academic certification requirements, set by DESE, consist of:

- The completion of degree program and submission of official transcript;
- A 3.0 or higher GPA in education coursework and content courses, if applicable;
- Passing the appropriate State required content assessment (Praxis); and
- Summative combined student teaching evaluation score of 42 or higher.

All students seeking a certification must first be accepted into the Teacher Education Program (TEP) in order to complete their degree. To be admitted into TEP students must:

- Declare their major in an education certification track;
- Obtain a 3.0 or higher GPA in education coursework and content courses, if applicable;
- Receive positive student disposition scores from education faculty members; and

- Successfully participate in an interview process.

Once admitted to the TEP, students must remain in good standing in order to progress through the program.

All students seeking a certification must student teach in their last semester. To be admitted into a student teaching placement student must: obtain a 3.0 GPA in education coursework and in content area, if applicable;

- Attempted the appropriate state required content assessment (Praxis);
- Present proof of liability insurance;
- Clear the Family Care Safety Registry (FCSR) background check;
- Obtain a valid Missouri substitute teaching certificate;
- Submit a Westminster College General Liability Release;
- Complete all certification specific coursework except for EDU 490 and student teaching;
- Submitted a student teaching application.

The Education Department faculty at Westminster College reserve final judgment on admission to student teaching and assignment to a placement.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: EARLY CHILDHOOD EDUCATION

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Core Education Courses				
EDU 101	Introduction to Teaching	1		
EDU/HES 207	School Health, PE & Safety in Elementary	3		
EDU 210	Literature for Children & Youth (ENG 106)	3		
EDU/PSY 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth and Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 260	Emergent Literacy (EDU 101)	3		
EDU 280	Programs in Early Childhood Education (EDU 101)	3		
EDU 290	Foundations of Education (EDU 101)	3		
EDU 291	Education Practicum I (EDU 101)	2		
EDU 306	Teaching Reading (EDU 290, 291)	3		
EDU 307	Teaching STEAM in 21st Century Classroom (EDU 101, 231, 290, 291 and declaration of Major in Education)	3		
EDU 308	Methods of Teaching Social Studies in Elem and MS (EDU 290, 291)	3		
EDU 309	Teaching Writing in Education (ENG 106, one WI course)	3		
EDU 350	Teaching Digital Literacy (EDU 101, 231)	3		
EDU 385	Diversity in Education (one of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102)	3		
EDU 392	Reading and Writing in Content Area Reading (EDU 290, 291)	3		

Course Code	Title	Hours	Semester	Grade
EDU 393	Education Practicum II Reading (EDU 291)	2		
EDU 417	Advanced Practicum (EDU 231, 291, 393)	3		
EDU 441	Reading Assessment and Advancement (EDU 306)	3		
EDU 453	Classroom Organization and Management (EDU/PSY 221, EDU 291, EDU 393, Senior Standing)	3		
EDU 490	Education Seminar	1		
EDU 492	Student Teaching: Early Childhood/Elementary School	12		
MAT 231	Mathematics for Elementary and Middle School Teachers (MAT 110 & 111 or MAT 114 with a C- or better)	3		
MAT 351	Methods of Teaching Elem./Middle Sch. Math (MAT 231 with a C- or better)	3		
Total Hours For Major		78		

Admission into TEP is required prior to taking EDU 393, EDU 417, and student teaching. EDU 490 and EDU 492 are taken concurrently the last semester of study. Student must have attempted the Praxis to student teach. Student must maintain a 3.0 GPA on all required education courses. Student must adhere to all TEP guidelines to be recommended to the state for teacher certification.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Education Curriculum Studies

Professors: B. Bumgarner, S. Serota
 Associate Professor: T. Ensor
 Assistant Professor: S. Hairston (chair)
 Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
 Email: sarah.hairston@wcmo.edu

Please refer to the Education Major Information page of the Campus Catalog for complete Education major information.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: EDUCATION CURRICULUM STUDIES

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Core Courses (25 hours)				
EDU 101	Introduction to Teaching	1		
EDU/PSY 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth and Development			
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education (EDU 101)	3		
EDU 306	Teaching Reading (EDU 290 & 291)	3		
EDU 350	Teaching Digital Literacy (EDU 101 & 231)	3		
EDU 385	Diversity in Education (one of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102)	3		
EDU 392	Reading and Writing in Content Area (EDU 290 & 291)	3		
A minimum of 5 courses, from the following list (15 hours)				

Course Code	Title	Hours	Semester	Grade
EDU/HES 206	Growth & Development through Elementary Physical Education	3		
EDU/HES 207	School Health, PE & Safety in Elementary	3		
EDU 210	Literature for Children & Youth (ENG 106)	3		
EDU 307	Teaching STEAM in 21st Century Classroom (EDU 101, 231 and 290)	3		
EDU 308	Methods of Teaching Social Studies in Elementary and Middle Schools (EDU 290)	3		
EDU 309	Teaching Writing in Education (ENG 106 and one WI course)	3		
EDU 320	Teaching Middle School: Curriculum & Philosophy of Teaching the Middle Years (EDU 101, 230, 231, and 290)	3		
EDU 441	Reading Assessment and Advancement (EDU 306)	3		
EDU 425	Methods of Secondary Teaching	3		
MAT 231	Mathematics for Elementary and Middle School Teachers (MAT 110 & 111 or MAT 114 with a C- or better)	3		
MAT 351	Methods of Teaching Elem./Middle Sch. Math (MAT 231 with a C- or better)	3		
Total Hours For Major		40		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Elementary Education

Professors: B. Bumgarner, S. Serota
Associate Professor: T. Ensor
Assistant Professor: S. Hairston (chair)
Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
Email: sarah.hairston@wcmo.edu

Please refer to the Education Major Information page of the Campus Catalog for complete Education major information.

Major: Elementary Education

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Core Courses				
EDU 101	Introduction to Teaching	1		
EDU/HES 207	School Health, PE & Safety in Elementary	3		
EDU 210	Literature for Children and Youth (ENG 106)	3		
EDU/PSY 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth and Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 260	Emergent Literacy (EDU 101)	3		
EDU 290	Foundations of Education (EDU 101)	3		
EDU 291	Education Practicum I (EDU 101)	2		
EDU 306	Teaching Reading (EDU 290, 291)	3		
EDU 307	Teaching STEAM in 21st Century Classrooms (EDU 101, 231, 290, 291, and declaration of Major in Education)			
EDU 308	Methods of Teaching Social Studies in Elementary and Middle Schools (EDU 290, 291)	3		
EDU 309	Teaching Writing (ENG 106, one WI course)	3		
EDU 350	Teaching Digital Literacy (EDU 101, 231)	3		
EDU 385	Diversity in Education (one of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102)	3		
EDU 392	Reading and Writing in Content Area (EDU 290, 291)	3		
EDU 393	Education Practicum II (EDU 291)	2		

Course Code	Title	Hours	Semester	Grade
EDU 417	Advanced Practicum (EDU 231, 291, 393)	3		
EDU 441	Reading Assessment and Advancement (EDU 306)	3		
EDU 453	Classroom Organization and Management (EDU/PSY 221, EDU 291, EDU 393, Senior Standing)			
EDU 490	Education Seminar	1		
EDU 492	Student Teaching: Early Childhood/Elementary School	12		
MAT 231	Mathematics for Elementary and Middle School (MAT 110 & 111 or MAT 114 with a C- or better)	3		
MAT 351	Methods of Teaching Elem./Middle Sch. Math (MAT 231 with a C- or better)	3		
Total Hours For Major		75		

Admission into TEP is required prior to taking EDU 393, EDU 417, and student teaching. EDU 490 and EDU 492 are taken concurrently the last semester of study. Student must have attempted the Praxis to student teach. Student must maintain a 3.0 GPA on all required education courses. Student must adhere to all TEP guidelines to be recommended to the state for teacher certification.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Health Education K-12

Professors: B. Bumgarner, S. Serota
 Associate Professor: T. Ensor
 Assistant Professor: S. Hairston (chair)
 Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
 Email: sarah.hairston@wcmo.edu

The goal of certification in K-12 Health Education is to facilitate students' understanding of the central concepts, structures, and tools of inquiry of the discipline(s) and how to create learning experiences that make these aspects of subject matter meaningful and engaging for all students. Students will also understand how individuals learn, develop, and differ in their approaches to learning, understand how to adapt to diverse learners, recognize the importance of long-range planning and curriculum development, and how to implement and evaluate standards-based curriculum.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: Health Education K-12

Student's Last Name	First Name	Middle Initial
Advisor	Date Major Declared	

Course Code	Title	Hours	Semester	Grade
Core Courses (44 hours)				
EDU 101	Introduction to Teaching	1		
EDU/PSY 221	Educational Psychology	3		
EDU 230	Child and Adolescent Growth and Development	3		
EDU 231	Education of the Exceptional Child	3		
EDU 290	Foundations of Education	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading	3		
EDU 392	Reading/Writing in the Content Area	3		

Course Code	Title	Hours	Semester	Grade
EDU 393	Practicum II	2		
EDU 453	Classroom Organization and Management	3		
EDU 490	Education Seminar	1		
EDU 492 or 495 or 497	Student Teaching	12		
HES Courses (34 hours)				
HES 102	Methods of Teaching Health	3		
HES 104	First Aid/CPR	1		
HES 204	Fitness and Wellness Concepts	3		
HES 205	Stress Management	3		
HES 207	Health Education	3		
HES/PSY 231	Sports Psychology	3		
HES 232	Care and Prevention of Athletic Injuries	3		
HES 251	Introduction to Nutrition	3		
HES 305	Community Health	3		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 350	Adapted PE	3		
Other Courses (10 hours)				
NSC 210	Anatomy and Physiology I	4		
PED 206	Teaching PE	3		
PSY/WGS 301	Human Sexual Behavior	3		
Optional				
EDU 295	Place-Based and Service Learning	3		
Total Hours for Major		88		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Middle School Education (Grades 5-9)

English Language Arts, Mathematics, Science, Social Sciences

Professors: B. Bumgarner, S. Serota
Associate Professor: T. Ensor
Assistant Professor: S. Hairston (chair)
Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
Email: sarah.hairston@wcmo.edu

Please refer to the Education Major Information page of the Campus Catalog for complete Education major information.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: MIDDLE SCHOOL EDUCATION

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Core Education Courses (57 hours)				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals (EDU 101)	3		
EDU 290	Foundations of Education (EDU 101)	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading (EDU 290 & 291)	3		
EDU 309	Teaching of Writing in Middle and Secondary School (ENG 106 & One Writing Intensive Course)	3		
EDU 320	Teaching Middle School: Curriculum & Philosophy of Teaching the Middle Years (EDU 101, 230, 231, 290, 291)	3		
EDU 350	Teaching Digital Literacy (EDU 101 & 231)	3		
EDU 385	Diversity in Education (one of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102)	3		
EDU 392	Reading & Writing in Content Area (EDU 290 & 291)	3		
EDU 393	Education Practicum II (EDU 291)	2		
EDU 417	Advanced Practicum (EDU 231, 291 & 393)	3		
EDU 425	Secondary School Teaching	3		
EDU 453	Classroom Organization and Management (EDU 221, 291 and 393)	3		
EDU 490	Educational Seminar	1		

Course Code	Title	Hours	Semester	Grade
EDU 495	Student Teaching: Middle School	12		
LANGUAGE ARTS				
Required Content Courses (27 hours)				
EDU 210	Literature for Children and Youth (EDU 101)	3		
EDU 431	Teaching English in Middle/Secondary Schools (EDU 425, Completed English courses)	3		
EDU 441	Reading Assessment and Advancement (EDU 306)	3		
ENG 106	Academic Writing II	3		
ENG 265	Technical & Web Writing (ENG 106)	3		
ENG 270	Expository Writing (ENG 106)	3		
ENG 275	Introduction to Creative Writing (ENG 106)	3		
Choose one of the following (3 hours)				
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
Choose one of the following (3 hours)				
ENG 248	World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
Total Middle School Language Arts Major Hours		84		
MATHEMATICS				
Required Content Courses (30 hours)				
MAT 231	Mathematics for Elementary & Middle School Teachers (MAT 110 and MAT 111 OR MAT 114 with a C- or better)	3		
MAT 351	Methods of Teaching ELEM and MS Mathematics (MAT 231 with a C- or better)	3		
<i>Choose 7 courses from below (24 hours)</i>				
CSA 104	Programming Logic and Design	3		
MAT 114	Elementary Statistics (see catalog)	3		
MAT 121	Pre-Calculus (see catalog)	3		
MAT 124	Calculus I (see catalog)	5		

Course Code	Title	Hours	Semester	Grade
MAT 214	Calculus II (MAT 124 with a C- or better)	4		
MAT 215	Linear Algebra MAT 124 with a C- or better)	3		
MAT 224	Calculus III (MAT 114 with a C- or better)	4		
MAT 305	Heart of Mathematics (MAT 214 with a C- or better)	3		
MAT 310	History of Mathematics (MAT 124 with a C- or better)	3		
MAT 313	Mathematical Probability & Statistics (MAT 214 with a C- or better or concurrent enrollment in MAT 214)	3		
MAT 314	Higher Geometry (MAT 214 with a C- or better or concurrent enrollment in MAT 214)	3		
Total Middle School Math Major Hours		87		
SCIENCE				
Required Content Course (30 hours)				
EDU 307	Teaching STEAM in 21st Century Classrooms (EDU 101, 231, 290, 291, declaration of major in EDU)	4		
EDU 436	Teaching Science in Middle/Secondary (EDU 290)	3		
BIO 114/115	Biological Processes/Lab	4		
BIO 124/125	Biodiversity/Lab	4		
CHM 105/106	Introduction to Chemistry/Lab	4		
ENV 105	Introduction to Environmental Science	4		
GEO 108	Introduction to Physical Geology	4		
NSC 210	Anatomy and Physiology I	4		
Total Middle School Science Major Hours		87		
SOCIAL SCIENCE				
Required Content Courses (30 hours)				
EDU 435	Methods of Teaching SS in Middle/Secondary (EDU 425)	3		
GOG 101	Introduction to Geography	3		
HIS 103	History of the United States to 1877	3		

Course Code	Title	Hours	Semester	Grade
HIS 104	History of the U.S. Since 1877	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
<i>Choose 4 courses from below (12 hours required)</i>				
HIS 390	Historiography - Historical Methods (Two 100-level courses or permission of instructor)	3		
POL 112	Introduction to Political Science	3		
POL 211	American Government & Politics	3		
POL 212	Introduction to International Relations	3		
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
SOC 111	Introduction to Sociology	3		
Total Middle School Social Science Major Hours		87		

Admission into TEP is required prior to taking EDU 393, EDU 417, and student teaching. EDU 490 and EDU 495 are taken concurrently the last semester of study. Student must have attempted the Praxis to student teach. Student must maintain a 3.0 GPA on all required education courses. Student must adhere to all TEP guidelines to be recommended to the state for teacher certification.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Physical Education: K-12

Professors: B. Bumgarner, S. Serota
Associate Professor: T. Ensor
Assistant Professor: S. Hairston (chair)
Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
Email: sarah.hairston@wcmo.edu

Please refer to the Education Major Information page of the Campus Catalog for complete Education major information.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major:Physical Education K-12

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education	3		
EDU 291	Education Practicum I	2		
EDU 385	Diversity in Education	3		
EDU 392	Reading and Writing in Content Area	3		
EDU 393	Education Practicum II	2		
EDU 453	Classroom Organization & Management	3		
EDU 490	Education Seminar	3		
<i>One of the following courses</i>				
EDU 492	Student Teaching 1st – 5th	12		
EDU 495	Student Teaching 5th – 9th	12		
EDU 497	Student Teaching 9th - 12th	12		
Methods of Teaching Courses				
HES/EDU 206	Elementary Methods of PE	3		
HES/EDU 434	Middle School/Secondary PE Methods Technology Integration in Methods Courses	3		
Physical Education Content Area				
NSC 210	Anatomy and Physiology I	4		
HES 104	First Aid/CPR	1		
HES 204	Fitness and Wellness Concepts	3		
HES/EDU 207	Health, Nutrition & Safety	3		
HES 215	Motor Learning	2		

Course Code	Title	Hours	Semester	Grade
HES 220	Social Science in Sport	2		
HES 231	Sports Psychology	3		
HES 251	Introduction to Nutrition	3		
HES 309	History and Philosophy of PE	2		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 350	Adapted Physical Education	3		
HES 405	Measurement & Evaluation in PE	2		
PED Axx	Fitness Activity (1 Course) Options: A10 Weight Training, A12 Walk/Jog, A87 Aquatic Fitness	1		
PED Axx	Lifetime Activities and Dance (3 Activity Courses) Options: A9 Bowling, A11 Recreational Swimming, A15 Yoga, A16 Aerobics	3		
PED Axx	Team and Individual Sports (3 Activity Courses) Options: A19 Golf, A21 Tumbling, A37 Tennis, A44 Team Sports, A45 Individual Sports	3		
PED 208	Creative Movement, Games & Rhythm	3		
Total Hours For Major		91		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Secondary School Education

Biology, Business, Chemistry, English Language Arts, Mathematics, Social Studies

Professors: B. Bumgarner, S. Serota
Associate Professor: T. Ensor
Assistant Professor: S. Hairston (chair)
Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
Email: sarah.hairston@wcmo.edu

Please refer to the Education Major Information page of the Campus Catalog for complete Education major information.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: SECONDARY EDUCATION

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Core Secondary Courses (51 hours)				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals (EDU 101)			
EDU 290	Foundations of Education (EDU 101)	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading (EDU 290 & 291)	3		
EDU 350	Digital Literacy (EDU 101 & 231)	3		
EDU 385	Diversity in Education (one of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102)	3		
EDU 392	Reading & Writing in Content Area (EDU 290 & 291)	3		
EDU 393	Education Practicum II (EDU 291)	2		
EDU 417	Advanced Practicum (EDU 231, 291 & 393)	3		
EDU 425	Secondary School Teaching	3		
EDU 453	Classroom Organization Management (EDU 221, 291 and 393)	3		
EDU 490	Education Seminar	1		
EDU 497	Student Teaching in High School	12		
Content Courses Secondary Business (36 hrs)				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		

Course Code	Title	Hours	Semester	Grade
BUS 220	Fundamentals of Management	3		
BUS 223	Business Law	3		
BUS 250	Principles of Marketing	3		
CSA 104	Programming Logic and Design	3		
DIG 250	Webpage Design	3		
ECN 211	Macroeconomics	3		
ECN 212	Microeconomics	3		
EDU 398	Methods of Teaching Business	3		
SPE 310	Business and Professional Communications (Completion of SPE 101 with C or better)	3		
<i>Choose one of the following courses</i>				
BUS 131	Introduction to Business	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 221	Organizational Behavior	3		
BUS 322	Cross-Cultural Management (BUS 220)	3		
BUS 330	Advertising and Brand Promotion (BUS 250)	3		
BUS 345	Digital Marketing (BUS 220 & 250)	3		
Total Secondary Business Major Hours		87		
Content Courses Secondary Biology (41hrs)				
BIO 114/115	Biological Processes/Lab	4		
BIO 124/125	Biodiversity/Lab	4		
BIO 301	Genetics	4		
BIO 325	Molecular Cell Biology	3		
EDU 307	Teaching STEAM in 21st Century Classrooms	3		
ENV 105	Intro to Environmental Science	4		
GEO 108	Introduction to Physical Geology	4		
PHY 105	Introduction to Physics	3		
<i>Choose one of the following courses</i>				
CHM 105/106	Intro to Chemistry w/Lab	4		
CHM 114/115	General Chemistry I w/Lab	4		

Course Code	Title	Hours	Semester	Grade
Choose one of the following				
BIO 204	Animal Behavior	4		
BIO 205	Ecology & Field Biology	4		
BIO 315	Entomology	4		
BIO 318	Ornithology	4		
Total Secondary Biology Major Hour		92		
Content Courses: Secondary Chemistry (50 hours)				
BIO 114/115	Biological Process w/ lab	4		
BIO 124/125	Biodiversity w/ lab	4		
BIO 404	Biochemistry (CHM 314, 315, 324 and 325)	4		
CHM 114/115	General Chemistry I w/ lab	4		
CHM 124/125	General Chemistry II w/ lab (CHM 114/115)	4		
CHM 314/315	Organic Chemistry I w/ lab (CHM 124/125)	4		
CHM 324/325	Organic Chemistry II w/ lab (CHM 314/315)	4		
CHM 334/335	Analytical Chemistry I w/ lab (CHM 124/125)	4		
CHM 424/425	Physical Chemistry I w/ lab (CHM 124/125, MAT 214 and PHY 212 or 213)	4		
EDU 307	Teaching STEAM in 21st Century Classrooms (EDU 101, 231, 290, 291, declaration of major in EDU)	3		
ENV 105	Introduction to Environmental Science	4		
GEO 108	Physical Geology	4		
PHY 105	Introduction to Physics	3		
Total Secondary Chemistry Major Hours:		101		
Content Courses English Language Arts (33 hrs)				
EDU 210	Literature for Children and Youth (EDU 101)	3		
EDU 309	Teaching of Writing in Middle and Secondary Schools (ENG 106 & One Writing Intensive Course)	3		

Course Code	Title	Hours	Semester	Grade
EDU 431	Teaching English in Middle and Secondary Schools (EDU 425, Completed English courses)	3		
ENG/JMP 265	Technical & Web Writing (ENG 106)	3		
ENG/JMP 270	Expository Writing (ENG 106)	3		
ENG 275	Introduction to Creative Writing (ENG 106)	3		
<i>Choose one of the following courses (3 hours)</i>				
ENG 238	American Literature to Civil War	3		
ENG 239	American Literature since Civil War	3		
ENG 345	Ethnic Literature	3		
<i>Choose two of the following courses (6 hours)</i>				
ENG 205	Topics in British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 248	World Literature to 1600	3		
ENG 249	World Literature since 1600	3		
<i>Choose one of the following courses (3 hours)</i>				
ENG 315	Literary Modules and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 350	Studies in the Author	3		
ENG 374	Creative Writing Poetry	3		
ENG 376	Creative Nonfiction	3		
Total Secondary English Major Courses		84		
Content Courses: Mathematics (40 hrs)				
CSA 104	Programming Logic and Design	3		
EDU 433	Teaching Math in MS and Secondary	3		
MAT 124	Calculus I (see catalog)	5		
MAT 214	Calculus II (MAT 124 with a C- or better)	4		
MAT 215	Linear Algebra (MAT 124 with a C- or better)	3		

Course Code	Title	Hours	Semester	Grade
MAT 224	Calculus III (MAT 114 with a C- or better)	4		
MAT 314	Higher Geometry (MAT 214 with a C- or better or concurrent enrollment in MAT 214)	3		
MAT 422	Modern Algebra (Completion of CSA 104 & MAT 331 with a C- or better)	3		
<i>Choose four of the following courses (12 hours)</i>				
MAT 305	Heart of Mathematics (MAT 214 with a C- or better)	3		
MAT 310	History of Mathematics (MAT 124 with a C- or better)	3		
MAT 313	Mathematical Probability and Statistics (MAT 214 with a C- or better or concurrent enrollment in MAT 214)	3		
MAT 331	Mathematics Seminar	3		
MAT 424	Advanced Calculus (Completion of CSA 104, MAT 331, and MAT 224 with a C- or better)	3		
Total Secondary Mathematics Major Courses		91		
Content Courses Social Studies (36 hrs)				
GOG 101	Introduction to Geography	3		
HIS 103	History of the US to 1877	3		
HIS 104	History of the US since 1877	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
HIS 335	Topics in US Social, Cultural, or Political History	3		
POL 112	Introduction to Political Science	3		
POL 211	American Government and Politics	3		
<i>Choose one of the following courses (3 hours)</i>				
HIS 200	History on Film	3		
HIS 310	Public History	3		
HIS 340	Topics in Diplomatic and Military History	3		
<i>Choose one of the following courses (3 hours)</i>				

Course Code	Title	Hours	Semester	Grade
HIS 350	Topics in Early World History	3		
HIS 354	Scandalous Women	3		
HIS 360	Topics in Modern World History	3		
<i>Choose one of the following courses (3 hours)</i>				
ECN 110	Introduction to Economics	3		
ECN 211	Macroeconomics	3		
<i>Choose two of the following courses (6 hours)</i>				
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
SOC 111	Introduction to Sociology	3		
Total Hours For Major		87		

Admission into TEP is required prior to taking EDU 393, EDU 417, and student teaching. EDU 490 and EDU 497 are taken concurrently the last semester of study. Student must have attempted the Praxis to student teach. Student must maintain a 3.0 GPA on all required education courses. Student must adhere to all TEP guidelines to be recommended to the state for teacher certification.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

EDUCATION MAJORS

Spanish Education: K-12

Professors: B. Bumgarner, S. Serota
Associate Professor: T. Ensor
Assistant Professor: S. Hairston (chair)
Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
Email: sarah.hairston@wcmo.edu

Please refer to the “Education Majors” on page 164 page of the Campus Catalog for complete Education major information.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: SPANISH EDUCATION K-12

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Core World Language Education Coursework (53 hours)				
EDU 101	Introduction to Teaching	1		
EDU 221	Education Psychology	3		
EDU 230	Child and Adolescent Growth & Development	3		
EDU 231	Education of Exceptional Individuals (EDU 101)			
EDU 290	Foundations of Education (EDU 101)	3		
EDU 291	Education Practicum I	2		
EDU 306	Teaching Reading (EDU 290 & 291)	3		
EDU 350	Digital Literacy (EDU 101 & 231)	3		
EDU 392	Reading & Writing in Content Area (EDU 290 & 291)	3		
EDU 393	Education Practicum II (EDU 291)	2		
<i>Choose one course</i>				
EDU 417	Advanced Practicum (EDU 231, 291 & 393)	3		
EDU 425	Secondary School Teaching	3		
EDU 437	Methods of Teaching a Foreign Language	3		
EDU 453	Classroom Organization Management (EDU 221, 291 and 393)	3		
EDU 490	Education Seminar	1		
<i>Choose one course</i>				
EDU 492	Student Teaching 1st-5th	12		
EDU 495	Student Teaching 5th-9th	12		
EDU 497	Student Teaching 9th-12th	12		
Content Courses				

Course Code	Title	Hours	Semester	Grade
<i>Choose SPA 103 or SPA 101 & 102</i>				
SPA 103	Elementary Spanish	6		
SPA 101	Introduction to Spanish I	3		
SPA 102	Introduction to Spanish II	3		
SPA 203	Intermediate Spanish I	3		
SPA 204	Intermediate Spanish II	3		
SPA 303	Advanced Spanish Conversation	3		
SPA 351	Introduction to Spanish Literature I	3		
SPA 353	19th and 20th Century Latin American Literature	3		
SPA 363	Spanish-American Novel	3		
SPA 377	Spanish Civilization	3		
SPA 378	Latin American Civilization	3		
SPA 381	Advanced Grammar & Composition	3		
Total Hours For Major		83		

EDU 490 and EDU 495/497 are taken concurrently the last semester of study.

Students must be admitted in Teacher Education Program to enroll in 300 level education courses.

Students must pass the Missouri Content Exam prior to student teaching.

Students must maintain a 3.0 GPA in education and content area, and a 2.75 GPA overall.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Education Minor

Professors: B. Bumgarner, S. Serota
 Associate Professor: T. Ensor
 Assistant Professor: S. Hairston (chair)
 Instructor: C. Echelmeier, C. Webb, L. Williams

Contact: Dr. Sarah Hairston
 Email: sarah.hairston@wcmo.edu

The goal of the minor in education is to facilitate students' understanding of the central concepts, structures, and tools of inquiry of the discipline(s) and how to create learning experiences that make these aspects of subject matter meaningful and engaging for all students. Students will also understand how individuals learn, develop, and differ in their approaches to learning, understand how to adapt to diverse learners, recognize the importance of long-range planning and curriculum development, and how to implement and evaluate standards-based curriculum.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Minor: EDUCATION

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Core Courses (16 hours)				
EDU 101	Introduction to Teaching	1		
EDU 231	Education of Exceptional Individuals	3		
EDU 290	Foundations of Education (EDU 101)	3		
EDU 350	Teaching Digital Literacy (EDU 101, 231)	3		
EDU 385	Diversity in Education (one of the following: EDU 101, 290, PSY 113, SOC 111, POL 211, PHL/REL 102)	3		
EDU 392	Reading and Writing in Content Area (EDU 290, 291)	3		
<i>A minimum of 3 courses, from the below list. (9 hours)</i>				
EDU/PSY 221	Education Psychology	3		

Course Code	Title	Hours	Semester	Grade
EDU 230	Child and Adolescent Growth and Development	3		
EDU 306	Teaching Reading (EDU 290, 291)	3		
EDU 307	Teaching STEAM in 21st Century Classroom (EDU 101, 231, 290, 291 and declaration of Major in Education)	3		
EDU 308	Methods of Teaching Social Studies in Elementary and Middle Schools (EDU 290, 291)	3		
EDU 309	Teaching Writing in Education (ENG 106, one WI course)	3		
EDU 320	Teaching Middle School: Curriculum & Philosophy of Teaching the Middle Years (EDU 101, 230, 231, 290, 291, declaration of major in EDU)	3		
EDU 425	Methods of Secondary Teaching	3		
EDU 453	Classroom Management & Organization (EDU/PSY 221, EDU 291, EDU 393, Senior Standing)	3		
Total Hours For Minor		25		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

English Majors: English with no emphasis English with Creative Writing emphasis

Professors: T. Adams, N. Leonard
Assistant Professor: B. Carlson
Instructor: S. Pultman, B. Pruet

Contact: Dr. Nate Leonard
Email: nate.leonard@wcmo.edu

The Department of English Language and Literature offers a major program of study leading to a Bachelor of Arts in English, as well as a minor program of study in English. Lower-level courses in the department support the college's General Education Program. By studying British, American, and world literatures, students who major or minor in English learn to read closely, to think critically, and to write clearly. English majors may pursue a Creative Writing emphasis or choose a degree without an area of emphasis. Students who meet the requirements are invited to complete an Honors Sequence in their area of emphasis. A major in English provides a solid foundation for the business world, law school, journalism, education, or graduate study in any field.

To be eligible for the Honors Sequence, a student must:

1. Have an overall grade point average of no less than 3.25
2. Have an English grade point average of no less than 3.5
3. Have received a "B-" or better in ENG 290: Introduction to Literary Studies: Critical Approaches and Research Methods.

All Tracks: **Majors must select at least one course each from: Literature before 1850, Literature after 1850, American Literature, British/World Literature.

All English majors must earn a grade of C- or better in all courses used to satisfy major requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: ENGLISH - CREATIVE WRITING EMPHASIS

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
<i>200-level Literature Courses (6 hours)</i>				
ENG 205	Topics in British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
<i>200-level Writing/Theory Courses (9 hours)</i>				
ENG/JMP 220	Janus & The World of Publishing	3		
ENG 275	Introduction to Creative Writing	3		
ENG 290	Introduction to Literary Studies: Critical Approaches and Research Methods	3		
<i>300-and 400-level Writing/Literature Courses (15 hours):</i>				
THREE of the following:				
ENG 372	Creative Writing Fiction	3		
ENG 374	Creative Writing Poetry	3		
ENG 376	Creative Writing Nonfiction	3		
ENG /THE 378	Playwriting	3		
TWO of the following:				
ENG 315	Literary Modes and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Literary Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 345	Ethnic Literature	3		

Course Code	Title	Hours	Semester	Grade
ENG 350	Studies in the Author	3		
ENG 355	Literature and the Other Arts	3		
<i>Electives (6 hours):</i>				
		3		
		3		
<i>May Include:</i>				
ENG 420	Honors Project I	3		
ENG 430	Honors Project II	3		
Total Hours For Major		36		

Majors must select at least one course each from Literature before 1850, Literature after 1850, American Literature, and British/World Literature.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: ENGLISH - NO EMPHASIS

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
<i>200-level Literature Courses (6 hours)</i>				
ENG 205	Topics in British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
<i>200-level Writing/Theory Courses (6 hours)</i>				
ENG 275	Introduction to Creative Writing	3		
ENG 290	Introduction to Literary Studies: Critical Approaches and Research Methods	3		
<i>300-and 400-level Writing/Literature Courses (9 hours):</i>				
ENG 315	Literary Modes and Genres	3		
ENG 325	Literary Movements	3		
ENG 330	Literary Visions and Revisions	3		
ENG 335	A Sense of Place	3		
ENG 340	Gender and Literary Expression	3		
ENG 345	Ethnic Literature	3		
ENG 350	Studies in the Author	3		
ENG 355	Literature and the Other Arts	3		
<i>Electives (15 hours three hours must be 300 or 400 level):</i>				
		3		
		3		
		3		
		3		

Course Code	Title	Hours	Semester	Grade
		3		
<i>May Include:</i>				
ENG 420	Honors Project I	3		
ENG 430	Honors Project II	3		
Total Hours For Major		36		

*Note: To be eligible for the Honors Sequence in Literature, a student must:

1. Have an overall grade point average of no less than 3.25,
2. Have an English grade point average of no less than 3.5,
3. Have received a "B" or better in ENG 290: Critical Practicum.

Majors must select at least one course each from: Literature before 1850, Literature after 1850, American Literature, British/World Literature.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

English Minor

Contact: Dr. Nate Leonard

Email: nate.leonard@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
<i>200-level Literature Courses (6 hours)</i>				
ENG 205	Topics in British Literature to 1800	3		
ENG 206	British Literature since 1800	3		
ENG 238	American Literature to the Civil War	3		
ENG 239	American Literature since the Civil War	3		
ENG 248	Topics in World Literature to 1800	3		
ENG 249	World Literature since 1800	3		
<i>200-level Writing/Theory Courses (3 hours)</i>				
ENG 260	Introduction to Journalism	3		
ENG 270	Expository Writing	3		
ENG 275	Introduction to Creative Writing	3		
<i>Electives (9 hours. three hours must be 300 or 400 level):</i>				
		3		
		3		
		3		
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Environmental Science Major

Professor: G. McNett

Associate Professor: B. Hansert, D. Holliday, D. Schmidt

Assistant Professor: M. Loehr

Contact: Dr. Dawn Holliday

Email: dawn.holliday@wcmo.edu

The Environmental Science major serves students interested in helping to conserve, protect, and manage natural resources. Students complete 24 hours of core coursework, then specialize in one of three emphases (Chemistry, Geology, Biology), and complete the major with an independent research project, travel course, or internship.

At least 8-12 Core hours must be completed before pursuing a particular Emphasis. NOTE: Emphasis courses may have their own prerequisites. Chemistry courses are sequential. Most BIO courses require BIO 114/115 and BIO 124/125. Historical Geology (GEO 203) and Topics in Geology (GEO 340 or GEO 302) require GEO 108.

Students pursuing Environmental Chemistry cannot also major in Biochemistry or major or minor in Chemistry. Those pursuing Environmental Biology cannot also major or minor in Biology. Students must earn a letter grade of C- or better in all courses needed to satisfy the major. Students interested in Graduate School in a related area should also consider Calculus II and Physics I and II. Students interested in Environmental Law should consider a Pre-Law minor (18 credits). Finally, to extend the breadth of study in the major, students should also consider additional relevant electives, such as PHL 246 (Environmental Ethics), POL 326 (Environmental Politics and Policy), REL 324 (Religion and the Environment).

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: ENVIRONMENTAL SCIENCE

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
<i>Core Courses (27-28 hours):</i>				
ENV 100	Exploring Environmental Science	1		
BIO 114/115	Biological Processes	4		
BIO 124/125	Biological Diversity	4		
CHM 114/115	General Chemistry I	4		
GEO 108	Intro to Physical Geology	4		
ENV 105	Intro to Environmental Science	4		
MAT 114	Elementary Statistics	3		
	Capstone (Independent Research, Travel Course, or Internship)	3-4		
In addition to the core courses you must complete one of the following emphases:				
<i>Environmental Chemistry Emphasis</i>				
CHM 124/125	General Chemistry II	4		
CHM 314/315	Organic Chemistry I	4		
CHM 324/325	Organic Chemistry II	4		
CHM 334/335	Analytical Chemistry I	4		
MAT 124	Calculus	5		
Total Emphasis Hours		21		
<i>Environmental Geology Emphasis</i>				
GEO 203	Historical Geology	4		
GEO 315	Anthropocene Geology	3		
GEO 335	Paleontology	4		
GEO 302 or 340	Topics in Geology	4		
<i>Choose one of the following courses (3 hours)</i>				
BIO 212	Research Methods	3		
CSA 104	Programming Logic and Design	3		

Course Code	Title	Hours	Semester	Grade
MAT 115	Fundamentals of Data Science	3		
Total Emphasis Hours		18		
<i>Environmental Biology Emphases</i>				
BIO 205	Ecology and Field Biology	4		
BIO 310	Environmental Toxicology	3		
BIO or GEO	Organismal Course (several from which to choose)	4		
ENV 350	Conservation Biology	3		
GEO 203	Historical Geology	4		
Total Emphasis Hours		18		
Total Hours For Major		45-49		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Environmental Sciences Minor

Contact: Dr. Dawn Holliday
 Email: dawn.holliday@wcmo.edu

Note: Students must receive a C- or better for all minor courses. At least 33% of all the hours used to satisfy the minor (7-9) must be Westminster courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

MINOR: ENVIRONMENTAL SCIENCES

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
<i>Required Course</i>				
ENV 105	Environmental Science with lab	4		
<i>Social Sciences/Humanities: Choose two of the following (6 hours)</i>				
ECN/ENV 377	Environmental & Resource Economics	3		
PHL 246	Environmental Ethics	3		
POL 326	Environmental Politics & Policy	3		
<i>Physical Science/Geology: Choose two of the following (6-8 hours)</i>				
GEO 108	Intro to Physical Geology	4		
GEO 116	Environmental Geology	4		
GEO 317	Surficial Geology	4		
GEO 305	Hydrogeology	3		
GEO 327	Weather and Climate	3		
GEO 330	Applications of Geographic Info. Sys.	4		
<i>Ecology & Resource Management: Choose two of the following (6-8 hours)</i>				
BIO 205	Ecology and Field Biology	4		
BIO/ENV 210	Biogeography	3		
BIO 310	Environmental Toxicology	3		
ENV 350	Conservation Biology	3		

Course Code	Title	Hours	Semester	Grade
GEO 340	Earth Materials	4		
BIO/GEO/ENV 320/321	Travel Course	4		
Total Hours For Minor		21-23		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Exercise Science Major

Associate Professor: A. Gowin (Chair)

Instructor: T. Hanrahan, H. Hensel, J. Kent, R. Novatny, T. Washington

Contact: Amanda Gowin

Email: amanda.gowin@wcmo.edu

Exercise Science majors will explore the science of exercise and its role in health, fitness, and optimal sports performance. Students will prepare for graduate programs, health careers such as athletic training, physical therapy, physician's assistant, nursing, and medicine. The major will include a capstone research or internship experience tailored to the student's career goals. Students are encouraged to obtain professional certifications, such as ACSM Personal Trainer or Health/Fitness Instructor certification, as appropriate.

A grade of C- or better is required in all courses used to satisfy the major requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: EXERCISE SCIENCE

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Required Courses				
HES 101	Introduction to Exercise Science	1		
BIO 114/115	Biological Processes	4		
BIO 124/125	Biodiversity	4		
BIO 302	Human Anatomy*	4		
BIO 420	Physiology (BIO 302 or 322 prerequisite)	4		
CHM 114/115	Chemistry I	4		
CHM 124/125	Chemistry II	4		
HES/PSY 231	Sports Psychology	3		
HES 232	Care and Prevention of Athletic Injuries	3		
HES 251	Introduction to Nutrition	3		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 342	Exercise Prescription	3		
	Capstone Research or Field Experience in Exercise Science	3		
	Total Hours For Major	46		
Optional Courses				
HES 215	Motor Learning	3		
HES 350	Theories of Adapted Physical Education	3		
HES 406	Management in PE & Athletics	2		

*Students who need extra preparation for BIO 302, Human Anatomy are advised to take NSC 210, Anatomy and Physiology I.

A grade of C- or better is required in all courses used to satisfy the major requirements

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Finance Major

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: linda.webster@wcmo.edu

The finance major is offered through the John E. Simon Department of Business.

The finance major prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

CIP CODE: 52.0801

PROGRAM OBJECTIVES

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

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

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

Majors must have at least a grade of C in all finance courses (only courses with FIN as the prefix) or the major as well as maintain a grade point average of 2.00 or higher to complete the requirements of the major.

Graduates of the major earn a Bachelor of Arts in Finance degree

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: Finance

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 220	Fundamentals of Management	3		
BUS 250	Principles of Marketing	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 355	Research Methods for Business and Social Sciences Applications	3		
FIN 318	Corporate Finance I	3		
MAT 114	Elementary Statistics	3		
SPE 101	Introduction to Speech Communication	3		
<i>Choose one of the following mathematics courses</i>				
MAT 122	Business Calculus	3		
MAT 124	Calculus I	5		
Finance Major Courses (21 hours):				
ECN 325	Money, Banking and Financial Markets	3		
ECN 331	Intermediate Macroeconomics Theory	3		
ECN 337	Open-Economy Macroeconomics	3		
FIN 351	Portfolio Management	3		
FIN 328	Corporate Finance II	3		
FIN 350	Investments	3		
FIN 354	Options & Futures	3		
<i>Major Elective: One from the following list (3 hours):</i>				
ACC 312	Intermediate Accounting I	3		

Course Code	Title	Hours	Semester	Grade
ACC 419	Federal Income Tax II	3		
ECN 310	International Trade & Finance	3		
ECN 360	Mathematical Economics	3		
ECN 367	Econometrics	3		
MAT 312	Differential Equations	3		
MAT 313	Mathematical Probability and Statistics	3		
Total Hours For Major		60-62		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Financial Planning Major

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: linda.webster@wcmo.edu

The Financial Planning major prepares individuals to plan and manage the financial interests and growth of individuals and institutions. It includes instruction in portfolio management, investment management, estate planning, insurance, tax planning, strategic investing and planning, financial consulting services, and client relations.

The Financial Planning major is CFP® Board-registered, meaning graduates are eligible to sit for the CFP® examination.

CIP: 52.0804, Financial Planning and Services

PROGRAM OBJECTIVES

Graduates of the Financial Planning major successfully demonstrate the ability to:

- I. Model the CFP® Board's Code of Ethics and Standards of Conduct in the role of a fiduciary
- II. Apply the functions, purpose and general structure of the financial institutions, markets, and regulators as they relate to financial planning
- III. Discuss risk management and insurance with the client according to their comfort with risk, aversion to loss, and personal goals
- IV. Evaluate a client's retirement needs and goals and create a plan that includes tax-efficient income distributions, eldercare considerations, and social services
- V. Assist a client with constructing an optimal portfolio according to risk tolerance, and tax implications to the client
- VI. Create estate plans for clients that include the appropriate type of trust, business succession plan, and accounts for special needs and circumstances
- VII. Minimize a client's federal income tax liability

Majors must have at least a 2.00 grade point average in all courses in the major to satisfy graduation requirements.

Graduates of the major earn a Bachelor of Arts in Financial Planning

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: FINANCIAL PLANNING

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Core Business Courses (30 hours)				
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 223	Business Law	3		
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
FIN 318	Corporate Finance I	3		
MAT 114	Elementary Statistics	3		
PHL 244	Business Ethics	3		
Required Financial Planning Core Courses				
ACC 319	Federal Income Tax	3		
FIN 350	Investments	3		
FPL 220	Introduction to Financial Planning	3		
FPL 310	Retirement Planning and Employee Benefits	3		
FPL 320	Risk Management and Insurance	3		
FPL 330	Estate Planning and Trusts	3		
FPL 450	Financial Plan Development	3		
Total Credits for Major		51		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature Department Chair Signature

French Majors: French Major with Concentration in Translation French

Associate Professor: I. Ilinca

Contact: Dr. Allysha Martin

Email: allysha.martin@westminster-mo.edu

The Department of Foreign Language and Literature offers major and minor programs of study in French as well as supporting course work for Westminster College's general education program. French courses also fulfill the Foreign Language requirement (10 -16 credits) in the majors with an international component, such as International Business. At elementary and intermediate levels, the French program seeks to develop speaking, reading, writing and listening proficiency and an appreciation of the cultural diversity of the Francophone world. Upper-level courses provide students with broad knowledge in French history, civilization, and contemporary society, with ample opportunities for interdisciplinary study and with critical strengths in literary text interpretation.

A student wishing to major in French should consult Dr. Ingrid Ilinca. With careful planning, it is possible to major in French without having studied French in high school.

Courses taken on an approved study abroad program may be substituted for elective hours with departmental approval. The 27-30 hours required in the major exclude FRE 101 and 102. 21 of the 27 required hours must be in 300 level courses. Majors must earn a grade of C or better in all French courses needed to satisfy major requirements. Students who are placed directly in upper-level (5th semester and higher) need to apply for AP credit in order to have FRE 203 and 204 count as electives. Native, near native, or heritage speakers of French need to take FRE 306, regardless of the level of proficiency.

Students are encouraged to participate in an approved off-campus program in France. In order to graduate with Honors in French, the student must fulfill these minimum requirements: (1) complete six upper-level French courses with at least a 3.6 grade average; (2) complete FRE 425 Senior Honors Thesis/Project with a grade of A; (3) have at least a 3.2 overall GPA.

NOTE: HUM 294 (Introduction to the French-Speaking World) and FRE 280 (Introduction to French Literature & Culture) do not count toward the major or minor.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: FRENCH MAJOR (With Concentration in Translations)

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
FRE 303	Advanced Conversation	3		
FRE 306	Advanced Grammar and Composition	3		
FRE 300	Translation I	3		
FRE 300	Translation II	3		
FRE 300	Translation III (Capstone Project)	3		
<i>One Literature Course</i>				
FRE 358	The Individual in Society I (From Middle Ages to the French Revolution)	3		
FRE 359	The Individual in Society II (19th - 21st Centuries)	3		
<i>One Civilization Course</i>				
FRE 362	Francophone Civilizations	3		
FRE 363	French Civilization	3		
Elective Courses (9 hours)				
FRE 203	Intermediate French I	3		
FRE 204	Intermediate French II	3		
FRE 305	Commercial French I	3		
FRE 300	Commercial French II	3		
FRE 360	Literary Moments and Movements	3		
FRE 361	Topics in Literature and Culture	3		
FRE 2XX	A 2nd Literature or Civilization course from the required list	3		
Total Hours For Major		30		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: FRENCH (without Concentration)

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Course (15 hours)				
FRE 306	Advanced Grammar & Composition	3		
FRE 358	The Individual in Society I (Middle Ages to French Revolution)	3		
FRE 359	The Individual in Society II (19th -21st centuries)	3		
FRE 362	Francophone Civilizations	3		
FRE 363	French Civilization	3		
<i>Electives for the Major in French (12 hours):</i>				
FRE 203	Intermediate French I	3		
FRE 204	Intermediate French II	3		
FRE 300	Translation I	3		
FRE 300	Translation II	3		
FRE 300	Translation III	3		
FRE 303	Advanced French Conversation	3		
FRE 305	Commercial French I	3		
FRE 360	Literary Moments and Movements	3		
FRE 361	Literature and Culture	3		
Total Hours For Major		27		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

French Minor

Contact: Dr. Allysha Martin

Email: allysha.martin@westminster-mo.edu

Courses taken on an approved study abroad program may be substituted for elective hours with departmental approval. The 18 hours required in the minor exclude FRE 101 and FRE 102. 12 of the 18 required hours must be in 300-level courses. Minors must earn a grade of C or better in all French courses needed to satisfy minor requirements. Students who are placed directly in upper-level (5th semester and higher) need to apply for AP credit in order to have FRE 203 and 204 count as electives. Native speakers of French cannot earn credit for FRE 203 and 204 (they need to take six 300-level courses). Native, near-native, or heritage speakers of French need to take FRE 306 regardless of proficiency.

Note: HUM 294 (Introduction to the French-Speaking World) and FRE 280 (Introduction to French Literature and Culture) do not count towards the major or minor.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses (9 hours)				
FRE 306	Advanced Grammar & Composition	3		
Choose one course				
FRE 358	The Individual in Society I (from Middle ages to the French Revolution)	3		
FRE 359	The Individual Society II (19th-21st Centuries)	3		
Choose one course				
FRE 362	Francophone Civilization	3		
FRE 363	French Civilization	3		
<i>Electives (9 hours)</i>				
FRE 203	Intermediate French I	3		
FRE 204	Intermediate French II	3		
FRE 300	The Theory and Practice of Translation	3		

Course Code	Title	Hours	Semester	Grade
FRE 303	Advanced French Conversation	3		
FRE 305	Commercial French	3		
FRE 360	Literary Moments and Movements	3		
FRE 361	Literature and Culture	3		
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

General Studies Major

Contact: Dr. Linda Webster

Email: linda.webster@wcmo.edu

The Bachelor of General Studies has been offered by Western universities and colleges for more than 700 years. This multidisciplinary degree option offers students maximum flexibility and an opportunity to explore a broad range of topics while simultaneously developing critical thinking and analytical skills, improving writing and public speaking skills, and learning a great deal about the world in which they live.

Must complete at least one minor in any discipline.

No more than 27 hours may be completed from any single discipline. A minimum of 30 hours must be taken at the 300-400 level.

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

Minimum GPA requirement: 2.0. Fulfill all General Education requirements. General Education: Breakthrough, New Foundations, or transfer via Articulation Agreement.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: GENERAL STUDIES

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Minor Courses: Completion of a minor is required (use the following spaces to list required classes for minor)				
300-400 Level Courses (minimum 30 hours)				
Total Hours For Major				

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature Department Chair Signatu

Global And Transnational Studies Major

Professors: M. Boulton, J. McRae

Associate Professors: A. Gowin, J. Holzer, E. Salas-Durazo, K. Wright-Smith

Assistant Professors: H. McRae

Contact: Dr. Kali Wright-Smith

Email: kali.wright-smith@westminster-mo.edu

Global and Transnational Studies focuses on the pressing international problems facing today's world. These issues are not simply about interplay of nations, national perspectives, or the study of different regions of the world. Instead, the issues revolve around problems such as the environment, economic development, social justice, global conflict, immigration, and cross-cultural connectivity – all of which are interdisciplinary, interconnected, and involve international cooperation.

Requirements (33-36 hours):

- Core courses (18 hours): GTS 201, GOG 101, HIS 110, PHL/REL 102, REL 401, and one of the following: a third semester of foreign language (FLG 203), Approved Study Abroad Course, POL/GTS 350
- 3 Global Regions electives (9 hours)
- 3 Transnational Themes electives (9 hours)
- 15 hours of the total major hours must be at the 300-level or above
- A grade-point average of 2.0 or higher in courses counted toward the major
- Students may substitute experimental courses numbered 200 or 300 for electives listed in the worksheet with permission of the program coordinator.

Students with an interest in advanced study of a foreign language may choose to count an additional 200-level or 300-level language course toward their 9 hours of regional coursework.

It is strongly recommended that students majoring in Global & Transnational Studies spend at least one semester in an approved off-campus program.

Honors Thesis: Students majoring in Global & Transnational Studies who have a cumulative GPA of 3.30 or higher in the major may elect to write a senior thesis for honors recognition. "Graduate with Honors" will be noted on their transcript provided they complete the thesis with a grade of B or better. Students writing the thesis will complete GTS 401 (Research Seminar) and GTS 402 (Senior Thesis) during their junior and/or senior year.

Students who complete a thesis may substitute GTS 402 for one of their Global Regions or Transnational Themes course requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: GLOBAL & TRANSNATIONAL STUDIES

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (18 hours)				
GTS 201	Introduction to Global & Transnational Studies	3		
GOG 101	Introduction to Geography	3		
HIS 110	World History II	3		
PHL/REL 102	World Religions	3		
GTS 401	Research Seminar	3		
<i>Choose one of the following courses:</i>				
FLG 203	3rd Semester of Foreign Language	3		
	Approved Study Abroad Course	3		
POL/GTS 350	Politics of Language	3		
Optional Honors Thesis (3 hours)				
GTS 402	Honors Thesis	3		
Choose 3 Global Regions courses (9 hours)				
ENG 345	African Diasporic Literature	3		
ENG 345	Caribbean Literature	3		
HUM 277	Spanish Civilization	3		
HUM 278	Latin American Civilization	3		
PHL/REL 333	Asian Philosophy & Religion	3		
POL/GTS 306	West European Government and Politics	3		
POL/GTS 308	Post-Soviet Politics	3		
POL/GTS 325	Middle East and North African Politics	3		
POL/SEC 335	Politics and Security of Developing Nations	3		
POL/GTS 346	Chinese Politics & Influence	3		
Choose 3 Transnational Themes courses (9 hours)				

Course Code	Title	Hours	Semester	Grade
HES/GTS 240	Introduction to Global Health	3		
PHL 246	Environmental Ethics	3		
GTS 300	Global Problem-Solving	3		
WGS/HES 355	Women's Health Issues	3		
POL 212	Introduction to International Relations	3		
POL 305	International Law & Organizations	3		
POL/SEC 337	Human Rights and Security	3		
POL 362	American Foreign Policy	3		
EDU 385	Diversity in Education	3		
ENG 315	Booker Prize Fiction	3		
ENG 330	Literary Remixes	3		
HIS 360	Topics in Modern World History	3		
SEC/POL 334	Intelligence at Home and Abroad	3		
Total Hours For Major		36*		

*Fifteen (15) of the 36 hours must be at the 300-level or above.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Global And Transnational Studies Minor

Contact: Dr. Kali Wright-Smith

Email: kali.wright-smith@westminster-mo.edu

Requirements (18-21 hours):

- Required courses (9 hours): GTS 201, GOG 101, and either HIS 109 or PHL/REL 102
- 9 hours at the 300-level or above, including*
 - At least one upper-level Transnational Themes course (3 hours)
 - At least one upper-level Global Regions course (3 hours)
- A grade-point average of 2.0 or higher in courses counted toward the major

* Approved Thematic and Regional courses listed in advising worksheet for the Global & Transnational Studies Major.

Students who successfully complete GTS 401 may count it in fulfillment of one of the required upper-level electives.

Students may substitute experimental courses numbered 200 or 300 for electives listed in the worksheet with permission of the program coordinator.

Students pursuing a minor in Global & Transnational Studies are encouraged to participate in an approved off-campus program.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Required Courses (9 hours)				
GTS 201	Introduction to Global & Transnational Studies	3		
GOG 101	Introduction to Geography	3		
PHL/REL 102	World Religions	3		
or HIS 110	Introduction to World History II	3		
Upper-Level Electives (9 hours)				
Record courses taken in the spaces below. For list of approved Regional and Thematic courses, see the Global & Transnational Studies Major worksheet.				
Choose 1-2 Upper-Level Global Regions Courses (3-6 hours)				
		3		
		3		
Choose 1-2 Upper-Level Transnational Themes Courses from any area(s) (3-6 hours)				
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Health And Wellness Major

Associate Professor: A. Gowin (Chair)

Instructor: T. Hanrahan, H. Hensel, J. Kent, R. Novatny, T. Washington

Contact: Amanda Gowin

Email: amanda.gowin@wcmo.edu

The Health and Wellness major emphasizes knowledge and learning experiences aimed at the promotion of lifetime wellness. Students will know principles of nutrition, holistic health and exercise training. Also, students will learn how to test health and activity status, prescribe safe exercise, prevent exercise injury, and assess client progress toward their wellness and fitness goals. The courses in this major will prepare graduating students for jobs that apply principles of health education and exercise training. More specifically, students may pursue careers in worksite wellness, hospital-based wellness programs, community health centers, retirement and nursing home wellness programs, commercial and non-profit health, fitness, and recreation centers, and other related areas.

A grade of C- or better is needed for all courses needed to satisfy the major requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: HEALTH AND WELLNESS

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (38 hours)				
HES 101	Intro to Exercise Science	1		
HES 104	First Aid/CPR	1		
HES 204	Fitness and Wellness Concepts	3		
HES 220	Sports in Social Science	2		
HES/PSY 231	Sports Psychology	3		
HES 232	Care and Prevention of Athletic Injuries	3		
HES 251	Introduction to Nutrition	3		
HES 342	Exercise Prescription	3		
HES 309	History and Philosophy of PE	2		
HES 321	Kinesiology	3		
HES 340	Exercise Physiology	3		
HES 405	Test and Measurement	3		
HES 406	Management in PE	2		
3 PED activity courses in four different areas (3 hours)				
		1		
		1		
		1		
HES 398/399	Capstone	3		
NSC 210	Anatomy and Physiology I	4		
<i>Electives Choose one course from the list below. (3 hours)</i>				
HES 205	Stress Management	3		
HES/EDU 207	School Health Education	3		
HES 240	Introduction to Global Public Health	3		
HES 350	Theories of Adapted Physical Education	3		
HES/WGS 355	Women's Health Issues	3		

Course Code	Title	Hours	Semester	Grade
HES 357	Community Nutrition	3		
PSY 301	Human Sexual Behavior	3		
PSY 330	Addictive Disorders	3		
Total Hours For Major		45		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

History Major

Professor: M. Boulton (chair)

Assistant Professor: H. McRae, N. Allen

Contact: Dr. Mark Boulton

Email: mark.boulton@wcmo.edu

The Department of History offers a major and three minor programs of study as well as a wide range of offerings that support the College's General Education Program. Its minors are in History, U.S. History, and European History. The Department's offerings reflect the wisdom of the adage that "He who knows only his own generation remains always a child." Thus, the spirit and purpose shaping the study of history at Westminster rests on the belief that the critical study of what men and women have thought and done in the past, whether in the Old World or the New, disciplines the mind for wise action, frees it from the narrow perspective of the present, and leads to self-knowledge.

Students who double major in Education and History may complete the history major as described above; OR they may fulfill all history major requirements except HIS 422, 423 and 424 provided they successfully complete a fifth 300 -level courses in history plus EDU 435.

Departmental majors must have at least a 2.00 GPA in all History courses needed to satisfy the major requirement.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: HISTORY

Student's Last Name _____ First Name _____ Middle Initial _____

Advisor _____ Date Major Declared _____

Course Code	Title	Hours	Semester	Grade
Required Courses (23 hours)				
HIS 103	History of the United States to 1877	3		
HIS 104	History of the United States since 1877	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
HIS 390	Historical Methods	3		
HIS 396	Applied History	1		
HIS 397	Writing for the Public	1		
HIS 422	Thesis I	2		
HIS 423	Thesis II	3		
HIS 424	Thesis Rewrite	1		
	Total Required Hours	23		
Four upper-level history courses, including at least one with each full-time department member				
	1)	3		
	2)	3		
	3)	3		
	4)	3		
	Total Elective Hours	12		
Additional Upper- Level Course ONLY if taking the Education/Non-Thesis Route:				
		3		

TOTAL HOURS 35 (38 for the non-thesis option)

Non-Required, but Recommended Skills-based Courses:

ENG 380: Digital Humanities

HIS 200: History on Film

LST 201: Leadership Theories and Practice

MSM 210: Intro to Museum Studies

SSI 101/205: Library Research

SPE 101 Intro to Speech Communication

SPE 220 Public Speaking

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

History Minor

Contact: Dr. Mark Boulton

Email: mark.boulton@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
HIS 103	History of the US to 1877	3		
or HIS 104	History of the US since 1877	3		
HIS 390	Historiography	3		
<i>Choose one of the following courses (3 hours)</i>				
HIS 102	Survey of the British History 1800 to Present	3		
HIS 109	World History I	3		
HIS 110	World History II	3		
Three upper-level history courses (9 hours)				
HIS	One is in US History	3		
HIS	One is in History other than the US	3		
HIS	One other upper-level history course	3		
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Journalism, Media, And Publishing Minor

Contact: Dr. Nate Leonard
 Email: nate.leonard@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
ENG 260	Intro to Journalism	3		
ENG 270	Expository Writing	3		
ENG/JMP 220	Janus & World of Publishing	3		
Elective Courses (Choose 3 Courses from the Following List; At Least One Must be at the 300-level):				
ENG/JMP 380	Digital Humanities	3		
ENG/JMP 376	Creative Nonfiction	3		
	Approved Internship	3		
	Other courses as approved by minor coordinator			
	Total Hours For Minor	18		

*All JMP Minors must have a grade C- or better in the classes needed to satisfy the minor requirements

If transfer credit is accepted for minor requirements, please indicate that acceptance by initialing the listing of the course

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Mathematics Major

Associate Professors: L. Stumpe

Assistant Professors: M. Haile, E. Jauch

Visiting Assistant Professor: Z. Kopeikin

Contact: Dr. Laura Stumpe

Email: laura.stumpe@westminster-mo.edu

The Department of Mathematics and Physics offers a major and a minor program of study in Mathematics as well as course work integral to the General Education Program and to programs in the physical sciences. Quantitative and analytical skills are essential for useful and effective lives. Through the study of mathematics, students acquire and enhance their problem-solving skills and learn to apply these to real world issues.

Students who are planning to major in mathematics should complete MAT 124 and CSC 104 in the freshman year. All students taking math courses are required to purchase the TI-84+ calculator.

Mathematics majors must earn a 2.3 or better cumulative GPA in courses needed to satisfy major requirements.

Mathematics minors must earn a C- or better in all mathematics courses needed to satisfy minor requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: MATHEMATICS

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses:				
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
MAT 215	Linear Algebra	3		
MAT 224	Calculus III	4		
MAT 313	Mathematical Probability and Statistics	3		
MAT 331	Mathematics Seminar (must be taken no later than junior year)	3		
MAT 422	Modern Algebra	3		
MAT 424	Advanced Calculus	3		
Mathematics Electives (upper-level courses) 6 hours				
	*	3		
	*	3		
Choose one of these other required courses				
CSA 104	Programming Logic and Design	3		
CSA 304	Structured Programming	4		
Plus one of the following courses				
PHY 212	Physics II	4		
An Upper-Level course in Biology, Chemistry, or Economics which has a prerequisite in the discipline		3		
Total Hours For Major		40-42		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Mathematical Data Science Major

Associate Professors: L. Stumpe
 Assistant Professors: M. Haile, E. Jauch
 Visiting Assistant Professor: Z. Kopeikin

Contact: Dr. Laura Stumpe
 Email: laura.stumpe@westminster-mo.edu

The Department of Mathematics offers a major program of study leading to a Bachelor of Arts in Mathematical Data Science. This major explores the volume of data available in a variety of fields, including but not limited to biology, business, and education. This program supports a deep understanding of statistics, programming skills, and communication skills. By studying large data sets in applicable fields, students who major in Mathematical Data Science will learn to access data, ask critical questions, glean patterns and insights from the data, and communicate results to answer real-world problems. The results will be technologically uncovered, researched in literature, and communicated clearly for their intended audiences. A major in this area of study provides a solid foundation for continued work and graduate study in data science surrounding business, science, or social science fields.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: MATHEMATICAL DATA SCIENCE

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
MAT 115	Fundamentals of Data Science	3		
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
MAT 215	Linear Algebra	3		
MAT 313	Mathematical Probability and Statistics	3		
MAT 321	Discrete Mathematics & Graph Theory	3		
MAT 340	Statistical Computing in R	3		

Course Code	Title	Hours	Semester	Grade
MAT 411	Data Science Seminar	3		
Mathematics elective (upper-level course)				
MAT 3xx/4xx	Upper-Level Elective	3		
Other Required Courses				
CSA 104	Programming Logic and Design	3		
CSA 321	Python Programming	3		
CSA 327	Database Management Systems	3		
<i>Choose one of the following courses (3 hours)</i>				
BIO 212	Research Methods in Biology and Environmental Sciences	3		
ECN 355	Research Methods for Business and Social Sciences Applications	3		
PSY 270	Research Tools in Psychology	3		
PSY 274	Methods in Experimental Psychology	3		
One Upper-Level Elective				
	An advisor approved upper-level course in Biology, Chemistry, Business, Physics, Psychology, Computer Science, Environmental Science, or Economics which has a prerequisite in the discipline.	3		
Total Major Hours		45		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Mathematics Minor

Contact: Dr. Laura Stumpe

Email: laura.stumpe@westminster-mo.edu

All mathematics minors must earn C- or better in the classes needed to satisfy the minor requirements.

All mathematics courses at Westminster College require the use of TI-84+ graphic calculators. Other computer software such as Minitab, Maple, and Geometer's Sketchpad are integrated into course work where appropriate.

*If MAT 313 is taken instead of MAT 114, it will not count as one of the two elective courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
MAT 114	Elementary Statistics	3		
or MAT 313	Mathematical Probability and Statistics*	3		
MAT 124	Calculus I	5		
MAT 214	Calculus II	4		
<i>Choose two courses from the following</i>				
MAT 215	Linear Algebra	3		
MAT 224	Calculus III	4		
MAT 305	Heart of Mathematics	3		
MAT 310	History of Mathematics	3		
MAT 312	Differential Equations	3		
MAT 313	Mathematical Probability and Statistics*	3		
MAT 314	Higher Geometry	3		
MAT 331	Mathematics Seminar	3		
Total Hours For Minor		18-19		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Museum Studies Major

Professor: M. Boulton (Chair)

Assistant Professor: H. McRae, N. Allen

Contact: Dr. Nichol Allen

Email: nichol.allen@westminster-mo.edu

As centers of research and education, and as repositories for cultural heritage, museums play an important role in our society. The Museum Studies major trains students to develop the conceptual, critical, technical, and historical tools they need to engage a growing and dynamic field. Museum professionals must be able to gain expertise in diverse areas, they must enjoy both independent research and interaction with the public, they must be both creative and analytical, and they must be able to operate within complex and diverse organizations. The Museum Studies major is designed to introduce students to the historical and theoretical foundations of museums and other preservation and research institutions, as well as to provide them with the practical skills and knowledge needed to work in such institutions.

Westminster's Museum Studies major aims to give students the necessary preliminary training for a career in a museum or public history environment. Among the skills they can expect to learn are: how to collect and catalogue artifacts and documents, how to handle and preserve objects, how to interpret material culture for a museum audience, how to create and produce exhibitions, how to run educational and public outreach programs and how to raise funds to support a museum's mission and purpose.

Students pursuing the major must earn a grade of C or better in all courses with the MSM course code.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: MUSEUM STUDIES

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses *MSM 210 is required before you can take any other upper-level MSM courses.				
*MSM 210	Introduction to Museum Studies	3		
MSM 310	Practice Public History	3		
MSM 320	Museums and Society	3		
MSM 330	Museums and Education: Places of Learning	3		
MSM 340	Museums and Collections	3		
MSM 350	Exhibit Design and Digital Outreach	3		
MSM 360	Conservation, Restoration, and Preservation	3		
MSM 410	Capstone Experience	3		
	Total Section Hours	24		
Required Internships: A total of 6 hours must be taken in at least two different museums or historical sites				
MSM/INT 399	Internship	1-5		
MSM/INT 399	Internship	1-5		
	Total Section Hours	6		
Total Hours For Major		30		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Museum Studies Minor

Contact: Dr. Nichol Allen

Email: nichol.allen@westminster-mo.edu

The Museum Studies minor introduces students to the theory and practice of Museum Studies and will provide them with a unique set of practical and vocational skills. The program provides the necessary preliminary training for a career in a museum or public history environment. Among the skills they can learn are: how to collect, handle and preserve artifacts and how to interpret material culture for a museum audience. In addition, students who minor in this program will develop awareness of the theoretical and practical issues involved in running a museum, such as how to set up exhibits, how to run educational and public outreach programs, how to raise funds, and how to keep records.

Students pursuing the minor must earn a grade of C or better in all courses with the MSM course code.

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (6 hours)				
MSM 210	Introduction to Museum Studies	3		
MSM 399	Museum Internship	3		
Elective Museum Studies Courses: Students are required to take three courses from the following list.				
MSM 310	Practice Public History	3		
MSM 320	Museums and Society	3		
MSM 330	Museums & Education: Places of Learning	3		
MSM 340	Museums and Collections	3		
MSM 350	Exhibit Design and Digital Outreach	3		
MSM 360	Conservation, Restoration, and Preservation	3		
Total Hours For The Minor		15		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Music Minor

Contact: Dr. Natasia Sexton

Email: natasia.sexton@wcmo.edu

Music at Westminster integrates applied performance, acquired knowledge in history and theory, and interpretive analysis within the academic liberal arts framework. Not only do music courses develop artistic expressions and critical appreciation, but students enrolled in Westminster music courses also synthesize those skills throughout their college learning experience. Through private lessons, ensembles, and history and theory courses, students are challenged to communicate effectively, reason critically, solve problems, and to work collaboratively. Music courses are designed to develop the judgment, analytical capacity, and expressive integrity that will enable all students to act as purveyors and transmitters of the musical arts throughout their lives.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

MINOR: MUSIC

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (6 hours)				
MUS 105	Fundamentals of Music	3		
MUS 201	Music of the Western World	3		
Ensemble Participation (8 hours)- Any combination of following for a total of 4 semesters enrolled in ensemble				
MUS LB1	Instrumental Ensemble	2		
MUS LB5	Churchill Singers	2		
Applied Lessons (4 hours)				
MUS 101 or 201 B	Voice 1	1		
MUS 101 or 201 A or C	Piano or Guitar	1		
MUS 301 A, B, C	Piano, Voice, Guitar	2		
One course selected from the following				
MUS 312	Music of Resistance, Revolution, and Liberation	3		
MUS 335	Song in the Community	3		
	Total Hours For Minor	21		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

One Health Major

Contact: Dr. Dawn Holliday

Email: dawn.holliday@wcmo.edu

The health of people, animals and the environment are intimately connected. This major recognizes these connections and studies health at their intersection. As the human population grows and the health of the environment degrades, humans are coming into closer contact with animals. Because of this, countries may see more zoonotic diseases (e.g. Ebola) spreading to human populations. As human populations grow, they put more pressure on the environment and introduce more environmental chemicals, many with unknown and some with transgenerational effects. This major will set the scientific foundation and then explore some of the vectors that transmit disease, discuss global health issues, examine personal ethics, investigate the impacts of chemistry and delve into the interface of human, animals and the environment. This major will prepare students to address these One Health issues. Students with this major may find employment in both the public health sector as well as in wildlife biology or veterinary science.

Students majoring in One Health may not also major or minor in Biology or Environmental Science. Students may double major in Biochemistry (Biological Emphasis) but must do so in close coordination with the Department of Biological and Environmental Sciences. In order to earn a Major in One Health, students must earn a letter grade of C- or better in all listed courses needed to satisfy major requirements. At least 50% of all One Health hours used to satisfy the major must be Westminster Courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: ONE HEALTH

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (23 hours)				
BIO 114/115	Bioprocesses	4		
BIO 124/125	Biodiversity	4		
CHM 114/115	General Chemistry I	4		
CHM 124/125	General Chemistry II	4		
ENV 105	Intro. to Environmental Science	4		
MAT 114	Statistics	3		
Students are encouraged to complete the above courses in their first 3-4 semesters.				
Disease Transmission & Suppression (Complete one) (3-4 hours)				
BIO 304	Immunology	3		
BIO 303	Microbiology	4		
BIO 315	Entomology	4		
BIO 330	Virology (BIO 301 recommended)	3		
Human Health (6 hours)				
Required:				
HES 261	Intro to Epidemiology	3		
Complete one:				
HES/GTS 240	Intro to Global Public Health	3		
HES/WGS 355	Women's Health Issues	3		
HES 357	Community Nutrition	3		
Ethical Perspectives and the Environment (Complete one) (3 hours)				
PHL 246	Environmental Ethics	3		
PHL 212	Introduction to Ethics	3		
Animals Interacting with their Environment (Complete one) (3-4 hours)				
BIO 205	Ecology & Field Biology	4		
ENV 350	Conservation Biology	3		

Course Code	Title	Hours	Semester	Grade
The Health Impacts of Chemistry (Complete one) (3 hours)				
BIO 310	Environmental Toxicology	3		
CHM 410	Medicinal Chemistry	3		
Capstone (1 hour)				
BIO/ENV/HES 400	One Health Capstone	1		
Total Hours For Major		41-44		

If any substitutions or waivers of requirements are allowed, please list below and initial.

 Advisor Signature

 Department Chair Signature

Organizational Leadership Minor

Contact: Abby Coats

Email: abby.coats@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

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses (12 hours)				
BUS 220	Fundamentals of Management	3		
BUS/PSY 305	Industrial-Organizational Psychology	3		
LST 201	Leadership Theories and Practice	3		
SPE 203	Interpersonal Communication	3		
Leadership in Practice (3 hours)				
LST 301	Organizational Leadership Mentoring	3		
LST 399	Leadership Internship	3		
or LST 133	Service Learning Leadership Lab	3		
Ethics and Leadership Electives Options (3 hours)				
PHL 212	Introduction to Ethics	3		

Course Code	Title	Hours	Semester	Grade
PHL 242	Biomedical Ethics	3		
PHL 244	Business Ethics	3		
PHL 246	Environmental Ethics	3		
Cross-Cultural Leadership Courses (3 hours)				
BUS 322	Cross-Cultural Management	3		
PSY 405	Cross-Cultural Psychology	3		
PSY 364	Stereotyping, Prejudice, and Group Conflict	3		
	Total Hours For Minor	21		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Philosophy and Religious Studies Major

Professor: R. Geenen, J. McRae (Chair)

Instructor: L. John

Contact: Dr. James McRae

Email: james.mcrae@wcmo.edu

The Philosophy and Religious Studies major provides students with a foundation in metaphysics (the nature of ultimate reality and religious/spiritual experiences), epistemology (the study of truth, knowledge, and critical thinking), ethics (moral theory, applied ethical issues, theological frameworks, and political theory), textual studies (analysis of literary genres, composition and redaction histories, and reception histories of sacred texts), ritual studies (exploring varieties of spiritual practices in various contexts), and aesthetics (the study of beauty and art).

Beyond the major, students may additionally choose between two optional concentrations of study: (1) Ethics and Social Justice or (2) Religious Literacy. Courses taken toward the major can also count toward these optional concentrations.

The major serves as a preparation for graduate study in philosophy, religious studies, and related fields, but also complements work in other disciplines such as political science, pre-law, history, English, business, environmental science, and pre-health care. Additionally, the major is designed to help students to flourish in a complex and diverse world.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: PHILOSOPHY AND RELIGIOUS STUDIES

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses - Choose THREE of the Following (9 hours)				
PHL 120	History of Philosophy	3		
PHL 212	Introduction to Ethics	3		
PHL 218	Introduction to Logic	3		
PHL/REL 102	World Religions	3		
REL 101	Introduction to the Bible	3		
THREE Upper-Level Courses in PHL/REL (9 hours)				
PHL/REL	Upper-Level Course	3		
PHL/REL	Upper-Level Course	3		
PHL/REL	Upper-Level Course	3		
THREE additional electives EITHER from PHL/REL OR from courses outside of the department with significant overlap with philosophy/religious studies themes (see sample list below) (9 hours)				
ECN/ENV 377	Environmental and Resource Economics	3		
POL 314	American Constitutional Law and Politics	3		
POL 326	Environmental Politics and Policy	3		
POL 337	Human Rights and Security	3		
POL 351	Women and Politics	3		
PSY 364	Stereotyping, Prejudice, and Group Conflict	3		
SEC 325	Issues in Homeland Security	3		
SEC 337	Human Rights and Security	3		
WGS 315	Gender and Society	3		
WGS 335	Sex and Gender in the Christian Tradition	3		
WGS 351	Women and Politics	3		

Course Code	Title	Hours	Semester	Grade
<p>Optional Concentrations: Students may either declare a general major in Philosophy and Religious Studies (detailed on the previous page) or elect to add a concentration in one of two different areas (see below). Concentrations allow students to demonstrate expertise in an academic area related to a field they might pursue in graduate or professional school (e.g., pre-law students might pick Ethics and Social Justice, while students bound for seminary might choose Religious Literacy). Concentrations do not increase the total number of hours required for the major (27 hours total). The courses in the concentrations below count toward the three upper-level courses and three electives that are required by the major (which are taken in addition to the required courses indicated on the previous page).</p>				
<p>Ethics and Social Justice Concentration (4 courses from list below, 3 of which must be from REL or PHL)</p>				
LST 330	Diversity & Ethics in Leadership	3		
PHL 244	Business Ethics	3		
PHL 242	Biomedical Ethics	3		
PHL 246	Environmental Ethics	3		
PHL 324	Genetic Manipulation	3		
POL 337	Human Rights and Security	3		
POL/WGS 351	Women and Politics	3		
PSY 364	Stereotyping, Prejudice, and Group Conflict	3		
REL 307	Social Justice in Modern Christian Thought	3		
	TOTAL HOURS FOR MAJOR	27		
<p>Religious Literacy Concentration (four courses from the following list)</p>				
REL 101	Introduction to the Bible	3		
REL/PHL 102	World Religions	3		
REL/PHL 333	Asian Philosophy and Religion	3		
REL 319	Recent Christian Thought	3		
REL 316	The Teachings of Jesus	3		
REL 305	Perceptions of Death	3		
REL 342	Philosophy, Religion, and Science	3		
	TOTAL HOURS FOR MAJOR	27		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Philosophy Minor

Contact: Dr. James McRae

Email: james.mcrae@wcmo.edu

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
PHL 120	History of Philosophy	3		
PHL 218	Introduction to Logic	3		
PHL	Any 300 or higher PHL course	3		
<i>Philosophy Elective Courses (9 hours)</i>				
PHL		3		
PHL		3		
PHL		3		
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Physics Major

Associate Professor: L. Stumpe

Lecturer: A. Guilliams

Contact: Laura Stumpe

Email: laura.stumpe@wcmo.edu

The Department of Mathematics and Physics offers a major and a minor program of study in physics. Physicists seek a description of nature in terms of its most fundamental entities. They study systems ranging in size and complexity from quarks to the universe itself. The offerings of the department are planned to meet the following needs: (1) general cultural knowledge, (2) specific group requirements for majors in other departments, (3) basic subject matter for those preparing to enter various branches of engineering or other technical schools, and (4) a major in physics, for those intending to enter industry or to continue in graduate school.

Because of the emphasis placed on mathematics, chemistry, and computer science in the physics program, some students select an additional major or minor in one of these subjects.

Physical Chemistry I and II (CHM 424, 425, 434, and 435 may be substituted for PHY 314 Thermodynamics and PHY 315 Modern Physics. Majors must earn a grade of C- or better in all physics courses needed to satisfy major requirements.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: PHYSICS

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (31 hours)				
PHY 201	Physics I	4		
PHY 212	Physics II	4		
PHY 223	Physics III	3		
PHY 314	Thermodynamics	4		
PHY 315	Modern Physics	4		
PHY 324	Light	4		
or PHY 325	Electronics	4		
PHY 415 - 416	Introduction to Theoretical Physics I & II	8		
Other Requirements				
Mathematics through MAT 312 Differential Equations		21-24		
	MAT 090 or equivalent	2		
	MAT 111 or equivalent	3		
	MAT 121 or equivalent	3		
	MAT 124 or equivalent	5		
	MAT 214 or equivalent	4		
	MAT 224 or equivalent	3		
MAT 312	Differential Equations	3		
CHM 114/115	General Chemistry I (lecture and lab)	4		
CHM 124, 125	General Chemistry II (lecture and lab)	4		
Choose one of the following three options (6-8 hours)				
.	Completion of a two-semester sequence of courses in French or German, or certification of reading knowledge in one of the languages by the Department of Foreign Languages.	8		

Course Code	Title	Hours	Semester	Grade
•	CSC 104 and (MAT 325 Introduction to Numerical Analysis OR MAT 215 Linear Algebra)	6		
•	Six hours of computer science including CSC 111 Fundamentals of Computer Science I	6		
Total Hours For Major		66-71		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Physics Minor

Contact: Laura Stumpe
 Email: laura.stumpe@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
PHY 201	Physics I	4		
PHY 212	Physics II	4		
PHY 223	Physics III	3		
<i>Choose two of the following courses (7-8 hours)</i>				
AST 211	Astronomy	3		
CHM 424/425	Physical Chemistry I	4		
PHY 314	Thermodynamics	4		
PHY 324	Light	4		
PHY 325	Electronics	4		
PHY 415	Introduction to Theoretical Physics I	4		
PHY 416	Introduction to Theoretical Physics II	4		
Total Hours For Minor		18-19		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Political Science Major

Professor: T. Gibson

Associate Professor: J. Holzer, K. Wright-Smith

Assistant Professor: D. Glasgow

Contact: Dr. Kali Wright-Smith

Email: kali.wright-smith@wcmo.edu

Political Science is a scientific and humanistic discipline that attempts to explain and evaluate politics and political systems in terms of fundamental empirical theories and general normative principles. Political science thus seeks not only to understand the struggles for power and influence that determine who gets what, when and how, but also to ascertain the best or most appropriate way for human beings to live together both within societies and the world community. Both the major and minor in political science are designed to give students a solid grounding in the three main sub-fields of the discipline: American government and politics; comparative politics; and international relations and security. The major program is further structured into three “tracks” to allow students to pursue a more advanced study of politics and government in a manner that is most conducive to their particular interests and professional goals.

All students majoring in political science must complete the three introductory courses. They are urged to take POL 112 and 211 before POL 212. All three introductory courses should be completed by the end of the sophomore year.

Students contemplating graduate school in political science are strongly encouraged to take at least two semesters of a foreign language, Introduction to Computers, an advanced course in statistics, and a relevant methods course such as MAT 313, PSY 270, PSY 274, or ECN 367, or preferably POL/SOC 300, Social Science Research Methods.

All departmental majors must have an overall 2.0 average or better in all courses presented to satisfy the major requirements, including courses in the Pre-Law and Security Studies minors for the tracks two and three.

Westminster College and Missouri State University have entered into an agreement whereby Westminster students, majoring in either Security Studies or Political Science with a Security Studies track, may take courses through Missouri State’s Defense and Strategic Studies Graduate Department. These may include Seated courses, Internet courses, and Web Conference courses. Permission to take these courses must be granted by Westminster College before students may enroll. The College will annually determine with Missouri State annual costs for these courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: POLITICAL SCIENCE

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Introductory Courses for all tracks (9 hours):				
POL 112	Introduction to Political Science	3		
POL 211	American Government and Politics	3		
POL 212	Introduction to International Relations	3		
or SEC 201	Introduction to Security Studies	3		
<i>Choose 3 elective POL courses for all tracks from any subfield; may include POL 320 (9 hours)</i>				
POL 3xx/4xx		3		
POL 3xx/4xx		3		
POL 3xx/4xx		3		
In addition to completing 18 hours of introductory and elective courses, all POL majors must complete either the Pre-Law Track, the Security Studies track, or the General Political Science Track.				
Track One: General Political Science Track (18 hours)				
<i>Required: Choose one upper-level course from each of the three subfields (9 hours):</i>				
American Politics		3		
Comparative Politics		3		
International Relations and Security		3		
Choose three other classes from either American Politics, Comparative Politics, or International Relations and Security (9 hours) (Note: Up to 3 credit hours can be satisfied by an internship)				
<i>American Politics Subfield Courses</i>				
POL 301	The American Presidency	3		
POL 304	American Political Theory	3		
POL 311	Political Parties, Voting & Campaign	3		

Course Code	Title	Hours	Semester	Grade
POL 314	American Constitutional Law & Politics	3		
POL 316	American Jurisprudence	3		
POL 328	National Security Agencies	3		
POL 332	National Security Law I	3		
POL 342	The Supreme Court	3		
<i>Comparative Politics Subfield Courses</i>				
GTS/POL 325	Middle East and North African Politics	3		
POL 306	West European Government & Politics	3		
POL 308	Post-Soviet Politics	3		
POL 335	Politics & Security of Developing Nations	3		
POL 351	Women & Politics	3		
GTS/SEC 346	Chinese Politics and Influence	3		
<i>International Relations & Security Subfield Courses</i>				
POL 305	International Law & Organizations	3		
POL 326	Environmental Politics and Policy	3		
POL 337	Human Rights & Security	3		
POL 362	American Foreign Policy	3		
SEC 312	Terrorism	3		
Track Two: The Pre-Law Track (21 hours)				
Complete the Pre-Law Minor				
Track Three: The Security Studies Track (18 hours)				
Complete the Security Studies Minor				
TOTAL HOURS FOR MAJOR (General Track)		36		
TOTAL HOURS FOR MAJOR (Security Studies Track)		36		
TOTAL HOURS FOR MAJOR (Pre-Law Track)		39		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Political Science Minor

Professor: T. Gibson
 Associate Professor: J. Holzer, K. Wright-Smith
 Assistant Professor: D. Glasgow

Contact: Dr. Kali Wright-Smith
 Email: kali.wright-smith@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
POL 112	Introduction to Political Science	3		
POL 211	American Government and Politics	3		
POL 212	Introduction to International Relations	3		
or SEC 201	Introduction to Security Studies	3		
Complete one upper-level course from each of the three subfields (9 hours)				
<i>American Politics</i>				
		3		
<i>Comparative Politics</i>				
		3		
<i>International Relations & Security</i>				
		3		
	Total Hours For Minor	18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature	Department Chair Signature
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Pre-Engineering Minor

Contact: Dr. Bharat Dhital

Email: bharat.dhital@westminster-mo.edu

The Pre-Engineering minor at Westminster is designed for students who wish to combine a liberal arts education with a career in engineering. A student completing the Pre-Engineering minor will earn credit for the courses necessary to complete the dual engineering program with Washington University in St. Louis, Missouri University of Science and Technology, or Southern Illinois University at Carbondale.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
EGR/PHY 101	Introduction to Engineering & Design	3		
CHM 114/115	General Chemistry I	4		
MAT 312	Differential Equations*	3		
PHY 212	Physics II	4		
A capstone course at the engineering institution taken the last semester before graduation or an approved project in the form of an Independent Study course at Westminster College		1-3		
Electives (choose two)				
BIO 301	Genetics	4		
CHM 124/125	General Chemistry II	4		
EGR/PHY 230	Engineering Mechanics-Statics	3		
MAT 215	Linear Algebra	3		
MAT 313	Mathematical Probability & Statistics	3		
PHY 328	Analogue Circuits	4		
Total Hours For Minor		21-25		

*The prerequisites for MAT 312 are MAT 224, MAT 215, and CSC 104 all of which must be completed with a grade of C- or better before enrolling in MAT 312.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Pre-Law Minor

Contact: Dr. Tobias Gibson

Email: tobias.gibson@wcmo.edu

The coordinator of the legal careers advisory committee will act as the coordinator for the pre-law minor.

Law-Oriented internships must be approved by Westminster's internship director. The coordinator of the legal career advisory committee will usually serve as the academic advisor for law-oriented internships. The law-oriented internship will typically include work with an attorney in private practice, a public defender or prosecutor, or a judicial official. All pre-law minors must have a C average or better in the classes presented to satisfy the minor requirements.

Students minoring in Pre-law and planning to attend law school are also urged to take one or more of the following courses:

- Principles of Financial Accounting (ACC 215)
- American Government and Politics (POL 211)
- Principles of Microeconomics (ECN 212)
- Introduction to Ethics (PHL 212)
- Expository Writing (ENG 270)

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name

First Name

Middle Initial

Advisor

Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
BUS 223	Business Law	3		
PHL 218	Introduction to Logic	3		
POL 314	American Constitution Law & POL	3		
or POL 342	The US Supreme Court	3		
POL 316	American Jurisprudence	3		
SPE 101	Introduction to Speech Communication	3		
or ENG 270	Expository Writing	3		
Elective Courses (6 hours)				
POL 304	American Political Theory	3		
POL 305	International Law and Organizations	3		
POL 399	Law-Oriented Internship	3		
	Total Hours For Minor	21		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Psychology Major

Most students will complete the psychology major without a concentration. If students wish to complete the psychology major with a forensic psychology concentration, they should follow that course worksheet.

Professor: A. Coats (Chair), D. Jones

Associate Professors: R. Brunner

Assistant Professor: M. Schmittel

Coordinator of Forensic Psychology: S. O'Kelley

Contact: Dr. Abby Coats

Email: abby.coats@westminster-mo.edu

Psychology is defined as the science of mental processes and behavior. The Department of Psychology offers both a major and a minor in psychology and a certificate in Human Development and Family Studies. 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.

The Psychology Department's learning goals are for students to:

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

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

In order to graduate with Honors in Psychology, the student 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 satisfactorily a senior thesis
4. Present at least one paper at an off-campus regional or national conference or have a publication in a refereed journal.

Majors are strongly urged to take a biology course, such as NSC 110. MAT 114 Elementary Statistics is a required pre-requisite for the required PSY 270 course. No more than six credit hours of PSY 398 Independent Study may be counted towards meeting major requirements and only 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 courses needed to satisfy major requirements. PSY 422 or PSY 431 must be taken while enrolled at Westminster. Graduation with a psychology major at Westminster will require that a student complete at least 20 hours of Westminster psychology courses with grades of C- or higher.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: PSYCHOLOGY

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (12 hours)				
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		
Four of the Following, with AT LEAST ONE from each list (12 hours):				
<i>List One:</i>				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
<i>List Two:</i>				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
Two of the following Laboratories (2 hours):				
PSY 311	Social Psychology Laboratory	1		
PSY 313	Developmental Laboratory	1		
PSY 316	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391	Abnormal Psychology Laboratory	1		
A Senior Capstone Course or Courses (3-6 hours):				
PSY 422	Senior Seminar	3		
<i>or both of the following courses</i>				
PSY 430	Pre-Thesis and	3		
PSY 431	Senior Thesis	3		
Three Psychology electives- 9 hours. (6 hours must be upper level)				

Course Code	Title	Hours	Semester	Grade
PSY 1xx/2xx				
PSY 3xx/4xx				
PSY 3xx/4xx				
	Total Hours For Major	38-41		

If any substitutions or waivers of requirements are allowed, please list below and initial.

 Advisor Signature

 Department Chair Signature

Psychology Major with a concentration in Forensic Psychology

Professor: A. Coats (Chair), D. Jones

Associate Professors: R. Brunner

Assistant Professor: M. Schmittel

Coordinator of Forensic Psychology: S. O'Kelley

Contact: Dr. Abby Coats

Email: abby.coats@westminster-mo.edu

Psychology is defined as the science of mental processes and behavior. The Department of Psychology offers both a major and a minor in psychology and a certificate in Human Development and Family Studies. 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.

The Psychology Department's learning goals are for students to:

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

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

In order to graduate with Honors in Psychology, the student 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 satisfactorily a senior thesis
4. Present at least one paper at an off-campus regional or national conference or have a publication in a refereed journal.

Majors are strongly urged to take a biology course, such as NSC 110. MAT 114 Elementary Statistics is a required prerequisite for the required PSY 270 course. No more than six credit hours of PSY 398 Independent Study may be counted towards meeting major requirements and only 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 courses needed to satisfy major requirements. PSY 422 or PSY 431 must be taken while enrolled at Westminster. Graduation with a psychology major at Westminster will require that a student complete at least 20 hours of Westminster psychology courses with grades of C- or higher.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2025-2025

MAJOR: PSYCHOLOGY WITH A CONCENTRATION IN FORENSIC PSYCHOLOGY

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (24 hours)				
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		
FPS 340	Forensic Psychology	3		
PSY 390	Abnormal Psychology	3		
FPS 300	Correctional Psychology	3		
FPS 340	Forensic Psychology			
SOC 111	Introduction to Sociology	3		
CRJ 101	Introduction to Criminal Justice	3		
Two of the Following, with AT LEAST ONE from each list (6 hours):				
<i>List One:</i>				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
<i>List Two:</i>				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
Two of the following (6 hours):				
CRJ 305	Criminal Law	3		
CRJ 300	Criminology	3		
PSY 300	Psychology and Law	3		
PSY 300	Assessment and Testing	3		
Two of the following Laboratories (2 hours):				

Course Code	Title	Hours	Semester	Grade
PSY 311	Social Psychology Laboratory	1		
PSY 313	Developmental Laboratory	1		
PSY 316	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391	Abnormal Psychology Laboratory	1		
A Senior Capstone Course or Courses (3-6 hours):				
PSY 422	Senior Seminar	3		
Or				
PSY 399	Forensic Psychology Internship with capstone paper	3		
Or both of the following courses				
PSY 430	Pre-Thesis and	3		
PSY 431	Senior Thesis	3		
Two Psychology electives- 6 hours. (3 hours must be upper level)				
	*			
	*			
	*			
Total Hours for Major		47-50		

Majors are strongly urged to take a biology course, such as BIO 107 or BIO 108. MAT 114 Elementary Statistics is a required prerequisite for the required PSY 270 course. No more than six credit hours of PSY 398 Independent Study may be counted towards meeting major requirements and only 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 will require that a student complete at least 20 hours of Westminster psychology courses with grades of C- or higher

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Psychology Minor

Contact: Dr. Abby Coats

Email: abby.coats@westminster-mo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
PSY 112	Psychology as a Natural Science	3		
PSY 113	Psychology as a Social Science	3		
One of the following courses				
PSY 274	Methods in Experimental Psychology	3		
PSY 270	Research Tools	3		
One of the following courses				
PSY 310	Social Psychology	3		
PSY 312	Developmental Psychology	3		
PSY 315	Psychology of Personality	3		
PSY 390	Abnormal Psychology	3		
One of the following courses				
PSY 290	Biological Psychology	3		
PSY 320	Memory and Cognition	3		
One Laboratory course from the following list				
PSY 311	Social Psychology Laboratory	1		
PSY 313	Developmental Psychology Laboratory	1		
PSY 316	Personality Laboratory	1		
PSY 321	Memory and Cognition Laboratory	1		
PSY 391	Abnormal Psychology Laboratory	1		
	Total Hours For Minor	16		

If transfer credit is accepted for minor requirements, please indicate that acceptance by initialing the listing of the course. All psychology minors must have a grade of "C-" in the classes needed to satisfy the minor requirements.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Public Health Minor

Contact: Dr. Amanda Gowin
 Email: amanda.gowin@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
HES 240	Introduction to Global Public Health	3		
HES 261	Epidemiology	3		
NSC 210	Anatomy & Physiology 1	4		
or BIO 302	Human Anatomy	4		
	Public Health Capstone: Advanced Research Study, Service Learning Project, or Internship	3		
Additional Courses: Take at least one course from each of the following areas				
<i>Health Elective</i>				
HES 205	Stress Management	3		
HES 251	Introduction to Nutrition	3		
PHL 242	Biomedical Ethics	3		
PSY/WGS 301	Human Sexual Behavior	3		
PSY 330	Addictive Disorders	3		
<i>Applied Learning in Public Health</i>				
HES/WGS 355	Women's Health Issues	3		
HES 357	Community Nutrition	3		
	Total Hours For Minor	19		
<i>Optional Courses: These courses may be of interest to students with a Public Health minor</i>				
BIO 335	Medical Terminology	2		
BIO 420	Physiology	4		
HES 104	First Aid and CPR	1		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Public Policy Minor

Contact: Dr. Kali Wright-Smith

Email: kali.wright-smith@wcmo.edu

Public Policy is a branch of political science that focuses specifically on what government does to address certain problems that affect the broader populace. More specifically, the primary focus of this public policy program is on the formulation of state programs, as well as evaluative of the effective public policy on public and private behavior. It provides both a theoretical understanding of the policy process as well as an empirically data-driven approach. It explores how political and economic factors affect policy formulation and implementation, as well as an explanation of the design or different types of policy instruments, and finally it provides a thorough explanation of the politics of a specific policy area. Ultimately, this is a flexible interdisciplinary minor that includes a diversity of policy fields that includes economic, financial, homeland security, cybersecurity, environmental, racial, and foreign policy.

To properly explore each aspect of the public policy process, students are required to take POL 210: Introduction to Public Policy, which is a survey course that explores each stage of the public policy process. Students are expected to take POL 3XX: Public Policy Analysis, which focuses on evaluating whether a policy is effective—a common point of discussion through many of these policy areas. This course will also allow for students to acquire basic data analytics skills to strengthen their ability to evaluate causal claims. Additionally, students will look more closely at the institutional mechanism beyond the adoption of either domestic and foreign policy in the United States. Also, students are exposed to the fields of economics to understand the complex interactions of the state and firms/markets. Finally, students can pick courses that expose them to diversity of topics within the field, which include the effects of governmental policies on economic behavior, and the array of public policies that exist in the United States and internationally.

Students contemplating graduate school in public policy are strongly encouraged to take at least one advanced course in statistics (MAT 114), and a relevant methods course such as MAT 313, PSY 270, PSY 274, or ECN 367.

Students will not be able to complete both a Homeland Security Certificate and complete this Public Policy minor. Students will not be able to complete both an Environmental Studies Certificate and complete this Public Policy minor.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (6 credits)				
POL 210	Introduction to the Policy Process	3		
POL 3XX	Public Policy Analysis	3		
Choose one of the following* (3 credits)				
ECN 211	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
Choose one of the applied fields** (9 credits)				
<i>Financial</i>				
ACC 215	Principles of Financial Accounting	3		
ACC 216	Principles of Managerial Accounting	3		
ACC 307 OR	Government and Non-Profit Accounting	3		
ACC 319	Federal Income Tax I	3		
<i>Economic*</i>				
ECN 211 OR	Principles of Macroeconomics	3		
ECN 212	Principles of Microeconomics	3		
ECN 311 OR	Intermediate Macroeconomic Theory	3		
ECN 310	International Trade and Finance	3		
ECN 325	Money, Banking, and Financial Markets	3		
<i>Cybersecurity</i>				
CBR 110 OR	Introduction to Cybersecurity	3		
CBR 220	Information Security	3		
CBR 360	Cyber Law and Ethics	3		
CBR 415	Information Security Policy	3		
<i>Social Justice</i>				
POL 370	Drugs, Politics, and Public Policy	3		
POL 3XX	Environmental Justice	3		
POL 3XX	Race and Politics	3		

Course Code	Title	Hours	Semester	Grade
<i>Homeland Security</i>				
SEC 201	Introduction to Security Studies	3		
SEC 328	National Security Agencies	3		
SEC 325	Issues in Homeland Security	3		
<i>Environmental</i>				
PHL 246	Environmental Ethics	3		
POL 326	Environmental Politics and Policy	3		
POL 3XX	Environmental Justice	3		
<i>Foreign Policy</i>				
POL 212	Introduction to International Relations	3		
POL 326	American Foreign Policy	3		
SEC/POL 335	Politics and Security of Developing Nations	3		
Total Hours For Minor		18		

* Both ECN 211 and ECN 212 are required for the Economic Policy subfield.

**Courses may be substituted at the will of the Public Policy Minor Coordinator based on extenuating circumstances.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Religious Studies Minor

Contact: Dr. James McRae

Email: james.mcrae@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
REL 101	Introduction to the Bible	3		
PHL/REL 102	World Religions	3		
Elective Courses				
REL	Upper-level REL course	3		
REL	Upper-level REL course	3		
REL	Upper-level REL course	3		
	A course from another department (i.e. with a course prefix other than "REL") that deals in a significant way with the phenomenon of religion will be selected in consultation with the student's academic advisor.	3		
Total Hours For The Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Security Studies Major

Professor: M. Boulton, T. Gibson
Associate Professors: J. Holzer, K. Wright-Smith,

Contact: Dr. Tobias Gibson
Email: tobias.gibson@wcmo.edu

Westminster College students who earn a major or minor in Security Studies will have the skill set necessary for job placement in the national security bureaucracy of the United States government, for placement in a national security graduate or law program, to work at a think tank or a nongovernmental organization or international nongovernmental organization, or to work for an international organization such as the U.N. or NATO.

Specifically, the student will be able to identify common threats to national, homeland, cybersecurity and/or human security, to understand policy creation and implementation, and to think critically about possible threats and reactions to national security breaches, and be well versed in foreign policy objectives of the United States.

All Security Studies majors must complete the core Security Courses and one of the three tracks.

A GPA of at least 2.00 is required on courses needed for the completion of the major.

Westminster College and Missouri State University have entered into an agreement whereby Westminster students, majoring in either Security Studies or Political Science with a Security Studies track, may take courses through Missouri State's Defense and Strategic Studies Graduate Department. These may include Seated courses, Internet courses, and Web Conference courses. Permission to take these courses must be granted by Westminster College before students may enroll. The College will annually determine with Missouri State annual costs for these courses.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: SECURITY STUDIES

Student's Last Name	First Name	Middle Initial
Advisor		Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Core Courses (33 hours)				
PHL 410	Ethical Warfare	3		
POL 211	American Government	3		
POL 212	Introduction to International Relations	3		
or HES 240	Intro to Global Health	3		
POL 332	National Security Law	3		
POL 335	Politics and Security of Developing Nations	3		
POL 337	Human Rights and Security	3		
POL 362	American Foreign Policy	3		
SEC 201	Introduction to Security Studies	3		
SEC 205	Introduction to Homeland Security	3		
SEC 328	National Security Agencies	3		
SEC 420	Security Studies Thesis	3		
Homeland Security Track (9-10 hours):				
PSY/SEC 364	Stereotyping, Prejudice, and Group Conflict	3		
SEC 300	Law and Homeland Security	3		
CRJ 305	Criminal Law	3		
SEC 312	Terrorism	3		
SEC 325	Issues in Homeland Security	3		
	Internship	1-3		
MSC	ROTC Class (MSC 101 & 101.5; MSC 201 & 201.5 total of 4 credit hours)	4		
National Security Track (9-10 hours):				
HIS 300	Vietnam Trip Orientation and Travel Abroad	3		

Course Code	Title	Hours	Semester	Grade
POL 301	The American Presidency	3		
POL 305	International Law and Organizations	3		
POL 308	Post-Soviet Politics	3		
POL 333	National Security Law II	3		
POL 346	Chinese Politics and Influence	3		
SEC 312	Terrorism	3		
SEC 334	Intelligence at Home and Abroad	3		
	Internship	1-3		
MSC	ROTC Class (MSC 101 & 101.5; MSC 201 & 201.5 total of 4 credit hours)	4		
Cybersecurity Track (9-10 hours):				
CBR 110	Introduction to Cybersecurity	3		
CBR 220	Information Security	3		
CBR 360	Cyber Law and Ethics	3		
CBR 415	Information Security Policy	3		
CBR 470	CBR Capstone	1		
CBR 399	Internship	1-3		
MSC ____	ROTC Class (MSC 101 & 101.5; MSC 201 & 201.5 total of 4 credit hours)	4		
Total Hours For Major		42-43		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Security Studies Minor

Contact: Dr. Tobias Gibson
 Email: tobias.gibson@wcmo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses (9 hours)				
POL 362	American Foreign Policy	3		
SEC 201	Introduction to Security Studies	3		
SEC 328	National Security Agencies	3		
Elective Courses (9 hours) At least two electives must be upper-level				
POL/SEC	Political Science/Security Studies Elective	3		
POL/SEC	Political Science/Security Studies Elective	3		
POL/SEC	Political Science/Security Studies Elective	3		
Total Hours For Minor		18		

Recommended: Although not required to earn a minor in Security Studies, it is highly recommended that a student take two years of foreign language and participate in an off-campus internship or study program related to Security Studies. All departmental minors must have an overall "C" average or better in the group of courses presented to satisfy the requirement for the Security Studies minor.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Spanish Major

Associate Professors: E. Salas-Durazo, A. Martin (Chair)

Contact: Dr. Allysha Martin

Email: allysha.martin@westminster-mo.edu

The Department of Foreign Language and Literature offers major and minor programs of study in Spanish as well as supporting course work for the College's general education program and Global and Transnational Studies major. The programs of the Department develop speaking, reading, writing, and listening proficiency in Spanish at the beginning, intermediate, and advanced levels as well as an appreciation of the literature and cultures of the people who speak this language. In addition to the practical application of such acquired skills and knowledge to professional fields such as education, business, and science, it is believed that students will gain insight into their own language and culture through firsthand knowledge of another people's means of expression and cultural heritage. Regular work in the development of audio-lingual skills is required of first-year students. It is possible to major in a language without having studied it in high school.

The 30 hours required of the major exclude SPA 101 and 102. The three electives for the Major in Spanish can include a maximum of two 200-courses (6 credits), except for the travel courses approved by the department. Approved travel courses listed as SPA 200 will count as an elective in the major. Majors must earn a grade of C or better in all Spanish courses needed to satisfy major requirements. Native, near-native, or heritage speakers of Spanish need to take a total of 30 credits. Students are encouraged to participate in an approved off-campus program in a country where Spanish is spoken.

Students who intend to become language teachers or to do graduate work in Spanish or related fields are urged to complete course work through the intermediate level in a second foreign language.

To graduate with Honors in Spanish, a student must 1) Complete five upper-level Spanish Courses, four of which must be literature courses, with at least a 3.6 grade average; 2) Complete SPA 425 Senior Honors Thesis/Project with a grade of A; 3) Have at least 3.2 overall GPA.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: SPANISH

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses (21 hours)				
SPA 303	Advanced Spanish Conversation	3		
SPA 305	Commercial Spanish	3		
SPA 330	Translation I (Spanish-English)	3		
SPA 350	Survey of Hispanic Literature	3		
SPA 377	Spanish Civilization	3		
SPA 378	Latin American Civilization	3		
SPA 381	Advanced Grammar & Composition	3		
Elective Courses (9 hours):				
<i>Three courses from the following list</i>				
SPA 200	Study Abroad	3		
SPA 203	Intermediate Spanish I	3		
SPA 204	Intermediate Spanish II	3		
SPA 310	Special Topics	3		
SPA 331	Translation II	3		
SPA 332	Translation Capstone	3		
Total Hours For Major		30		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Spanish Minor

Contact: Dr. Allysha Martin

Email: allysha.martin@westminster-mo.edu

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
SPA 204	Intermediate Spanish II	3		
SPA 303	Advanced Spanish Conversation	3		
SPA 350	Survey of Hispanic Literature	3		
SPA 377	Spanish Civilization	3		
SPA 378	Latin American Civilization	3		
SPA 381	Advanced Grammar and Composition	3		
Elective Course				
		3		
Total Hours For Minor		21		

The 21 hours of the minor exclude SPA 101 and 102. Only two 200-level courses (six credits) count toward the minor (for example, combination of 203 and 204). Minors must earn a grade of C or better in all Spanish courses needed to satisfy minor requirements. Native, near-native, and heritage speakers of Spanish need 21 credits in order to complete the minor.

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Sport And Fitness Management Major

Professor: S. Manzoor

Assistant Professor: R. Bhandari, P. Chiappetta, A. Kulkarni, D. Moutusi

Visiting Professor: M. Rockett

Lecturer: S. Wilson

Instructor: B. Benke, J. Jackson, J. Williams

Contact: Dr. Linda Webster

Email: linda.webster@wcmo.edu

The Sport and Fitness Management major prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.

Graduates of the major are equipped to begin a career in sport management and work in their preferred sports industry sector. Graduates have worked 105 hours in a specific sports industry to satisfy the internship requirement. Graduates also earn a two-year American Red Cross certification in CPR and basic life support.

CIP: 31.0504, Sport and Fitness Administration/Management

Graduates of the Sport and Fitness Management major successfully demonstrate the ability to:

- I. Apply business, accounting, and marketing principles to promote and manage sport and fitness organizations, teams, and services
- II. Apply the principles of coaching and physical education to a variety of sport organizations
- III. Evaluate and prescribe care for athletic injuries, and take appropriate action in an emergency
- IV. Perform the duties of a practicing sport management professional

All Sport and Fitness Management majors must achieve junior standing before registering for any 300- or 400-level courses. Students in their senior year will apply all skills developed in the program to a 3-credit-hour internship.

Students should complete HES 104 – First Aid and Basic Life Saving in their senior year to have an active certification in CPR and basic life support when entering the workforce.

Students pursuing a career in a non-profit organization are encouraged to take LST 210 - Leadership for Non-Profit Organizations as a general elective. This course teaches relevant skills in fundraising, donor management, grant writing, governance, and volunteer

engagement.

Majors must have at least a 2.00 grade point average in all courses in the major to satisfy graduation requirements.

**GRADUATES OF THE MAJOR EARN A BACHELOR OF
ARTS IN SPORT AND FITNESS MANAGEMENT**

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Major: SPORT AND FITNESS MANAGEMENT

Student's Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Health and Exercise Science Courses (21 credit hours):				
HES 101	Introduction to Exercise Science	1		
HES 104	First Aid and Basic Life Saving	1		
HES 204	Fitness and Wellness Concepts	2		
HES 220	Social Science in Sport	2		
HES 231	Sports Psychology	3		
HES 232	Care and Prevention of Athletic Injuries	3		
HES 309	History and Philosophy of Physical Education	3		
HES 406	Management in Physical Education and Athletics	2		
PED 315	Coaching Theories	2		
PED 325	Sports Officiating	1		
Required Business Courses (30 credit hours):				
ACC 215	Principles of Financial Accounting	3		
BUS 205	Introduction to Sport Management	3		
BUS 210	Spreadsheet Application in Business	3		
BUS 223	Business Law	3		
BUS 250	Principles of Marketing	3		
BUS 315	Sport Promotion and Sales Management	3		

Course Code	Title	Hours	Semester	Grade
BUS 3XX	Event and Facility Management	3		
BUS 326	Human Resource Management	3		
SPE 220	Public Relations	3		
ITS 399	Internship in Sport and Fitness Management	3		
Total Hours For Major		51		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

United States History Minor

Contact: Dr. Mark Boulton
 Email: mark.boulton@wcmo.edu

Offered through the Department of History, this minor program of study introduces students to the scope and nature of historical evaluation, focusing on the example of U.S. history.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student's Last Name First Name Middle Initial

Advisor Date Major Declared

Course Code	Title	Hours	Semester	Grade
Required Courses				
HIS 103	U.S. History to 1877	3		
HIS 104	U.S. History since 1877	3		
HIS 390	Historical Methods	3		
HIS	Upper level U.S. History course	3		
HIS	Upper level U.S. History course	3		
HIS	Upper level U.S. History course	3		
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Women’s And Gender Studies Minor

Contact: Dr. Kali Wright-Smith
 Email: kali.wright-smith@wcmo.edu

The interdisciplinary minor in Women’s and Gender Studies enables students to gain insights into the influence of gender on all forms of human endeavor. The program may be tailored to complement the student’s major area of specialization, thus providing new perspectives on traditional academic disciplines and encouraging interdisciplinary comparisons.

ACADEMIC REQUIREMENTS SUMMARY SHEET

ACADEMIC YEAR 2024-2025

Student’s Last Name	First Name	Middle Initial
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Advisor	Date Major Declared
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Course Code	Title	Hours	Semester	Grade
Required Courses				
WGS 210	Introduction to Women’s Studies	3		
WGS 399	Approved Off-Campus or ON-Campus Internship	3		
OR LST 133	Three semesters of LST 133: Women in Leadership Lab (1 hour each)	3		
Elective Courses (Four courses from WGS the list below. One must be a course that focuses primarily on Women’s issues (W) and one must be a course that focuses primarily on Gender issues (G). Nine hours must be selected from upper-level courses)				
ENG/WGS 340	Gender & Literary Expression (G)	3		
WGS/LST 205	Mediation and Conflict Resolution	3		
WGS/PSY 301	Human Sexual Behavior (G)	3		
WGS/HES 355	Women’s Health Issues (W)	3		
WGS/POL 351	Women and Politics	3		
WGS/REL 335	Sex and Gender in the Christian Tradition	3		
SPE 203	Interpersonal Communication (G)	3		
SPE 303	Communication in Relationships (G)	3		
Total Hours For Minor		18		

If any substitutions or waivers of requirements are allowed, please list below and initial.

Advisor Signature

Department Chair Signature

Programs

Chiropractic Dual-Degree Program

Contact: Dr. Dawn Holliday
Phone: (573) 592-6125
Email: Dawn.Holliday@wcmo.edu

In an effort to better serve students intending to pursue the chiropractic profession, Logan University's Doctor of Chiropractic Program and Westminster College agreed for an articulated program. This agreement defines the course work to be completed at Westminster for a student intending to matriculate at Logan, special terms of admission to Logan (3+3) program, and special criteria for awarding of the Baccalaureate degree to participating students. For more information visit Logan University online.

Engineering Dual-Degree Program

Contact: Dr. Bharat Dhital
Phone: (573) 592-5660
Email: bharat.dhital@westminster-mo.edu

The Dual Degree Engineering Program is a study designed for students who wish to become professional engineers or applied scientists. At Westminster, students spend their three or four years building a strong foundation in the humanities and social sciences while completing a Pre-Engineering minor and a major of their choosing (typically Math or Physics). Students meeting the admission expectations of the engineering institution should be able to complete the engineering degree with only two

additional years of study. At the end of this time, the student will receive a Bachelor of Science degree in Engineering from the engineering institution and a Bachelor of Arts degree from Westminster College (assuming completion of the normal requirements for a B.A. degree).

Westminster has formal partnerships with Washington University in St. Louis Missouri S&T, and the University of Southern Illinois at Carbondale. Bachelor's degrees offered by the McKelvey at Washington University can be found on their website. Bachelor's degrees offered by Missouri S&T can be found on their website. Bachelor's degrees offered by the College of Engineering at Southern Illinois University at Carbondale can be found on their website.

To qualify for the program students must fulfill the following requirements at Westminster:

- A minimum of 70-90 semester hours of transferable college credit (courses with grades of C or better).
- Engineering – Introduction to Engineering and Design
- Mathematics – Calculus I, II, III and Differential Equations
- Chemistry – One course, including laboratory
- Computing and Digital Technology – One course or certified proficiency in a high-level programming language
- Physics – Physics I and II with laboratory

- All general education (breakthrough) requirements
- Additional coursework which depends on the student's chosen engineering field

A GPA of 3.25 or better, both overall and in science and mathematics courses, is required for admission to the Dual Degree Program at Washington

University, and a GPA of 2.5 is required for admission to Missouri S&T. Applicants with lower GPAs are considered on a case-by-case basis.

Fine Arts Program

Contact: Dr. Natasia Sexton
 Phone: (573) 592-5214
 Email: natasia.sexton@westminster-mo.edu

The fine arts program offers a variety of courses in music. All students interested in participating in any music ensemble should complete a music questionnaire and return to the Fine Arts Coordinator.

Lecture courses include music of the western world, music of resistance, revolution, and liberation, song and the community and several other options for fine arts classes. Applied music courses are available for students to enroll for private lessons in piano, voice, guitar, or a symphonic instrument on beginner/intermediate/advanced level.

Westminster offers a music minor program and a variety of self-designed majors involving music. Students interested in a music minor or other music programs should contact the Fine Arts Coordinator. Students may enroll for one or two credit hours in any choral or instrumental performance media during the fall and

spring semesters. Courses in choral or instrumental groups, and applied private instruction may be repeated for credit.

Learning Disabilities Program

Contact: Karen Tompson-Wolfe
 Email: karen.tompson-wolfe@westminster-mo.edu

Westminster's nationally recognized Learning Disabilities Program provides comprehensive, personalized academic support services for students who have been clinically diagnosed with learning disabilities and neurocognitive disorders. Services provided by the Program's professional academic staff include individual instruction in compensatory learning strategies, support managing time, advocacy and academic advising. Although the program serves many students through graduation, the emphasis of the program falls in the first two semesters, focusing on the development of skills required for independent success in a rigorous liberal arts curriculum. Students do not have to be enrolled in this program to access reasonable accommodations as described by the Americans with Disabilities Act (ADA).

Nursing Dual-Degree Program

Contact: Dr. Dawn Holliday
 Phone: (573) 592-6125
 Email: Dawn.Holliday@wcmo.edu

Westminster's Dual Degree Nursing Program is designed for students who wish to complete both an undergraduate, liberal arts degree (BA) and a degree in nursing (BSN). Westminster students may

qualify for one of two programs: (1) the 3-2 program, through which they complete three years at Westminster and then two years at Barnes-Jewish College through the Upper Division BSN Option; (2) the 4-1 program, designed for students who wish to spend four years at Westminster and one year completing the Accelerated BSN Option at Barnes-Jewish College. Upon completion of the 3-2 option, students will receive both a BA from Westminster College and a BSN from Barnes-Jewish College. Students pursuing the 4-1 option will receive the Westminster degree at the end of the four years in residence, before going on to the Accelerated program to receive a BSN from Barnes-Jewish College.

Athletic Training Dual Degree Program

Contact: Dr. Amanda Gowin
Phone: (573) 592-5015
Email: Amanda.Gowin@wcmo.edu

Westminster's Dual Degree Athletic Training Program is a 3-2 program, through which students complete three years of study at Westminster College and then two years at Culver-Stockton College through the Master of Athletic Training Program. Upon completion of the 3-2 option, students will receive both a BA in Exercise Science from Westminster College and a Master's Degree in Athletic Training from Culver-Stockton College. Culver-Stockton College is accredited by the Commission of Accreditation of Athletic Training Education (CAATE) and offers a Master of Athletic Training (MAT). Upon completion of the program, a student would be eligible to take the Board of Certification examination to become a certified athletic trainer (AT). 3-2 program allows Westminster College students the opportunity to complete this degree

in the standard of 5 years. In order to enroll in coursework, students must fulfill the admission requirements for and be granted formal admission to the program.

Self-Designed Major and Minor

Contact: Dr. Linda Webster
Phone: (573) 592-6128
Email: linda.webster@westminster-mo.edu

Students with particular interests may prefer to design their own program of study in concert with a team of teacher-scholars. Westminster's Self-Designed Major and Minor allows a student to design a personalized program drawing upon the strengths of several disciplines and departments. For example, students have designed individualized programs of study through the Self-Designed Major leading to majors in advertising, classics, public relations, and sports medicine. If the Self-Designed Major is approved by the Associate Dean of Faculty, completion will satisfy the general degree requirement for a major. All other degree requirements must be fulfilled.

To complete an individualized degree program through the Self-Designed Major or Minor program, a student identifies a faculty advisor and one other faculty member. The faculty members must be from two different academic departments that best represent the courses listed for the major or minor. The student, with the aid of the faculty committee, develops a proposal for a major under the Self-Designed Major program, or a minor under the Self-Designed Minor program. One of the members of the committee must be designated as the student's primary academic advisor. The proposal should consist of a general description of and justification for the Self-Designed major

and should indicate specific courses to be taken.

Generally, a student will begin the work under the Self-Designed Major after the freshman year, but in no case later than the start of the second semester of the junior year. Any exceptions to the start of a student's Self-Designed Major or Self-Designed Minor program must be approved by the Dean of Faculty. The academic advisor must meet with the student at least once each semester to review progress. A minimum of three semesters must be spent working under an approved plan. Forms are available from the Registrar's Office.

Reserve Officer Training Corps (ROTC)

Westminster's Army ROTC program is in partnership with Lincoln University of Jefferson City, MO. As part of the ROTC scholarship program, enrolled students make an eight-year commitment to the U.S. Army. Different options are available to the students for fulfilling that commitment, including active duty, Army Reserves, or Army National Guard.

Contact: MAJ J. Marc McQuilliams,
Department Head, Professor of Military
Science

Phone: (573) 681-5350

Email: McQuilliamsJ@lincoln.edu

Embedded Certificates

Diplomacy

Contact: Dr. Tobias Gibson
 Phone: (573) 592-5185
 Email: Tobias.Gibson@westminster-mo.edu

The diplomacy certificate allows students to develop in-depth expertise in the increasingly important field of diplomacy. Taken together, the classes offer students the opportunity to accumulate a great deal of knowledge about international relations and diplomacy, both from United States-centric and global contexts. Students will be able to articulate orally and in written word the skills necessary to understand diplomacy.

REQUIREMENTS FOR THE CERTIFICATE IN DIPLOMACY

Choose 4 of the following courses

Course Code	Title	Hours
GTS 212; GTS 214	Model United Nations	3
HIS 340	Topics in Diplomatic and Military History	3
POL 305	International Law and Organizations	3
POL 325	Middle East and North African Politics	3
POL 362	American Foreign Policy	3
Total Hours		12

Environmental Studies

Contact: Dr. James McRae
 Phone: (573) 592-6229
 Email: James.McRae@westminster-mo.edu

The certificate in Environmental Studies includes courses from the natural sciences, social sciences, and humanities. This interdisciplinary program enhances students' understanding of the complex interaction between the natural and the human world, and they will critically think about how to solve the problems that result.

REQUIREMENTS FOR THE CERTIFICATE IN ENVIRONMENTAL STUDIES

Course Code	Title	Hours
Required Courses: (7 credits)		
ENV 105	Intro to Environmental Science	4
PHL 246	Environmental Ethics	3
<i>Electives (pick 2 from this list) (6 credits)</i>		
GEO 302	Geoscience: Perspective & Creative Design	3
POL 3xx	Environmental Justice	3
ENG 335	Flyover Culture and Literature	3
ENG 3xx	Native American Literature	3

Course Code	Title	Hours
POL 326	Environmental Politics and Policy	3
ENV 350	Conservation Biology	3
Total Hours		13

French Communication

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

This is a pragmatic track that prepares the students for effective communication in speaking and writing at upper-intermediate to advanced level. Students learn how to apply their linguistic skills in the field of translation and in a capstone project or in a 5000-word research conducted in French. The capstone project can take many forms, from an internship, a study abroad experience, to the translation of an article in a field chosen by the student in consultation with the advisor. If the student writes a senior thesis in their major, they have the option to write a short version of the paper in French or can translate it into French.

REQUIREMENTS FOR THE CERTIFICATE IN FRENCH COMMUNICATION

Course Code	Title	Hours
FRE 300	Intro to Translation I	3
FRE 303	Advanced Conversation	3
FRE 306	Advanced Grammar and Composition	3

Course Code	Title	Hours
<i>Elective Course (one of the following)</i>		
FRE 399	Capstone Project	3
FRE 305	Commercial French	3
FRE 358	The Individual in Society	3
FRE 359	The Individual in Society II	3
FRE 360	Literary Moments and Movements	3
FRE 361	Topics in Literature and Culture	3
FRE 362	The Francophone Civilizations	3
FRE 363	French Civilization	3
Total Hours		12

French For Business

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

In this program, students will be introduced to the communication practices in business, commerce, and related fields. They will become acquainted with specialized vocabulary and norms of professional correspondence. The capstone project needs to be decided in consultation with the advisor.

REQUIREMENTS FOR THE CERTIFICATE IN FRENCH FOR BUSINESS

Course Code	Title	Hours
FRE 305	Commercial French I	3

Course Code	Title	Hours
FRE 300	Commercial French II	3
FRE 306	Advanced Grammar and Composition	3
FRE 399	Capstone Project	3
Total Hours		12

French Language

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

Students who want to take the study of languages to the next level can complete this certificate of proficiency at intermediate level. This Certificate in French language focuses on students' communicative skills at intermediate level and their ability to apply such skills in real-life situations.

REQUIREMENTS FOR THE CERTIFICATE IN FRENCH LANGUAGE

Course Code	Title	Hours
FRE 203	Intermediate French I	3
FRE 204	Intermediate French II	3
FRE 303	Advanced Conversation	3
FRE 306	Advanced Grammar and Composition	3
Total Hours		12

Global Leadership

This certificate will allow Westminster graduates to show their communities that they are prepared to be leaders of character in this generation of global citizenship. Graduates possessing this certificate will join for-profit and non-profit organizations with the ability to facilitate awareness of global and multicultural issues, and will be able to apply theories of leadership to address the challenges of human rights, social justice, diversity, equity, and inclusion. The courses help students develop and implement their own values-centered and strengths-based leadership philosophy and style that is grounded in ethics and an understanding of the global community.

REQUIREMENTS FOR THE CERTIFICATE IN GLOBAL LEADERSHIP

Course Code	Title	Hours
LST 201	Leadership Theories and Practice	3
LST 330	Diversity and Ethics in Leadership	3
GTS 201	Introduction to Global and Transnational Studies	3
GTS/SPE 3XX	Intercultural Communication	3
GTS 3XX	Global Problem Solving	3
Total Hours		15

Global Literacy

Contact: Dr. Kali Wright-Smith
 Phone: (573) 592-5348

Email: kali.wright-smith@westminster-mo.edu

Description: This certificate will allow Westminster graduates to show employers that they are certified in 'global literacy.' Graduates possessing this certificate will join for-profit and non-profit organizations and utilize this certification to assist colleagues and the organization's leadership in making the organization more aware of global and multicultural issues (applying 'inclusive excellence') This certificate will also allow the graduate to assist organizations in global leadership and logistics in international public and private settings.

REQUIREMENTS FOR THE CERTIFICATE IN GLOBAL LITERACY

Course Code	Title	Hours
GTS 201	Introduction to Global and Transnational Studies	3
Choose one of the following courses		
GOG 101	Introduction to Geography	3
PHL/REL 102	World Religions	3
Electives: Choose 6 hours from the following courses		
ENG 345	African Diasporic Literature	3
ENG 345	Caribbean Literature	3
WGS/HES 355	Women's Health Issues	3
POL/SEC 337	Human Rights and Security	3
FLG 203	Third Semester of Foreign Language	3

Course Code	Title	Hours
POL/GTS 350	Politics of Language	3
Total Hours		12

Health Humanities

Contact: Dr. James McRae

Phone: (573) 592-6229

Email: James.McRae@westminster-mo.edu

The Health Humanities certificate will offer students a humanistic study of the medical experience in order to prepare students for decision-making and ethical judgment in the health care industry. The certificate complements the hands-on, practical skills students will gain in other disciplines as they prepare for careers in medicine and public health. The courses required for completion of this certificate will ask students to consider the intangible impact of medicine on the person and on the community. Students will study biomedical ethics, medical practices across historical time periods and cultures, approaches to death and dying, the implications of medical science, and artistic representations of health and healing. They will explore the deeper questions that always arise when a person's health and humanity are at stake. This certificate is ideal for students planning to become health care providers or administrative decision makers in the medical field.

REQUIREMENTS FOR THE CERTIFICATE IN HEALTH HUMANITIES

Course Code	Title	Hours
Required Courses		

Course Code	Title	Hours
PHL 242	Biomedical Ethics	3
<i>Elective Courses (9 hours required)</i>		
ENG 372	Creative Writing-Prose	3
HIS 300	History of Medicine	3
HUM 399	Independent Study	3
PHL 302	The Meaning of Life	3
PHL 324	Genetic Manipulation	3
REL 305	Perceptions of Death	3
Total Hours		12

Homeland Security

Contact: Dr. Tobias Gibson

Phone: (573) 592-5185

Email: Tobias.Gibson@westminster-mo.edu

The student who completes the Homeland Security certificate will have a strong background in understanding and analyzing current and future homeland security threats, and have developed necessary understanding of legal and policy processes regarding homeland security. By virtue of this certificate staffing, the student will also have had the opportunity to develop a network into Missouri's homeland security personnel and agencies. Finally, the student will have spent considerable time developing the ability to communicate orally and in writing, and have experience briefing policy makers.

REQUIREMENTS FOR THE CERTIFICATE IN HOMELAND SECURITY

Complete four of the following courses

Course Code	Title	Hours
SEC 200	Introduction to Homeland Security	3
SEC 325	Issues in Homeland Security	3
SEC 300	Domestic Terrorism	3
SEC 300	Law and Homeland Security	3
SEC 300	Homeland Security Policy and Politics	3
Total Hours		12

Human Development and Family Studies

Contact: Abby Coats

Phone: (573) 592-6121

Email: Abby.Coats@westminster-mo.edu

Contact: Dr. Sue Serota

Phone: (573) 592-5197

Email: Sue.Serota@westminster-mo.edu

The certificate in Human Development and Family Studies helps students understand the cognitive, social, emotional, and physical changes that occur across the lifespan, from conception through death. Students will understand how family contexts and social situations shape development. This certificate is useful for students who plan to work professionally with individuals of varying ages or families in varying circumstances.

REQUIREMENTS FOR THE CERTIFICATE IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Select four of the courses below; at least 2 courses must be from the starred list.

Course Code	Title	Hours
*EDU 225	Human Experience Across the Years	3
*EDU 230	Child and Adolescent Growth and Development	3
EDU 385	Diversity in Education	3
FPL 220	Introduction to Financial Planning	3
*PSY 312	Developmental Psychology	3
*PSY/SOC 318	Adult Development and Aging	3
REL 305	Perceptions of Death	3
Total Hours		12

Museum Studies

Contact: Dr. Nichol Allen
 Phone: (573) 592-5401
 Email: Nichol.Allen@westminster-mo.edu

A certificate in Museum Studies will introduce students to the theory and practice of museum studies and will provide them with a unique set of practical and vocational skills. The program aims to give them the necessary preliminary training for a career in a museum or public history environment. Among the skills they can learn are how to collect, handle, and preserve artifacts and how to interpret material culture for a museum audience. In addition, students will develop some awareness of the theoretical and practical issues involved in running a museum, such as how to set up exhibits, how to run educational and public outreach programs, how to raise funds, and how to keep

records.

A grade of C or better is required for all courses in the certificate.

REQUIREMENTS FOR THE CERTIFICATE IN MUSEUM STUDIES

Course Code	Title	Hours
MSM 210	Intro to Museum Studies	3
MSM/IND 399	Internship	3
Two of the Following Courses:		
MSM 310	Practice Public History	3
MSM 320	Museums and Society	3
MSM 330	Museums and Education: Places of Learning	3
MSM 340	Museums and Collections	3
MSM 350	Exhibit Design and Digital Outreach	3
MSM 360	Conservation, Restoration, and Preservation	3
Total Hours		12

National Security Law

Contact: Dr. Tobias Gibson
 Phone: (573) 592-5185
 Email: Tobias.Gibson@westminster-mo.edu

The National Security Law certificate allows students to develop in-depth expertise in the increasingly important field of national security law. Taken together, the classes offer students the opportunity to

accumulate a great deal of knowledge about international law (treaties; Geneva Conventions; United Nations policy; human rights law; laws of armed conflict) and national and homeland security law (Fourth Amendment issues; Posse Comitatus; legal institutions). The students will be able to articulate orally and in writing about the pressing legal issues domestically and internationally related to security issues.

REQUIREMENTS FOR THE CERTIFICATE IN NATIONAL SECURITY LAW

Course Code	Title	Hours
Select four of the courses below		
POL 305	International Law and Organizations	3
POL 314	Constitutional Law	3
POL 332	National Security Law I	3
POL 333	National Security Law II	3
SEC 300	Law and Homeland Security	3
Total Hours		12

Non-Profit Management

Contact: Dr. Linda Webster
 Phone: (573) 592-6128
 Email: Linda.Webster@wcmo.edu

The coursework is specifically chosen to enhance student knowledge and leverage student managerial skills in today's challenging non-profit environment.

Program Learning Objective: Implement best practices in hiring, supporting, and

managing a non-profit organization's human capital.

REQUIREMENTS FOR THE CERTIFICATE IN NON-PROFIT MANAGEMENT

Course Code	Title	Hours
BUS 220	Fundamentals of Management	3
BUS 322	Cross-Cultural Management	3
BUS 326	Human Resource Management	3
BUS 353	Non-profit Management	3
Total Hours		12

Spanish For Business

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

In this program, students will be introduced to the communication practices in business, commerce, and related fields. They will become acquainted with specialized vocabulary and norms of professional correspondence. The capstone project needs to be decided in consultation with the advisor.

REQUIREMENTS FOR THE CERTIFICATE IN SPANISH FOR BUSINESS

Course Code	Title	Hours
SPA 303	Advanced Spanish Conversation	3
SPA 305	Commercial Spanish I	3
SPA 381	Advanced Grammar and Composition	3
SPA 399	Capstone Project/ Internship	3
Total Hours		12

Spanish Language

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

Students who want to take the study of languages to the next level can complete this certificate of proficiency that focuses on students' communicative skills and their ability to apply such skills in real-life situations.

REQUIREMENTS FOR THE CERTIFICATE IN SPANISH LANGUAGE

Course Code	Title	Hours
SPA 203	Intermediate Spanish I	3
SPA 204	Intermediate Spanish II	3
SPA 303	Advanced Spanish Conversation	3

Course Code	Title	Hours
SPA 381	Advanced Grammar and Composition	3
Total Hours		12

Terrorism

Contact: Dr. Tobias Gibson
 Phone: (573) 592-5185
 Email: Tobias.Gibson@westminster-mo.edu

Students will develop in-depth expertise in the history, causes, limits, and means of countering terrorism. Taken together, the classes offer students the opportunity to explore terrorism globally and domestically. Students will learn to think critically about the popular understandings of terrorism. Finally, the students will be able to articulate orally and in writing about the roots of terrorism, types of terrorism, and the real and imagined impacts of terrorism. This certificate can enhance the resume of students with majors in any of the College divisions. Examples include: Humanities; understanding the religious and historical contexts of terrorism; Natural and Mathematical Sciences: understanding issues surrounding cyberterrorism and terrorist attacks with biological agents; Social Sciences: counter terrorism policy; economic impact of terrorism.

REQUIREMENTS FOR THE CERTIFICATE IN TERRORISM

Course Code	Title	Hours
HIS 340	Topics in Diplomatic and Military History	3

Course Code	Title	Hours
POL 325	Middle East and North African Politics	3
SEC 312	Terrorism	3
SEC 300	Transnational Crime	3
Total Hours		12

Translation (French to English)

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

In this program, students are introduced to foundational concepts of linguistics that facilitate the work of a translator. Such concepts are used when studying the theory and practice of translation. Through various translating exercises, the students have the opportunity to review and consolidate their French grammar and vocabulary. The translation techniques acquired in this program will be applied to a field chosen by the student in consultation with the advisor (the capstone project).

REQUIREMENTS FOR THE CERTIFICATE IN FRENCH TO ENGLISH TRANSLATION

Course Code	Title	Hours
FRE 300	Translation I	3
FRE 300	Translation II	3
FRE 306	Advanced Grammar and Composition	3

Course Code	Title	Hours
FRE 399	Translation III (Capstone Project)	3
Total Hours		12

Translation (Spanish to English)

Contact: Dr. Allysha Martin
 Phone: (573) 592-6134
 Email: Allysha.Martin@westminster-mo.edu

In this program, students are introduced to foundational concepts of linguistics that facilitate the work of a translator. Such concepts are used when studying the theory and practice of translation. Through various translating exercises, the students have the opportunity to review and consolidate their grammar and vocabulary in the foreign language. The translation techniques acquired in this program will be applied to a field chosen by the student in consultation with the advisor (the capstone project).

REQUIREMENTS FOR THE CERTIFICATE IN SPANISH TO ENGLISH TRANSLATION

Course Code	Title	Hours
SPA 330	Translation I	3
SPA 331	Translation II	3
SPA 332	Translation Capstone	3
SPA 381	Advanced Grammar and Composition	3
Total Hours		12

Women and Gender Studies

Contact: Dr. Kali Wright-Smith
 Phone: (573) 592-5348
 Email: kali.wright-smith@westminster-mo.edu

A certificate in Women and Gender Studies is interdisciplinary in nature and enables students to gain insights into the influence of gender on all forms of human endeavor. Since students can take a variety of courses to complete the certificate, students can tailor the program to complement their major area of specialization, thus providing new perspectives on traditional academic disciplines and encouraging interdisciplinary comparisons.

REQUIREMENTS FOR THE CERTIFICATE IN WOMEN AND GENDER STUDIES

Course Code	Title	Hours
WGS/POL 351	Women and Politics	3
Total Hours		12

Course Code	Title	Hours
WGS 210	Introduction to Women's Studies	3
WGS 300	Approved Off-Campus Internship or Remley Women Advocate Internship	3
WGS/SOC 315	Gender and Society	3
<i>One of the following</i>		
ENG 340	Gender and Literary Expression	3
WGS/PSY 301	Human Sexual Behavior	3
WGS/HES 355	Women's Health Issues	3
WGS/REL 335	Sex and Gender in Christian Tradition	3

Undergraduate Certificates

Business Essentials

Contact: Dr. Linda Webster
Phone: (573) 592-6128
Email: Linda.Webster@wcmo.edu

This certificate delivers an overview of major functional areas of business. Topics in accounting, economics, management, and marketing equip individuals to understand how specific units of a company work together and separately toward overall productivity.

REQUIREMENTS FOR THE CERTIFICATE IN BUSINESS PRESENTATION

Course Code	Title	Hours
BUS 220	Fundamentals of Management	3
BUS 250	Principles of Marketing	3
ECN 110	Introduction to Economics	3
ACC 215	Principles of Financial Accounting	3
Total Hours		12

Business Presentation

Contact: Dr. Linda Webster
Phone: (573) 592-6128
Email: Linda.Webster@wcmo.edu

Build a foundational understanding of the business environment, develop basic skills to communicate professionally with

colleagues and external audiences, use Microsoft Office to analyze data, and clearly and professionally present information to different audiences.

REQUIREMENTS FOR THE CERTIFICATE IN BUSINESS PRESENTATION

Course Code	Title	Hours
BUS 131	Introduction to Business	3
BUS 210	Spreadsheet Application for Business	3
SPE 101	Introduction to Speech Communication	3
BUS 2XX	Digital Presentation	3
Total Hours		12

Leadership

Contact: Abby Coats
Phone: (573) 592-6121
Email: Abby.Coats@westminster-mo.edu

A leadership certificate builds advanced management skills that you can apply within your workplace. Improve your ability to use sound judgment in decision-making, mediate and resolve workplace conflict, and collaborate with your team.

REQUIREMENTS FOR THE CERTIFICATE IN LEADERSHIP

Course Code	Title	Hours
LST 201	Leadership Theories and Practices	3
LST 205	Mediation and Conflict Resolution	3
LST 350	Leading Teams and Group Dynamics	3
LST 3XX	Decision Making	3
Total Hours		12

Professional Communication

Contact: Dr. Tyler Sorg
 Phone: (573) 592-5593
 Email: Tyler.Sorg@westminster-mo.edu

A professional communication certificate enhances your written, verbal, and digital communication. These skills are important to deliver clear, concise, and professional messages to colleagues, managers, and external audiences.

REQUIREMENTS FOR THE CERTIFICATE IN PROFESSIONAL COMMUNICATION

Course Code	Title	Hours
SPE 101	Introduction to Speech Communication	3
SPE 203	Interpersonal Communication	3
SPE 220	Public Relations	3

Course Code	Title	Hours
SPE 3XX	Intercultural Communication	3
SPE 310	Business and Professional Communication	3
Total Hours		15

Workplace Diversity

Contact: Dr. Linda Webster
 Phone: (573) 592-6128
 Email: Linda.Webster@wcmo.edu

Diversity training increases employee morale, improves retention, and fosters a safe and welcoming environment. Engage with confidence in your workplace with the knowledge and skills related to communicating across diverse cultures, understanding values and behaviors of different cultures, working toward organizational social justice, and building an inclusive team.

REQUIREMENTS FOR THE CERTIFICATE IN WORKPLACE DIVERSITY

Course Code	Title	Hours
LST 201	Leadership Theories and Practices	3
LST 330	Diversity and Ethics in Leadership	3
SPE 3XX	Intercultural Communication	3
BUS 3XX	Workplace Diversity	3
Total Hours		12

Course Descriptions

ACC - Accounting

ACC 215 PRINCIPLES OF FINANCIAL ACCOUNTING (3 HRS.)

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.

Offered: Every Semester
Prerequisite(s): None
Breakthrough: Institutions and Society
Theme

ACC 216 PRINCIPLES OF MANAGERIAL ACCOUNTING (3 HRS.)

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

Offered: Every Semester
Prerequisite(s): ACC 215

ACC 307 GOVERNMENT AND NON-PROFIT ACCOUNTING (3 HRS.)

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

non-profit organizations are emphasized throughout the course.

Offered: Fall Semester - Odd Years
Prerequisite(s): ACC 216

ACC 308 MANAGERIAL AND COST ACCOUNTING (3 HRS.)

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

Offered: Fall Semester - Even Years
Prerequisite(s): ACC 216

ACC 312 INTERMEDIATE ACCOUNTING I (3 HRS.)

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

Offered: Fall Semester
Prerequisite(s): ACC 216

ACC 319 FEDERAL INCOME TAX I (3 HRS.)

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

Offered: Fall Semester
Prerequisite(s): ACC 216

ACC 320 ACCOUNTING INFORMATION SYSTEMS (3 HRS.)

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

Offered: Fall Semester
Prerequisite(s): ACC 216 AND BUS 210

ACC 322 INTERMEDIATE ACCOUNTING II (3 HRS.)

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

Offered: Spring Semester
Prerequisite(s): ACC 312

ACC 418 ADVANCED ACCOUNTING (3 HRS.)

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

Offered: Spring Semester
Prerequisite(s): ACC 322

ACC 419 FEDERAL INCOME TAX II (3 HRS.)

This tax course focuses on corporations, partnerships, trusts and estates. The course addresses C Corporations, S Corporations, Flow-through Entities and partnership

capitalization issues. The course utilizes research cases based on revenue rulings to further enhance the learning process.

Offered: Spring Semester
Prerequisite(s): ACC 319

ACC 421 AUDITING (3 HRS.)

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

Offered: Spring Semester
Prerequisite(s): ACC 322
Breakthrough Lifetime Leadership: Writing Intensive

AST Astronomy

AST 211 ASTRONOMY (3 HRS.)

An introduction to astronomy, including a study of the solar system, stellar populations, galaxies, the structure of the universe and theories of the origin of stars, galaxies and the solar system. An occasional evening laboratory is included.

Offered: Fall Semester
Prerequisite(s): MAT 111 OR One Year of High School Algebra AND One Year of High School Geometry

BIO Biology

BIO 114 BIOLOGICAL PROCESSES (3 HRS.)

An introduction for the beginning student to fundamental organism and cellular processes such as molecular and Mendelian genetics and photosynthesis.

Offered: Fall Semester
Prerequisite(s): Concurrent Enrollment in BIO 115
Breakthrough: Natural Science Inquiry Theme
Breakthrough Lifetime Leadership: Information and Digital Literacy

BIO 115 BIOLOGICAL PROCESSES LABORATORY (1 HRS.)

Students conduct laboratory exercises selected to reinforce and augment lecture topics in BIO 114. Students are involved in setting up and management of experiments and in analysis of collected data.

Offered: Fall Semester
Prerequisite(s): Concurrent Enrollment in BIO 114
Fees: \$75
Breakthrough: Natural Science Inquiry Theme
Breakthrough Lifetime Leadership: Information and Digital Literacy

BIO 124 BIODIVERSITY (3 HRS.)

This course acquaints students with the major subdivisions of the living world. Anatomical, morphological and life cycle characteristics of representatives of the various phyla and classes are introduced and phyletic and functional interrelationships are stressed wherever feasible.

Offered: Spring Semester
Prerequisite(s): Concurrent enrollment in BIO 125
Breakthrough: Natural Science Inquiry Theme

BIO 125 BIODIVERSITY LABORATORY (1 HR.)

This is a survey laboratory and is intended

to demonstrate the changes in complexity of form and structure in both plants and animals as evolutionary processes have shaped organisms through geological time.

Offered: Spring Semester
Prerequisite(s): Concurrent enrollment in BIO 124
Fees: \$75
Breakthrough: Natural Science Inquiry Theme

BIO 204 ANIMAL BEHAVIOR (4 HRS.)

This course will introduce students to the field of animal behavior focusing on an evolutionary approach. We will examine both proximate and ultimate causes for why animals behave as they do. Topics range from how neural mechanisms control behavior to why different types of mating systems have developed. This course focuses on how scientists study these areas. Students design and conduct experiments in animal behavior as part of the learning process.

Offered: Spring Semester - Even Years
Prerequisite(s): BIO 114/115 AND BIO 124/125
Fees: \$75
Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

BIO 205 ECOLOGY AND FIELD BIOLOGY (4 HRS.)

This course is designed to familiarize the student with the concepts and principles of ecology as a science. A wide variety of organisms and groups of organisms are studied in relation to various environmental conditions. Short local field trips are used to acquaint students with collecting, census, and ecological measurement techniques and devices.

Offered: Fall Semester - Even Years

Prerequisite(s): BIO 124/125

Fees: \$75

BIO 212 RESEARCH METHODS IN BIOLOGY AND ENVIRONMENTAL SCIENCES (3 HRS.)

Research methods will introduce you to tools and techniques used in the scientific research laboratory by offering a hands-on research experience allowing data collection, storage, and analysis. Topics include an examination of research types, design, and methodology, scientific communication, and data analysis.

Offered: Fall Semester - Even Years

Prerequisite(s): (BIO 114/115 AND BIO 124/125) OR (CHM 114/115 AND CHM 124/125); MAT 114 Recommended

Fees: \$75

Breakthrough Lifetime Leadership: Research Inquiry & Analysis

BIO 301 GENETICS (4 HRS.)

This course is an introduction to the principles of genetics. We will investigate the structure and function of nucleic acids and examine topics such as gene expression, classical Mendelian genetics, population genetics, and genomics. The laboratory will enhance these concepts with a hands-on approach to illustrate core concepts.

Offered: Fall Semester

Prerequisite(s): BIO 114/115 AND BIO 124/125

Fees: None \$75

BIO 302 HUMAN ANATOMY (4 HRS.)

This class is designed for students who are preparing for careers in health-related clinical or research professions or have a deep interest in understanding how the

human body works. You will learn about the human form at the gross anatomical level delivered as a regional approach typical of professional schools. In the laboratory, we will be using anatomical models, skeletons, radiographs, and dissection to enhance your understanding of anatomy. This course will challenge you to apply this information to real world clinical and pathological problems.

Offered: Fall Semester

Prerequisite(s): BIO 114/115 AND BIO 124/125

Fees: \$75

Breakthrough Lifetime Leadership: Oral Communication and Presentation

BIO 303 MICROBIOLOGY (4 HRS.)

This course serves as an introduction to the structure, physiology, pathogenicity and ecology of microorganisms, particularly the bacteria and viruses. Laboratory work involves effective use of the microscope, staining procedures, handling of pure cultures, analysis of bacterial physiology and identification of unknown bacteria.

Offered: Spring Semester

Prerequisite(s): BIO 114/115 AND BIO 124/125; BIO 301 Recommended

Fees: \$75

BIO 304 IMMUNOLOGY (3 HRS.)

This course includes a discussion of innate and adaptive immunity, the cells of the immune system, antibody structure and function, and a detailed description of the immune response made in humans to microbial pathogens. Other topics will include disease and immunizations, and immunodeficiencies.

Offered: Fall Semester

Prerequisite(s): BIO 114/115 AND BIO 124/125

BIO 310 ENVIRONMENTAL TOXICOLOGY (3 HRS.)

In this course, you will be introduced to the field of environmental toxicology from a biological perspective. We will discuss uptake of chemicals from the environment, biotransformation, and toxicity. We will examine a wide array of endpoints from cellular biomarkers to population-level effects in invertebrates and vertebrates, including humans.

Offered: Spring Semester - Even Years
Prerequisite(s): BIO 114/115 AND BIO 124/125
Breakthrough Lifetime Leadership: Oral Communication and Presentation

BIO 314 VERTEBRATE HISTOLOGY (2-4 HRS.)

The aim of this course is to introduce students to the microscopic anatomy and histophysiology of vertebrates. Particular emphasis will be placed on the interrelation between structure and function. In addition, this course will teach students to become proficient in using the microscope to interpret fine structure.

Offered: Independent Study
Prerequisite(s): BIO 114/115 AND BIO 124/125

BIO 315 ENTOMOLOGY (4 HRS.)

This course focuses on the biology of insects with the following three objectives: (1) An introduction to common methods used in the field of entomology. (2) The ability to identify many common insect orders and families, since it is impossible to understand something if you do not know what it is. Finally, (3) an introduction to the evolution, behavior, and ecology of this fascinating group.

Offered: Fall Semester - Odd Years
Prerequisite(s): BIO 114/115 AND BIO 124/125

Fees: \$75

BIO 318 ORNITHOLOGY (4 HRS.)

Ornithology is the study of avian biology (birds). The broad goals of this course will be to (1) introduce you to the evolution, behavior, and ecology of birds; and (2) provide you with the ability to identify many common bird species in the wild by sight, sound, behavior, and habitat. This course meets twice a week in a lecture/laboratory class setting. Several trips will be taken into the field to identify birds. Please note that on rare occasions, the class period may run 10-20 minutes longer to accommodate longer trips afield.

Offered: Spring Semester, Odd Years
Prerequisite(s): BIO 114/115 AND BIO 124/125
Fees: \$75
Breakthrough Lifetime Leadership: Research Inquiry & Analysis

BIO 322 VERTEBRATE BIOLOGY (4 HRS.)

Vertebrate Biology takes a comparative approach to the study of the diversity of vertebrate life both extinct and extant. Anatomy, ecology, behavior, and evolutionary history will all be discussed as part of a broad introduction to the vertebrates. The dissection of representative species of the major vertebrate groups is the focus of the weekly laboratory.

Offered: As Needed
Prerequisite(s): BIO 114/115 AND BIO 124/125
Fees: \$75
Breakthrough Lifetime Leadership: Writing Intensive Optional

BIO 325 MOLECULAR CELL BIOLOGY (4 HRS.)

This course is a study of eukaryotic cells at

the molecular level. Topics include protein biosynthesis and trafficking, membrane structure and function, cellular, subcellular, and extracellular structure, and the cell cycle. The course correlates the cellular structures to their function within the cell. The laboratory is designed to complement these topics, with an emphasis on student self-design.

Offered: Fall Semester - Odd Years
Prerequisite(s): BIO 114/115 AND BIO 124/125
Fees: \$75

BIO 330 VIROLOGY (3 HRS.)

This course will introduce students to the basic biology of viruses and then look at some contemporary issues that involve viruses. Topics covered will include the cellular and molecular mechanisms of virus reproduction including virus structure, virus-cell interactions, virus infection, oncogenes, and viral transformation of cells to cancer. We will also consider the evolution and ecology of viruses and the epidemiology of viral infections. Examples will be taken from bacterial, plant, and animal viruses, including newly emerging viruses. Contemporary topics will include the AIDS epidemic, emerging pathogens such as West Nile virus, bird flu, or Ebola virus, the renewed threat of smallpox, etc. Portions of the course will include student-led discussions of specialized topics of their choice.

Offered: Fall Semester - Odd Years
Prerequisite(s): BIO 114/115 AND BIO 124/125

BIO 335 MEDICAL TERMINOLOGY (2 HRS.)

The course is designed to help students develop a vocabulary for accurately describing the human body and associated components, conditions, processes. This systematic approach to

word building and term comprehensions based on the concept of: (1) word roots, (2) prefixes, and (3) suffixes primarily derived from Latin and Greek origins.

Offered: Spring Semester - Odd Years
Prerequisite(s): BIO 114/115 AND BIO 124/125

BIO 372 DEVELOPMENTAL BIOLOGY (4 HRS.)

How does the fertilized egg transform into an organism? What changes over time lead to the specialized tissues and organs of animals? Developmental Biology is a survey of animal development, from sperm and unfertilized egg through embryonic development. Molecular, cellular, genetic, and organismal topics will be included. This course will complement your studies of genetics, cellular, animal, and human biology as we discuss how genotype becomes phenotype. The laboratory will include descriptive and experimental approaches.

Offered: Spring Semester - Even Years
Prerequisite(s): BIO 114/115 AND BIO 124/125
Fees: \$75

BIO 404 BIOCHEMISTRY (4 HRS.)

This course is an advanced survey course for students who expect to continue graduate study in biology or continue on to a professional career in a health-related field. Topics include a detailed study of the structure of biological molecules and the function of enzymes, followed by a survey of basic intermediary metabolism. The laboratory is a project-based laboratory incorporating many of the principles covered in lecture.

Offered: Spring Semester
Prerequisite(s): CHM 314, 315, 324, 325; BIO 114/115 AND BIO 124/125. (CHM 324 & 325 can be taken concurrently with BIO 404)

Fees: \$75

Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

BIO 415 HUMAN GROSS ANATOMY (4 HRS.)

Students will complete a human dissection, as a team, with a minimum of 6 hours of contact per week. The dissection will be completed as it would in a medical school gross anatomy course, to include a complete regional dissection. Additionally, an assessment of the health of the donor will be completed. The students will be required to share their findings with the community and in other courses as appropriate. The course is by application and consideration of faculty in the department, and requires instructor permission.

Offered: Fall Semester

Prerequisite(s): BIO 114/115, BIO 124/125, AND BIO 302 (Must Be Taken at Westminster)

Fees: \$75

BIO 420 PHYSIOLOGY (4 HRS.)

This class is designed for students who have a deep interest in understanding how the human body works. Physiological principles and examples will be geared towards humans, but in many instances are also applicable to other vertebrates. You will learn about how the human body functions at molecular, cellular and systems levels. This course will challenge you to apply this information to real world clinical and pathological problems. You will be expected to critically evaluate current scientific literature and discuss recent scientific findings with your fellow classmates. You will learn how to use physiological lab equipment and then conduct an independent research project.

Offered: Spring Semester

Prerequisite(s): BIO 114/115, BIO 124/125, AND (BIO 302 OR BIO 322)

Fees: \$75

Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

BIO 450 EVOLUTION (3 HRS.)

Evolution is the unifying theory of biology. This course will examine Charles Darwin's theory of evolution by means of natural selection looking at the development of this theory and its modern applications. Topics will include the fundamental mechanisms for evolution, including those that are both adaptive and neutral with respect to the process of adaptation; human evolution; the origin and definition of a species; molecular evolution; the relationship between evolution and religion; and modern challenges, modifications, and support for this far-reaching theory.

Offered: Fall Semester

Prerequisite(s): BIO 114/115, BIO 124/125; Junior or Senior Status Recommended

BUS - Business

BUS 131 INTRODUCTION TO BUSINESS (3 HRS.)

This introductory course will briefly explore the critical topics of the business environment. Beginning with business trends in the global environment, the course moves through small business ownership and how economics affects business, working with and understanding employees, fundamental marketing, human resource management, and managing financial resources. This is an excellent course to explore the subject matter of the general business world for those who have not done any business

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

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

BUS 205 INTRODUCTION TO SPORTS MANAGEMENT (3 HRS.)

This course is an introduction to the contemporary world of sport business. The learning objectives of the course will be addressed in three discrete modules over the course of the semester. The first module introduces basic sport management concepts. In this module, students will learn what constitutes managing a sport, how to develop a professional perspective in the sport industry, and basic management concepts and practices in sport organizations. The second module dives deep into various segments of sport management. In this module, students will explore topics specific to sport participation, interscholastic athletics, intercollegiate athletics, professional sport, international sport, and new developments in the sport industry. The final module relates specific to sport business and management concepts. Using the sports industry perspective, many business principles will be covered, such as: marketing, strategic management, communication, sales and revenue generation, facility management and finance.

Offered: Every Semester

Prerequisite(s): None

BUS 210 SPREADSHEET APPLICATION IN BUSINESS (3 HRS.)

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

Offered: Every Semester

Prerequisite(s): None

Breakthrough Lifetime Leadership: Information and Digital Literacy

BUS 220 FUNDAMENTALS OF MANAGEMENT (3 HRS.)

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.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Institutions and Society

Theme

BUS 221 ORGANIZATIONAL BEHAVIOR (3 HRS.)

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

Offered: Spring Semester
Prerequisite(s): None

BUS 223 BUSINESS LAW (3 HRS.)

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

Offered: Fall Semester
Prerequisite(s): None

BUS 250 PRINCIPLES OF MARKETING (3 HRS.)

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.

Offered: Every Semester
Prerequisite(s): None

BUS/PSY 305 INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (3 HRS.)

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: As Needed
Prerequisite(s): PSY 112 OR PSY 113
Breakthrough: Exploration Course

BUS 315 SPORT PROMOTION AND SALES MANAGEMENT (3 HRS.)

This course is designed to give the student hands on experience with a professional or non-profit sports enterprise. Working with local and regional organizations, the students will develop a marketing or promotion plan or design and perform a research project. This is the capstone course for the Sports Management major.

Offered: Spring Semester
Prerequisite(s): ACC 215, BUS 205, BUS 220, AND BUS 250

BUS 322 CROSS CULTURAL MANAGEMENT (3 HRS.)

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.

Offered: Spring Semester

Prerequisite(s): BUS 220 OR BUS 221 OR BUS 250

Breakthrough: Exploration Course

BUS 325 ENTREPRENEURSHIP (3 HRS.)

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

Offered: Fall Semester

Prerequisite(s): ACC 215 OR BUS 250

BUS 326 HUMAN RESOURCE MANAGEMENT (3 HRS.)

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.

Offered: Spring Semester

Prerequisite(s): BUS 220 OR BUS 221

Breakthrough: Exploration Course

BUS 327 OPERATIONS MANAGEMENT (3 HRS.)

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.

Offered: Every Semester

Prerequisite(s): MAT 114 AND BUS 210

Breakthrough Exploration: None

Breakthrough Lifetime Leadership: Writing Intensive Optional

BUS 330 ADVERTISING AND BRAND PROMOTION (3 HRS.)

This course examines the role of advertising in marketing and in society. Topics include communication theory, deception, regulation, the advertising campaign, message tactics, and media tactics.

Offered: Fall Semester

Prerequisite(s): BUS 220 OR BUS 250 OR ECN 212

BUS 334 CONSUMER BEHAVIOR (3 HRS.)

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.

Offered: Spring Semester

Prerequisite(s): BUS 250

Breakthrough Lifetime Leadership: Writing Intensive Optional

BUS 340 INTERNATIONAL BUSINESS (3 HRS.)

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.

Offered: Fall Semester

Prerequisite(s): BUS 220 OR BUS 250

BUS 345 DIGITAL MARKETING (3 HRS.)

This course is designed to provide knowledge and awareness of the digital marketing techniques needed for successful marketing campaigns in a digital economy. In addition, the course will also provide the students with a theoretical understanding of the internet marketplace that is necessary to adapt to its many changes, while also equipping them with the skills they'll need to become a successful digital marketer.

Offered: Fall Semester

Prerequisite(s): BUS 220 AND BUS 250

BUS 353 NON-PROFIT MANAGEMENT (3 HRS.)

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. Additionally, this course is meant to provide a capstone experience for the Nonprofit Management Certificate. This course also qualifies as an elective in the ABEF department and as an elective for the Management Concentration of the Business Administration degree.

Offered: Fall Semester

Prerequisite(s): BUS 220 OR BUS 221 OR BUS 250

Breakthrough Lifetime Leadership: Research Inquiry & Analysis

BUS 367 HOTEL & TOURISM (3 HRS.)

This course provides an in-depth look at hospitality operations in the general context of the tourism industry. Topics include an overview of the tourism industry, lodging operations, and food and beverage operations, as well as an examination of the duties of the hotel general manager, revenue management, the front office, and housekeeping. Students should expect a combination of textbook based assignments, drop box assignments involving online articles, discussion forum postings and responses, as well as online exams based on the lecture material and course readings.

Offered: As Needed

Prerequisite(s): BUS 220 AND BUS 250

BUS 450 BUSINESS STRATEGY (3 HRS.)

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.

Offered: Spring Semester

Prerequisite(s): ACC 215, ACC 216, BUS 220, BUS 250, BUS 318, ECN 211 AND ECN 212

Breakthrough Lifetime Leadership: Writing Intensive

CBR - Cybersecurity

CBR 110 INTRODUCTION TO CYBERSECURITY (3 HRS.)

This course will introduce the field of cybersecurity and explore cybersecurity issues from national, international, transnational, institutional, and personal perspectives. We will utilize critical thinking to examine issues facing individuals and society, regardless of culture, such as terrorism, identity theft, and how individuals can be effective and safe users of technology. Readings and discussions from current literature will be included.

Offered: Fall Semester

Prerequisite(s): None

CBR 210 CYBERSECURITY FOR SOCIETY (3 HRS.)

It is logical to assume that everyone in our society today is a consumer of digital technology. This course teaches the student how to be an effective user of digital technology while at the same time

remain protected from the associated risks. It will explore topics such as on-line privacy, identity theft, cybercrime, encryption, digital communications, file storage, the Internet, and legal issues. It will utilize critical thinking to examine issues facing individuals and society, regardless of culture, such as terrorism. This course is appropriate for all students regardless of major or academic discipline.

Offered: As Needed

Prerequisite(s): None

Breakthrough Lifetime Leadership: Writing Intensive Optional

CBR 220 INFORMATION SECURITY (3 HRS.)

This course will introduce practices and policies for deterring, detecting, and responding to cyber-attacks on an organization. Topics include computer forensics, software security, information assurance, intrusion detection, network security, cloud computing, business continuity, identity theft, and threat identification. Risks and vulnerabilities will be explored in the areas of computing hardware and devices, users, digital network and communications, and data.

Offered: Spring Semester

Prerequisite(s): None

CBR 360 CYBER LAW AND ETHICS (3 HRS.)

Students in this class will explore legal and ethical issues related to the Internet, digital data, and the use of digital assets and how these constantly emerging issues effect society. Some of the topics explored in this class includes individual privacy, intellectual property, cyberbullying, censorship, fake news, discipline-specific compliance and regulations, and other current legal and ethical issues. Since the

Internet and digital communication can easily cross the globe, an organization's digital assets may be controlled by the laws and ethics of another country. Students will learn how to develop appropriate information security policies and responses based on both legal and ethical considerations.

Offered: Spring Semester

Prerequisite(s): CBR 110 AND CBR 220

CBR 415 INFORMATION SECURITY POLICY (3 HRS.)

In our data driven, decision-oriented world in which we live, information is a critical and valuable asset of an organization. From real time data mining to global availability, the information of any organization today must be immediate, constant, and reliable. This course will use risk assessments of threats to business continuity/information availability (BC/IA) to plan for BC/IA needs, and describe the critical role that all members of an organization play in the IT BC/IA analysis and planning process. Topics will include data backup, replication, and archival; information security; cloud computing; and disaster recovery. As a final project, students will either develop a BC/IA plan for an actual organization or research a course topic in more depth. While this course is presented from a cybersecurity perspective, it is appropriate for students from any discipline who desire to know more about the dependencies between information, organization, and technology.

Offered: Fall Semester

Prerequisite(s): CBR 110 OR CBR 220

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive Optional

CBR 470 CYBERSECURITY CAPSTONE (1 HR.)

This course provides students the opportunity to consolidate the coursework in the study of cybersecurity minor into a single capstone experience, although a minor in CBR is not a prerequisite. Working with the CBR minor advisor, students will select an appropriate project based on their interests and career goals within the field of cybersecurity. They may choose to emphasize a specific aspect of Cybersecurity, such as technical implementation, data analysis and decision-making, organizational policies, or national and international political implications. These research project will require the student to identify a topic, formulate a research plan, develop a project plan and timeline, conduct research, and prepare a culminating work. This work may include a research paper, policy recommendation, information assurance and business continuity plan for an organization, data analysis project, or procedures for monitoring and detecting and organization's digital assets.

Offered: Independent Study

Prerequisite(s): CBR 110 OR CBR 220; AND a Non-CBR course Related to Cybersecurity

CDT - Computer and Digital Technology

CDT 101 COMPUTING ACROSS DISCIPLINES (1 HR.)

In this course, students will explore how computing impacts society across all different disciplines including the Sciences, Humanities, and Social Sciences. Students will conduct research to identify how

technology is used within their own major or academic area of interest, think about their own personal and career goals, and develop a plan for enhancing their own computing skills.

Offered: Spring Semester

Prerequisite(s): None

CDT 454 COMPUTING PRACTICUM (1 HR.)

Members of the Computing Practicum Class work with department faculty to maintain departmental computer labs, prepare and test lab activities and assignments, serve as peer tutors for students enrolled in classes offered through the CDT department, and other types of related activities. This is a one credit hour course similar to an internship or mentoring course and will require an estimated 3 hours per week time commitment including 1 hour per week class meeting. It is an opportunity for students to develop skills related to conducting training activities, maintaining computer labs, and to develop specific career skills in which the student is interested . . . skills which will strengthen their resume. Emphasis is placed on career readiness skills. Course may be repeated for credit.

Offered: As Needed

Prerequisite(s): Declared Major/Minor in Computer Systems Analysis, Digital Media, Cybersecurity, OR Related Self-Designed Program; AND Junior or Senior Status

CHM - Chemistry

CHM 105 INTRODUCTION TO CHEMISTRY (3 HRS.)

A survey course intended for non-

science majors. Chemical phenomena, methodology, and theory are presented in the context of public policy issues such as air and water quality, the ozone layer, global warming, acid rain, and energy sources.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Natural Science Inquiry Theme

CHM 106 INTRODUCTION TO CHEMISTRY LABORATORY (1 HR.)

Laboratory experiences are provided that are relevant to the science and technology issues discussed in CHM 105. Meets three hours per week. Experimentation and data collection lead to an understanding of the scientific method and of the role that chemistry plays in addressing societal issues.

Offered: Every Semester

Prerequisite(s): None

Fees: \$40

Breakthrough: Natural Science Inquiry Theme

CHM 114 GENERAL CHEMISTRY I (3 HRS.)

A study of the fundamental principles and theories of chemistry with emphasis on stoichiometry, atomic theory, and bonding.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Natural Science Inquiry Theme

CHM 115 GENERAL CHEMISTRY I LABORATORY (1 HR.)

Laboratory to accompany CHM 114. Meets three hours per week.

Offered: Fall Semester

Prerequisite(s): None
Fees: \$40
Breakthrough: Natural Science Inquiry Theme

CHM 124 GENERAL CHEMISTRY II (3 HRS.)

A continuation of CHM 114 with emphasis on equilibrium, electrochemistry, kinetics, and thermodynamics.

Offered: Spring Semester
Prerequisite(s): CHM 114/115
Breakthrough: Natural Science Inquiry Theme

CHM 125 GENERAL CHEMISTRY II LABORATORY (1 HR.)

Laboratory to accompany CHM 124. Meets three hours per week.

Offered: Spring Semester
Prerequisite(s): CHM 114/115
Fees: \$40
Breakthrough: Natural Science Inquiry Theme

CHM 304 INORGANIC CHEMISTRY (3 HRS.)

A survey of inorganic chemistry at the intermediate level. Emphasis is on descriptive chemistry with discussion also of atomic and molecular structure, bonding theory, coordination chemistry, and energy changes in inorganic reactions.

Offered: Fall Semester - Even Years
Prerequisite(s): CHM 124/125

CHM 314 ORGANIC CHEMISTRY I (3 HRS.)

A systematic study of the compounds of carbon with emphasis on the principles of synthesis, analysis, and reaction mechanisms of organic functional groups.

Offered: Fall Semester
Prerequisite(s): CHM 124/125

CHM 315 ORGANIC CHEMISTRY I LABORATORY (1 HR.)

Laboratory to accompany CHM 314. A study of the techniques of synthesis and analysis of organic compounds.

Offered: Fall Semester
Prerequisite(s): CHM 124/125
Fees: \$40

CHM 324 ORGANIC CHEMISTRY II (3 HRS.)

A continuation of CHM 314.

Offered: Spring Semester
Prerequisite(s): CHM 314/315

CHM 325 ORGANIC CHEMISTRY II LABORATORY (1 HR.)

Laboratory to accompany CHM 324.

Offered: Spring Semester
Prerequisite(s): CHM 314/315
Fees: \$40

CHM 334 ANALYTICAL CHEMISTRY I (3 HRS.)

A study of the principles and methods of quantitative analysis.

Offered: Fall Semester- Odd Years
Prerequisite(s): CHM 124/125

CHM 335 ANALYTICAL CHEMISTRY I LABORATORY (1 HR.)

Laboratory to accompany CHM 334. Gravimetric, volumetric and simple instrumental methods are studied.

Offered: Fall Semester- Odd Years
Prerequisite(s): CHM 124/125
Fees: \$40

CHM 344 ANALYTICAL CHEMISTRY II (2 HRS.)

Introduction to instrumental methods of analysis with emphasis on the principles of measurement and instrumentation.

Offered: Spring Semester, Odd Years

Prerequisite(s): CHM 124/125

CHM 345 ANALYTICAL CHEMISTRY II LABORATORY (2 HRS.)

Laboratory to accompany CHM 344. Methods may include polarography, spectrophotometry, chromatography, potentiometric titrations, and amperometry and conductometric determinations.

Offered: Spring Semester, Odd Years

Prerequisite(s): CHM 124/125

Fees: \$40

CHM 404 BIOPHYSICAL CHEMISTRY (3 HRS.)

Introduction to physical chemistry with special emphasis on biological applications. Topics to be discussed include thermodynamics, chemical and physical equilibria, and kinetics (especially enzyme kinetics). Designed for those students who would otherwise not be exposed to physical chemistry.

Offered: Spring Semester, Odd Years

Prerequisite(s): CHM 124/125 AND MAT 124

CHM 410 ADVANCED TOPICS IN CHEMISTRY (3 HRS.)

Special courses on various topics are offered under this listing. Past offerings include Medicinal Chemistry and Chemical Kinetics. May be repeated for credit with change of topic.

Offered: Spring Semester, Even Years

Prerequisite(s): CHM 314/315

Breakthrough Lifetime Leadership: Writing Intensive Optional

CHM 424 PHYSICAL CHEMISTRY I (3 HRS.)

Chemical thermodynamics and kinetics. Topics include properties of gases, laws of thermodynamics, free energy, chemical equilibrium, chemical kinetics, and rate laws. Additional topics may include chemical dynamic models, phase equilibrium, and electrochemistry.

Offered: Fall Semester - Even Years

Prerequisite(s): CHM 124/125, MAT 214, PHY 212

CHM 425 PHYSICAL CHEMISTRY I LABORATORY (1 HR.)

Laboratory to accompany CHM 424.

Offered: Fall Semester - Even Years

Prerequisite(s): CHM 124/125, MAT 214, PHY 212

Fees: \$40

CHM 434 PHYSICAL CHEMISTRY II (3 HRS.)

Quantum and statistical mechanics. Topics include quantum mechanical theory, quantum mechanical models for motion, the structure of atoms and molecules, molecular spectroscopy, and statistical thermodynamics.

Offered: Spring Semester, Even Years

Prerequisite(s): CHM 424/425

CHM 435 PHYSICAL CHEMISTRY II LABORATORY (1 HR.)

Laboratory to accompany CHM 434.

Offered: Spring Semester, Even Years

Prerequisite(s): CHM 424/425

Fees: \$40
Breakthrough Lifetime Leadership: Writing Intensive Optional

CLA - Classics

CLA 215 MYTHOLOGY (3 HRS.)

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

Offered: Every Semester
Prerequisite(s): None
Fees: \$45
Breakthrough: Aesthetics Theme
Breakthrough Lifetime Leadership: Writing Intensive Optional

CLA 227 GREEK CIVILIZATION (3 HRS.)

A chronological survey of ancient Greek life and thought with an emphasis on literature, the arts, political thinking, philosophy, religion, everyday life, and their influence on Western civilization. Open to students with no knowledge of the Greek language.

Offered: Spring Semester - Even Years
Prerequisite(s): None
Breakthrough Theme: Institutions and Society
Breakthrough Lifetime Leadership: Writing Intensive Optional

CLA 228 ROMAN CIVILIZATION (3 HRS.)

A chronological survey of Roman life and thought with an emphasis on literature, the arts, political developments, practical philosophy, religion, everyday life, and the

influences that these have had on Western civilization. Open to students with no knowledge of Latin.

Offered: Spring Semester - Odd Years
Prerequisite(s): None
Breakthrough Theme: Institutions and Society
Breakthrough Lifetime Leadership: Writing Intensive Optional

CLA 351 LATIN LITERATURE IN TRANSLATION (3 HRS.)

A survey of the major Latin writings, which have had the most influence on Western literature. The readings usually include comedies by Plautus and Terence, Lucretius' *On the Nature of Things*, select works of Cicero, the poems of Catullus, select poems and satires of Horace, Vergil's pastoral poems and the *Aeneid*, selections from Roman historians, select poems of Tibullus, Propertius and Ovid, select letters of Pliny the Younger, Petronius' *Satyricon*, select tragedies of Seneca, and Apuleius' *Golden Ass*.

Offered: As Needed
Prerequisites: CLA 215, CLA 227, CLA 228, or any 200-level literature course offered by the English department.
Breakthrough: Exploration course
Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation

CLA 361 ANCIENT GREEK & ROMAN DRAMA (3 HRS.)

The course is a survey of ancient Greek and Roman drama—tragedy and comedy. Through an examination of the Greek plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander, and the Roman plays of Plautus, Terence, and Seneca, the students will become familiar with the origins, nature, and practice of

ancient Greek and Roman drama and examine and reflect on the key ideas/motifs of the plays and their significance to the Greek and Roman audience and especially to the modern 21st century audience.

Offered: Fall Semester - Odd Years
Prerequisite(s): One of the following: CLA 215,227,228, PHL 212, POL 112, SOC 111, REL 101,102, ENG 205,248
Breakthrough: Exploration Course

CLS - College Learning Strategies

CLS 101 SUPPLEMENTAL STUDIES (1 HR.)

These courses are designed as companion courses for students enrolled in a variety of general education courses. The focus of these courses is geared toward helping students by reinforcing concepts and skills developed in the regular classroom and providing alternate study strategies of the content area. These courses will be offered on a CR/F basis only.

Offered: Fall Semester
Prerequisite(s): Joint Enrollment in the companion general education course

CLS 105 ACADEMIC RECOVERY (1 HR.)

The Academic Recovery class (ARC) is a course designed to address academic obstacles that resulted in students being placed on Academic Probation as set forth by the Academic Policies and Procedures in the Academic Catalog. Students are presented tools and those tools are explained, practiced, and put into action for the purpose of assisting students to learn to be responsible for their current

and future success, gain understanding of their own strengths and challenges as post-secondary learners, and pursue lifelong goals. Students will develop personal strategies to be successful learners in any situation, and gain an understanding of their motivation. Self-regulation and self-efficacy will be met through growth mindset, reflection, and metacognition of personal goals inside and outside of the classroom.

Offered: Every Semester
Prerequisite(s): Permission of Instructor

CRJ - Criminal Justice

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE (3 HRS.)

This course provides a survey of the American criminal justice system. Topics of discussion include the roles of the three main components of the criminal justice system: the courts, law enforcement, and corrections. Special populations and issues addressed by the criminal justice system will also be examined.

Offered: Fall Semester
Prerequisite(s): None

CRJ 305 CRIMINAL LAW (3 HRS.)

During this 15-week course students will explore and develop an understanding of the criminal law process and the criminal justice system, the elements of crime, and the different categories of crime. To assist with the students' understanding of the topics at hand, important cases pertinent to the topic will be explored.

Offered: Fall Semester
Prerequisite(s): CRJ 101 OR POL 112 OR SOC 112

CSA - Computer Systems Analysis

CSA 104 PROGRAMMING LOGIC AND DESIGN (3 HRS.)

This course is an introduction to computer programming logic and design concepts that present the appropriate techniques and tools employed to clearly define and specify the functional requirements of a structured computer program. It promotes sound computer program design through a modular approach emphasizing logical reasoning and critical thinking that will enhance the design of any computer program. Students will test programming logic using a flowchart visualization tool and will explore coding examples from several different low- and high-level programming languages. This course also presents an introduction to the discipline of Systems Analysis and uses the systems development life cycle as a framework in which to introduce topics such as defining user requirements, documentation, software development methodologies, continuous quality management, and system testing strategies. Students will use general purpose software for creating program design documentation and will explore career opportunities in the discipline. It serves as a prerequisite to other programming courses offered through the department.

Offered: Online Every Semester
Prerequisite(s): None

CSA 250 IT INFRASTRUCTURE (4 HRS.)

The content of this course will present aspects of an organization's IT infrastructure, specifically networking,

firewalls, servers, storage options, desktop computing, and mobile devices. Emphasis will be on advantages and disadvantages of different infrastructures and computing and storage options. Cloud computing technologies will be explored as viable options for storage, software, and computing needs of an organization. Information security considerations are included as essential component to any infrastructure decision.

Offered: Fall Semester
Prerequisite(s): None
Fees: \$40

CSA 304 STRUCTURED PROGRAMMING (4 HRS.)

This course provides students with experience in properly designing, implementing, and testing structured computer programs implemented in the C++ language using skills developed in CSA 104. The course extends the practice of problem solving, algorithm development, and program documentation forming the foundation for exploring C++ concepts in logic control structures, modular programming, functions, input, output, file processing, user defined data types, static arrays, and user defined function libraries. Programming concepts of code reuse, program interactivity, testing methods, data validation, and user interface design is incorporated throughout the course. Additional topics include proper programming techniques, strategies for debugging, interpreting design documents, and preparing documentation.

Offered: Fall Semester
Prerequisite(s): CSA 104
Fees: \$40

CSA 321 PYTHON PROGRAMMING (3 HRS.)

This course focuses on the essential elements of computer programming design and implementation for constructing applications using the Python programming language. Topics covered include expressions, variables, user-defined functions, logic structures, modules, and file processing. An introduction to Python libraries will include the built-in functions specifically for math, data science, graphics, and user interface applications. Additional topics include proper programming techniques, strategies for debugging, interpreting design documents, and preparing documentation. Interactive, hands-on assignments will provide the student opportunity to design software solutions to authentic problems encountered in a variety of disciplines and careers.

Offered: Spring Semester
Prerequisite(s): CSA 104

CSA 327 DATABASE SYSTEMS (3 HRS.)

This course will enable the student to translate the information needs of an organization into effective conceptual and logical data models that can be implemented in any relational database system. It utilizes a problem-based approach to learning focusing on teamwork, real-world examples, and in-class exercises allowing the student to immediately apply the knowledge gained. Students will have opportunities to create and manipulate a database from data design documents. Additional topics include dataflow diagrams, database administration, the three-tiered database architecture, data normalization, database transaction management, data

security, information assurance, and SQL programming.

Offered: Fall Semester
Prerequisite(s): CSA 104

CSA 351 IT PROJECT MANAGEMENT (3 HRS.)

This course presents tools and techniques for managing IT systems development projects throughout the systems development life cycle. Topics managing project integration, scope, requirements, schedule, cost, staffing, quality, communications, risk, and procurement. Emphasis is also given to stakeholder management, leading the project team, and project documentation. Students will learn to utilize software tools such as Microsoft Project and Excel to facilitate project management tasks such as cost-benefit analyses, quality metrics, and communications. While the emphasis of this course is on IT systems project management, the concepts are easily transferrable to the management of any type of project.

Offered: Spring Semester
Prerequisite(s): CSA 104 OR BUS 220

CSA 390 OBJECT ORIENTED PROGRAMMING (3 HRS.)

This course focuses on the object-oriented programming methodology using the C++ programming language. This methodology is often used for developing large, complex information systems. Topics covered include data abstraction, inheritance, and reusable components. The use of classes and objects is incorporated throughout the object-oriented software development processes of scenario definition, design, building, implementation, and coding. Programming concepts enforced throughout the course specifically

emphasize software reliability, testing, and reusability. Additional topics include proper programming techniques, strategies for debugging, interpreting design documents, and preparing documentation.

Offered: Fall Semester

Prerequisite(s): CSA 104 AND CSA 304

CSA 404 DATA STRUCTURES (4 HRS.)

A second course in computer programming in C++ that covers multi-dimensional arrays, dynamic arrays, pointers, user defined data structures, function and operator overloading, records and structs, exception handling, memory management, and various sorting algorithms. This course focuses initially on the basic common data structures (lists, stacks, queues, trees, heaps, graphs) using modular design. Classes and data abstraction are introduced. Careful attention is given to modular architecture that promotes reliability and reusability. Additional topics include proper programming techniques, strategies for debugging, interpreting design documents, and preparing documentation.

Offered: Spring Semester

Prerequisite(s): CSA 104 AND CSA 304

CSA 470 COMPUTER SYSTEMS ANALYSIS CAPSTONE I (3 HRS.)

This capstone course is to be taken in the Fall Semester of the senior year as the first course in a two-course capstone sequence. It would cover the first phases of the systems development life cycle including project estimation and planning, feasibility analysis, cost-benefit analysis, problem analysis, requirements elicitation and definition, solution and engineering

design, and quality control planning. The student will engage in a systems development project approved by the instructor to be used to demonstrate concepts presented in the course. The student should select a software development project sufficient in scope to continue through the second capstone course. The project may incorporate programming, web development, media creation, or other type of software as part of the overall project. Additional topics include professional development, career exploration, communications, and technical writing.

Offered: Fall Semester

Prerequisite(s): CSA 104, CSA 304, CSA 351 AND DIG 250

Fees: \$50

Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation

CSA 480 COMPUTER SYSTEMS ANALYSIS CAPSTONE II (3 HRS.)

This capstone course would be taken the Spring Semester of the senior year as the second course in the two-course capstone sequence. It would cover the final phases of systems development including building, testing, implementation, quality control, and measures of success. The student will engage in a systems development project approved by the instructor and continued from the first capstone course. The project may incorporate programming, web development, media creation, or other type of software as part of the overall system. At the end of this course, the student will have a working prototype of some component of their project, depending on scope and project goals. Heavy emphasis will be placed on quantitative metrics use for cost-

benefit analyses, resource management, and quality control. Additional topics include professional development, career readiness, communications, and technical writing.

Offered: Spring Semester

Prerequisite(s): (CSA 104 AND CSA 304) OR (DIG 250, CSA 351 AND CSA 470)

Fees: \$50

Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation

DIG - Digital Media

DIG 210 INTRODUCTION TO DIGITAL MEDIA (3 HRS.)

This course will introduce key concepts, technologies, and issues related to digital media and explore practical applications of digital media across academic disciplines. Various software tools will be used to design and produce media projects. It serves as a prerequisite for upper-level DIG courses.

Offered: Fall Semester

Prerequisites: None

Fees: \$50

DIG 220 GRAPHIC DESIGN (3 HRS.)

In this course, students will be introduced to the discipline of graphic design and will engage in hands-on assignments incorporating design and creation of publications and images using design editing software. Consideration of intended audience and media will be incorporated into the design. Students will develop images appropriate for printed documents, logos, web design, social media, etc.

Offered: Fall Semester

Prerequisites: None

Fees: \$50

DIG 240 MEDIA DESIGN AND HUMAN BEHAVIOR (3 HRS.)

Have you ever wondered why stop signs are red? Why do we associate the color green with go? Why do we try to pull open a door when we were supposed to push it? Why does social media make use of infinite scrolling? Why do different fonts of the same text influence the chance someone will read the content? We interact with design on a daily basis. Whether we like it or not, it has grown to affect human behavior. The best designs aren't just the ones that look good. They're the ones that make us feel something. Any experienced designer can defend their design decisions because they know why they made their specific choices. In this class, students will not only learn how media design affects human behavior, but also how design elements can be used from software design and marketing perspectives to influence consumer and end user behavior.

Offered: Fall Semester

Prerequisites: None

DIG 250 WEB PAGE DESIGN (3 HRS.)

This course focuses on enabling students to compose and present a variety of digital content using web page technologies and subsequently entire web sites that are easily used by others to effectively find and navigate the information presented. Emphasis will be on the study of interface design concepts including content organization, use of color, typography, multimedia, and accessibility. Students will use general purpose software for creating design documentation and will explore career opportunities in the discipline. It

serves as an introductory course to the Digital Media major and is a prerequisite to upper-level Digital Media courses.

Offered: Every Semester

Prerequisite(s): None

Fees: \$40

Breakthrough Lifetime Leadership:
Information and Digital Literacy

DIG 310 DIGITAL PHOTOGRAPHY (3 HRS.)

This course introduces the student to the study of digital photography as a form of creative expression and visual communication. Students will use digital cameras and peripheral equipment to capture images and photography editing software to edit and enhance their images. Elements such as artificial and natural lighting, manual camera settings, lens selection, filters, etc. will also be explored. Application of photographic elements in social media, web design, journalism, and interface design will also be explored.

Offered: Spring Semester

Prerequisite(s): DIG 210

Fees: \$50

DIG 320 VIDEO PRODUCTION (3 HRS.)

This course is an introduction to video production. It presents the theory behind video production as well as the creative considerations when developing video for a specific project. Students will engage in hands-on projects throughout the course using video recording equipment and video editing software. Emphasis will be placed on creating and editing content for social media, marketing, or training applications.

Offered: Fall Semester

Prerequisite(s): DIG 210

Fees: \$50

DIG 330 AUDIO PRODUCTION (3 HRS.)

This course is an introduction to audio and sound production. It presents the theory behind audio production as well as the creative considerations when developing audio for a specific project. Students will engage in hands-on projects throughout the course using audio recording equipment, sound composing, and audio editing software.

Offered: Spring Semester

Prerequisite(s): DIG 210

Fees: \$50

DIG 340 SOCIAL MEDIA AND MARKETING (3 HRS.)

Social media platforms offer many opportunities for sharing information and ideas. This course explores various types of social media and how these media can be effectively designed and used for marketing ideas, events, or products. Topics covered include the technologies behind social media, effective design and development of content for specific purposes, ethical use of social media, legal implications, strategies for attracting viewers, and search engine optimization.

Offered: Fall Semester

Prerequisite(s): DIG 250 OR CSA 104 OR BUS 250

DIG 350 WEB DEVELOPMENT II (3 HRS.)

This course presents technical concepts used in design and implementation of successful web sites. Coding languages explored include XML, JavaScript, and JSON as well as a continuation of HTML/CSS. Students will learn how to publish on

the Internet a web site created in HTML/CSS. Hands-on design and development projects will be incorporated.

Offered: Fall Semester

Prerequisite(s): DIG 210 AND DIG 250

DIG 360 SEARCH ENGINE OPTIMIZATION (3 HRS.)

Search Engine Optimization (SEO) is an approach to web site design and implementation that maximizes user traffic to a web site, improves user experience at a web site, attracts desired users to a web site, and improves web site efficiencies. SEO techniques can help the owner of a web site make sure that the web site is achieving maximum effectiveness and outreach. Students will work with a web site they have created and explore SEO strategies to improve on their design.

Offered: Spring Semester

Prerequisite(s): DIG 250 AND DIG 340

DIG 470 DIGITAL MEDIA CAPSTONE I (3 HRS.)

This capstone course is to be taken in the Fall Semester of the senior year as the first course in a two-course capstone sequence. It would cover the first phases of the systems development life cycle including project estimation and planning, feasibility analysis, cost-benefit analysis, problem analysis, requirements elicitation and definition, project design, and quality control planning. The student will engage in a digital media project approved by the instructor to be used to demonstrate concepts presented in the course. The student should select a media design project sufficient in scope to continue through the second capstone course. The project may incorporate web development, media creation, or other

type of software or media development as part of the overall project. Additional topics include professional development, career exploration, communications, and technical writing.

Offered: Fall Semester

Prerequisite(s): DIG 210 AND DIG 250

Fees: \$50

DIG 480 DIGITAL MEDIA CAPSTONE II (3 HRS.)

This capstone course would be taken the Spring Semester of the senior year as the second course in the two-course capstone sequence. It would cover the final phases of product development including building, testing, implementation, quality control, and measures of success. The student will engage in a media development project approved by the instructor and continued from the first capstone course. The project may incorporate web development, media creation, or other type of software or media development as part of the overall system. At the end of this course, the student will have a working prototype of some component of their project, depending on scope and project goals. Heavy emphasis will be placed on quantitative metrics use for cost benefit analyses, resource management, and quality control. Additional topics include professional development, career readiness, communications, and technical writing.

Offered: Spring Semester

Prerequisite(s): DIG 210, DIG 250, AND DIG 470

Fees: \$50

ECN - Economics

ECN 110 INTRODUCTION TO ECONOMICS (3 HRS.)

This introductory course will briefly explore the historical foundations of economics systems including the foundation of private property rights, the emergence of capitalism and market-based economy, and its rise in different forms in the US and around the world. The course will then move to the study of microeconomic topics such as scarcity, theory of markets and effects of the market structures on the resource allocation and social welfare. After exploring markets and market structures, the course will move into topics from macroeconomic such as measurements of an economy, basic classical and Keynesian theory and the macroeconomic tools of fiscal and monetary policy. Finally, this course will conclude with a look at the economics of international trade, and exchange rates. This is an excellent course to explore subject matter of economics for those who have not done any economics before and would like to get an introduction to its subject matter or to pursue further study in business and economics. This course does not count towards any major in business administration department, it is meant for non-business major students interested in exploring the basics of the major. It will count for credit towards graduation.

Offered: Summer

Prerequisite(s): None

ECN 211 PRINCIPLES OF MACROECONOMICS (3 HRS.)

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.

Offered: Every Semester

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

Breakthrough Theme: Institutions and Society

ECN 212 PRINCIPLES OF MICROECONOMICS (3 HRS.)

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.

Offered: Every Semester

Prerequisite(s): MAT 114 OR Higher

Breakthrough Theme: Human Development

ECN/FIN 310 INTERNATIONAL TRADE AND FINANCE (3 HRS.)

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

Offered: Spring Semester - Even Years

Prerequisite(s): ECN 211 AND ECN 212

ECN/FIN 325 MONEY, BANKING, AND FINANCIAL MARKETS (3 HRS.)

A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices; examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of

exchange rate movements in international investing.

Offered: Spring Semester

Prerequisite(s): ECN 211

ECN 331 INTERMEDIATE MACROECONOMIC THEORY (3 HRS.)

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

Offered: Fall Semester

Prerequisite(s): ECN 211, ECN 212 AND (MAT 114 OR MAT 122 OR Higher)

ECN 334 ECONOMIC DEVELOPMENT (3 HRS.)

This course examines the concept and measurement of development, the main factors that prevent development from taking place, alternative approaches to guiding development, and how development can be made sustainable. It investigates how human resources are transformed in the process of economic development and how that transformation contributes to the development process itself. It discusses how capital is mobilized and allocated for development purposes. It also explores the importance of agriculture, primary production, and industrial development, and analyzes the macroeconomic management of a developing economy open to world

markets.

Offered: As Needed

Prerequisite(s): ECN 211

ECN 337 OPEN ECONOMY MACROECONOMICS (3 HRS.)

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

Offered: Fall Semester

Prerequisite(s): ECN 211 AND ECN 212

ECN 351 PRICE THEORY AND MANAGERIAL DECISIONS (3 HRS.)

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

Offered: Spring Semester

Prerequisite(s): ECN 212, MAT 114 AND MAT 122

ECN 355 RESEARCH METHODS FOR BUSINESS & SOCIAL SCIENCES APPLICATIONS (3 HRS.)

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.

Offered: Fall Semester

Prerequisite(s): MAT 114, BUS 210, ECN 211, and ECN 212

Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation, Research Inquiry & Analysis, Information and Digital Literacy

EDU - Education

EDU 101 INTRODUCTION TO TEACHING (1 HR.)

Open to all students. This course serves as an introduction to those considering a major in any area of education. Basic terminology and theories of teaching and learning are team taught by Education Department faculty. A series of field trips to local schools provides information about K-12 school organization and characteristics of each level.

Offered: Every Semester

Prerequisite(s): None

Fees: \$10

EDU/HES 206 GROWTH AND DEVELOPMENT THROUGH ELEMENTARY PHYSICAL EDUCATION (3 HRS.)

This course is meant to prepare students to teach physical education and movement activities to elementary school children. By identifying patterns of growth and development, students will be able to develop methods to successfully teach fundamental movement skill and physical education concepts through quality instruction, games, dance, health-related fitness and perceptual-motor activities. This course is for K-9, K-12 physical education majors.

Offered: Fall Semester - Even Years

Prerequisite(s): None

EDU/HES 207 SCHOOL HEALTH, PE, & SAFETY IN ELEMENTARY (3 HRS.)

This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children.

Offered: Fall Semester

Prerequisite(s): None

Fees: \$15.55 (If out in field)

EDU 210 LITERATURE FOR CHILDREN AND YOUTH (3 HRS.)

Students explore a variety of genre and multicultural literature for children and adolescents. Extensive reading is required to develop experience in selecting appropriate texts for classroom use. Classroom strategies are presented for using literature in curriculum design. A

literature portfolio is an integral part of the course.

Offered: Spring Semester

Prerequisite(s): ENG 103

Breakthrough: Aesthetics Theme

EDU/PSY 221 EDUCATIONAL PSYCHOLOGY (3 HRS.)

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

Offered: Spring Semester; Summer - ONLINE

Prerequisite(s): None

EDU 225 HUMAN EXPERIENCES ACROSS THE YEARS (3 HRS.)

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.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

EDU 230 CHILD & ADOLESCENT GROWTH & DEVELOPMENT (3 HRS.)

This course explores current theory and knowledge in the field of childhood growth, cognitive and psychosocial development from ages pre-birth through adolescence. Major learning theories will be interrelated with information on physical, psychosocial, cognitive and language development. The goals and methods of childhood education will be studied and important contributions from social and behavioral scientists will be analyzed and evaluated for those planning to work with children and/or adolescents.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

EDU 231 EDUCATION OF EXCEPTIONAL INDIVIDUALS (3 HRS.)

This course is a study of the special needs and characteristics of individuals who are classified as exceptional. Students focus on the unique characteristics associated with giftedness, sensory impairments, learning disabilities, attention disorders, mental impairments, behavioral and emotional problems, physical disabilities and chronic health problems, and other at-risk factors. Legal aspects of schooling and curricular adaptations are explored.

Offered: Fall Semester

Prerequisite(s): EDU 101 (Required for Education Majors Only)

Breakthrough Lifetime Leadership: Writing

Intensive, Oral Communication and Presentation, Research Inquiry & Analysis, Information and Digital Literacy

EDU 260 EMERGENT LITERACY (3 HRS.)

Students will develop knowledge and skills necessary to promote early literacy development, including the components of emergent literacy, oral language acquisition, phonological and phonemic awareness, alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and reading fluency. A variety of teaching techniques will be examined including creative dramatics, storytelling and a wide range of children's literature. Commercial reading programs and series used in many school districts will also be compared and evaluated.

Offered: Fall Semester
Prerequisite(s): EDU 101

EDU 280 PROGRAMS IN EARLY CHILDHOOD (3 HRS.)

This course applies relationship of theory and practice in early childhood education programs, explores issues of family structures, systems and dynamics within the context of culture and examines firsthand a variety of state and federal programs available for young children. The course includes a practicum component in an approved childcare setting. Students will also examine current issues in child advocacy at the state or federal level, and develop a plan to support chosen legislation designed to help young children through an action plan.

Offered: Fall Semester
Prerequisite(s): EDU 101

EDU 290 FOUNDATIONS OF EDUCATION (3 HRS.)

This course provides a framework for understanding educational issues from historical, philosophical and societal perspectives. On-site observations are an integral part of the course so that students may gain understanding of the purpose of education, forces shaping it, and the individual responsibility required in becoming a teacher. Required for all education majors.

Offered: Fall Semester
Prerequisite(s): EDU 101 (Required for Education Majors Only)
Breakthrough Lifetime Leadership: Writing Intensive

EDU 291 EDUCATION PRACTICUM I (2 HRS.)

This initial practicum experience is designed to acquaint students with the life of one classroom as students spend thirty clock hours observing and assisting in an assigned school classroom. Students should plan to take this course concurrently with EDU 290, Foundations of Education. A reflective learning log is required to record observations, comments, questions, and insights.

Offered: Fall Semester
Prerequisite(s): EDU 101 (Required for Education Majors Only)

EDU 306 TEACHING READING (3 HRS.)

Students will learn about the nature of reading and language development in the context of the whole school curriculum for elementary and middle grades. Topics include the examination of reading as a meaning construction process, the development of appropriate instructional

strategies, and the assessment and evaluation issues related to social and cultural diversity. Instructional content and strategies are aligned with state and national guidelines and standards.

Offered: Fall Semester
Prerequisite(s): EDU 290, EDU 291 AND Admission to Teacher Education Program (TEP)
Breakthrough Lifetime Leadership: Writing Intensive

EDU 307 TEACHING STEAM IN 21ST CENTURY CLASSROOMS (3 HRS.)

Today's future teachers must embrace current trends in education. One of those is understanding the importance of cross-collaboration between Science, Technology, Engineering, Arts, and Mathematics (STEAM). In this class, students will learn not only how to integrate these subjects in their early childhood or elementary classroom, but they will also experience it as students. (Previously offered as EDU 310/EDU 203).

Offered: Spring Semester
Prerequisite(s): EDU 101, EDU 231, EDU 290, EDU 291 AND Declaration of Major in Education AND Admission to Teacher Education Program (TEP)
Fees: \$99

EDU 308 METHODS OF TEACHING SOCIAL STUDIES IN ELEMENTARY AND MIDDLE SCHOOLS (3 HRS.)

Social studies are content focused as students explore concepts, teaching methods, materials, related literature and integrated curriculum design for elementary and middle school grades. Inquiry projects emphasize theme cycles and demonstration lessons. Curricular and instructional objectives using the standards and guidelines of state and

national professional organizations such as the National Council for Social Studies are included.

Offered: Fall Semester
Prerequisite(s): EDU 290, EDU 291 AND Admission to Teacher Education Program (TEP)

EDU 309 TEACHING OF WRITING IN MIDDLE AND SECONDARY SCHOOLS (3 HRS.)

Students will experience the essentials of process writing for transactional, expressive, and poetic writing. Writing in content areas and evaluating and assessing writing are stressed. This course is required for middle school majors and secondary majors with an English language arts concentration.

Offered: Fall Semester
Prerequisite(s): ENG 103 AND At Least One Writing Intensive Course AND Admission to Teacher Education Program (TEP)
Breakthrough Lifetime Leadership: Writing Intensive

EDU 320 TEACHING MIDDLE SCHOOL: CURRICULUM & PHILOSOPHY OF TEACHING THE MIDDLE YEARS (3 HRS.)

This course examines the philosophy and curriculum development in the middle school, including school and classroom design, teaching methodology, curriculum strategies, and organizational structures. Teaching and learning theory and strategies for middle school students are explored along with curriculum design based on the developmental characteristics of children in grades 5-9. Students will spend 3 hours in class and 1 hour in field. (Previously offered as EDU311/314).

Offered: Spring Semester - Even Years
Prerequisite(s): EDU 101, EDU 230, EDU 231, EDU 290, EDU 291 AND Declaration of Major in Education AND Admission to Teacher Education Program (TEP)

EDU 350 TEACHING DIGITAL LITERACY (3 HRS.)

This course is geared towards today's digital citizens who plan to teach in the current technology-infused classrooms. Future educators are entering schools that are 1:1, so students must be prepared to work in a technology-rich environment. The class will integrate digital literacy across the curriculum, motivate students to embrace technology as both a consumer and a producer, and require that they participate in the course as both student and an educator. This will be a hands-on, interactive, seminar-type course.

Offered: Fall Semester
Prerequisite(s): EDU 101, EDU 231 AND Admission to Teacher Education Program (TEP)
Fees: Field trip fees possible
Breakthrough Lifetime Leadership: Writing Intensive, Information & Digital Literacy

EDU 385 DIVERSITY IN EDUCATION (3 HRS.)

This course will introduce both education and non-education majors to the role of the 21st century school in a diverse society. Students in this course will study important issues, approaches, and strategies in working with and forming connections with a population that is ethnically and culturally diverse. In addition, an emphasis of this course is to promote teaching tolerance and anti-bias in a land where discrimination and sexism still exist. To live as an informed and tolerant adult in an increasingly pluralistic

America is a major focus of this course. Specific topics to be explored include: understanding ourselves and others' values and belief systems, learning the language of prejudice, and creating unity in a diverse America.

Offered: Every Semester; most summers and winters taught online
Prerequisite(s): One of the Following: EDU 101, EDU 290, PSY 113, SOC 111, POL 211, OR PHL/REL 102
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

EDU 392 READING & WRITING IN THE CONTENT AREA (3 HRS.)

This course helps pre-service teachers explore methods to facilitate students' reading comprehension of content area materials (texts, non-fiction trade books, and other supplements). It is based on the recognition that reading in the content areas (non-fiction/informational) requires explicit strategies that are best taught in the context of the content area. It is also recognized that the most effective teacher of content area reading strategies is the teacher of the content area.

Offered: Spring Semester
Prerequisite(s): EDU 290, EDU 291 AND Admission to Teacher Education Program (TEP)
Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation

EDU 393 EDUCATION PRACTICUM II (2 HRS.)

This practicum is an intensely supervised pre-student teaching experience, which includes forty-five actual clock hours in a K-12 classroom. Action research is conducted in the assigned classroom and

presented to an audience such as the Undergraduate Research Forum. (Can be concurrent with 392).

Offered: Spring Semester

Prerequisite(s): EDU 291 AND Admission to Teacher Education Program (TEP)

Fees: \$10

EDU 417 ADVANCED PRACTICUM (3 HRS.)

The principal objective of this course is to provide a student the opportunity to spend time in different age group classrooms (preK-12). Students can take this course multiple times for varied credit hours based on their own schedule. For example, an elementary major may take 1 credit hour to spend 15 hours in a 5th grade classroom one semester and then for 2 credit hours another semester in a 2nd grade classroom. These practicums give them a broader range of experience and helps inform them for what age they want to student teach. Secondary folks also need to gain experience in all grade levels to be best prepared not only for student teaching but for their career in general.

Offered: Fall Semester (3 hrs.); Spring Semester (1 hr.); repeatable course
Prerequisite(s): EDU 231, EDU 291, AND EDU 393, AND Admission to Teacher Education Program (TEP)

Fees: \$200

EDU 425 METHODS OF SECONDARY SCHOOL TEACHING (3 HRS.)

Students explore the general principles, activities, schedules, and interactions of teachers and students in secondary schools. Course content includes teaching-learning process emphasizing methods of instruction and evaluation.

Offered: Fall Semester

Prerequisite(s): Senior Standing AND Admission to Teacher Education Program (TEP)

EDU 431 TEACHING ENGLISH IN MIDDLE AND SECONDARY SCHOOLS (3 HRS.)

This course is designed for those students who plan to teach English in high school settings. Along with an examination of issues, attitudes, and trends in teaching English/language arts, students develop materials and strategies for teaching and evaluating writing, speaking, listening, reading and viewing competencies. State and national standards and guidelines are used for content orientation.

Offered: As Needed

Prerequisite(s): EDU 425 And Permission of Instructor AND Admission to Teacher Education Program (TEP)

Breakthrough Lifetime Leadership: Writing Intensive

EDU 434 METHODS OF TEACHING MIDDLE SCHOOL AND SECONDARY PHYSICAL EDUCATION (3 HRS.)

This course is designed for students planning to teach middle school and secondary physical education programs. Topics include program development, selecting and implementing instructional units, class organization and management, assessment, integrating physical education with other disciplines, and professional development.

Offered: As Needed

Prerequisite(s): EDU 290 AND Admission to Teacher Education Program (TEP)

EDU 435 TEACHING SOCIAL STUDIES IN MIDDLE AND SECONDARY SCHOOLS (3 HRS.)

The content of this course includes recommendations of state and national groups, which have approved standards for teaching social studies. Students explore issues, trends and methods in social studies instruction for secondary school students. Students plan lessons and themes and engage in the kinds of projects, e.g., writing, research, and audio-visual, which they will present in their own classrooms in secondary schools.

Offered: Fall Semester
Prerequisite(s): EDU 425 AND Admission to Teacher Education Program (TEP)

EDU 441 READING ASSESSMENT AND ADVANCEMENT (3 HRS.)

This is a study of multiple formal and informal assessments that includes miscue analysis. Students prepare a reader profile that includes assessment procedures, identification of reading strengths and needs, and recommendations for strategies to promote advancement toward reading proficiency. Students work with at least one reader.

Offered: Spring Semester
Prerequisite(s): EDU 306 AND Admission to Teacher Education Program (TEP)
Breakthrough Lifetime Leadership: Writing Intensive

EDU 453 CLASSROOM MANAGEMENT AND ORGANIZATION (3 HRS.)

This course focuses on multiple factors that affect student learning and behavior. Students study effective classroom and behavioral management techniques, dealing with specific issues and practices

and developing their own plans for their own classrooms. A series of management plans are designed and brought together in a comprehensive management plan, which becomes part of the state mandated portfolio. Students deal with everything from room arrangement, rules of general conduct and classroom procedures, to teaching tolerance, dealing with bullying and violence, and grading and assessment.

Offered: Fall Semester
Prerequisite(s): EDU/PSY 221, EDU 291, EDU 393, AND Senior Standing, AND Admission to Teacher Education Program (TEP)

EDU 490 EDUCATIONAL SEMINAR (1 HRS.)

This course is taken concurrently with student teaching. It serves as an orientation to student teaching and functions as a formative structure for the experience. This seminar meets regularly throughout the student teaching semester allowing students to share experiences, strengthen competencies and address topics of concern. Completion of the state mandated portfolio and completion of the application for certification process are integral to the course. Preparation for employment interviews and how to fill out teaching applications to districts are covered as well.

Offered: Every Semester
Prerequisite(s): Completion of All Education Coursework; AND Completion of Content Coursework for Middle/Secondary Education Majors
Fees: Estimated \$300. Covers: Supplied Binder Materials, Application, Sub Certification, MoJoe, and \$43.75 FBI Fingerprinting If New Fiscal Year
Breakthrough Lifetime Leadership: Writing Intensive

EDU 492 STUDENT TEACHING: EARLY CHILDHOOD EDUCATION OR ELEMENTARY SCHOOL (6-12 HRS.)

This course is for students seeking certification in early childhood, Pre-K-Grade 3 or elementary education, grades 1-6. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor.

Offered: Every Semester

Prerequisite(s): Completion of All Education Coursework; AND Completion of Content Coursework, IF APPLICABLE: Sub Certified AND Taken the MoCA

Fees: Estimated \$600

Breakdown: \$45 Per Credit Hour;
Additional Fee (Varies by Distance);
FBI Fingerprinting: \$43.75; Sub
Certification \$50 (One-Time Fee)

EDU 495 STUDENT TEACHING: MIDDLE SCHOOL (12 HRS.)

This course is for students seeking certification in middle school education, grades 5-9. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor

Offered: Every Semester

Prerequisite(s): Completion of All Education Coursework; AND Completion of Content Coursework, IF APPLICABLE: Sub Certified

AND Taken the MoCA

Fees: Estimated \$600

Breakdown: \$45 Per Credit Hour;
Additional Fee (Varies by Distance)
FBI Fingerprinting: \$43.75; Sub
Certification \$50 (one-time fee)

EDU 497 STUDENT TEACHING: SECONDARY SCHOOL (12 HRS.)

This course is for students seeking certification in secondary education, grades 9-12. Concurrent enrollment in EDU 490 is required. Students gradually assume full responsibility for classroom instruction during the experience. Students are required to engage in all professional activities, which their cooperating school provides. Intense supervision and feedback are provided by a cooperating classroom teacher and a college supervisor. Special fee required. Prerequisites: Admission to student teaching, passing score for the national certification exam, and substitute certificate.

Offered: Every Semester

Prerequisite(s): Completion of All Education Coursework; AND Completion of Content Coursework, IF APPLICABLE: Sub Certified AND Taken the MoCA

Fees: Estimated \$600

Breakdown: \$45 Per Credit Hour;
Additional Fee (Varies by Distance)
FBI Fingerprinting: \$43.75; Sub
Certification \$50 (One-Time Fee)

EGR - Engineering

EGR/PHY 101 INTRODUCTION TO ENGINEERING AND DESIGN (3 HRS.)

This course introduces students to the engineering profession. Emphasis is

placed on engineering design, project management skills, software applications, teamwork, and communication. An engineering term project including a written technical report is required for this course.

Offered: Spring Semester

Prerequisite(s): None

Fees: \$50

ENG - English

ENG 105 ACADEMIC WRITING I (3 HRS.)

A first-semester composition course designed to introduce students to academic writing. Grounded in the process-based approach to writing, the course treats reading, thinking, and writing as integrated skills. Writing skills covered may include audience analysis/rhetorical awareness, narrative, expository, and beginning argumentation.

Offered: Every Semester

Prerequisite(s): Placement in Course

ENG 106 ACADEMIC WRITING II (3 HRS.)

A second-semester composition course designed to prepare students to succeed as college writers. 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.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Foundation Requirement

ENG 190 LITERARY MAGAZINE: JANUS (1 HR.)

A course involving the production of a literary magazine. This course provides students with practical experience in evaluating prose and poetry for publication, and in the technical processes of producing a magazine, including graphic design and layout, typography, and printing methods.

Offered: Spring Semester

Prerequisite(s): Permission of the Instructor

ENG 205 TOPICS IN BRITISH LITERATURE TO 1800 (3 HRS.)

A survey of English literature from approximately 750 A.D. through the end of the eighteenth century: the medieval period, the Renaissance, and the neo-classical age. This course looks at the intersection of literature and culture, tracing the development of each in order to understand how British literary culture changed over the years. Among the authors studied are Chaucer, Shakespeare, Donne, Milton, Swift, and Johnson.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Aesthetics Theme

ENG 206 BRITISH LITERATURE SINCE 1800 (3 HRS.)

A survey of English literature from 1799 to the present including the Romantic period, the Victorian period, Modernism, and the twentieth-century. This course looks at the intersection of literature and culture, tracing the development of each in order to understand how British literary culture changed over the years. Among the authors studied are Wordsworth, Keats, the Brownings, the Brontes, Joyce, Woolf, Yeats, Eliot, Lessing, and Larkin.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Aesthetics Theme
Breakthrough Lifetime Leadership: Writing Intensive

ENG/JMP 220 JANUS AND THE WORLD OF PUBLISHING (3 HRS.)

This course will introduce students to the world of publishing through a variety of means. Students will take part in all aspects of editing, designing and producing Westminster College's literary magazine, Janus, using In-Design and a variety of collaborative and individual exercises. Moreover, students will explore other publishing topics and avenues including but not limited to learning the fundamentals of copy-editing, writing book and article proposals, soliciting and managing submissions, promoting published material, and more.

Offered: Spring Semester
Prerequisite(s): ENG 103 AND ENG 275
Breakthrough Lifetime Leadership: Information and Digital Literacy

ENG/THE 230 PLAY IN PERFORMANCE I (3 HRS.)

This course consists of a semester long study of the academic and artistic foundations of dramatic performance culminating in a fully staged production of a play. The course will include in depth play-analysis, acting, and technical theatre training as well as more traditional coursework and academic papers exploring the playwright, their other works, the performance history of those works, and the theatrical movements associated with that playwright.

Offered: Spring Semester
Prerequisite(s): None
Breakthrough: Aesthetics Theme

Breakthrough Lifetime Leadership: Oral Communication and Presentation

ENG/THE 231 PLAY IN PERFORMANCE II (1 HR.)

This course allows students who have already completed ENG/THE 230 - 'Play in Performance I' to receive credit for participating in the fully staged production associated with that class. Students will continue to develop an appreciation for the academic and artistic foundations of dramatic performance through the production process. This will include in depth play-analysis, acting, and technical theatre training as well as an academic exploration of the playwright and his work, the performance history of those works, as well as the theatrical movements associated with that playwright.

Offered: Spring Semester
Prerequisite(s): ENG/THE 230 AND Permission of Instructor
Breakthrough Lifetime Leadership: Oral Communication and Presentation

ENG 238 AMERICAN LITERATURE TO THE CIVIL WAR (3 HRS.)

A survey of American literature from its beginnings among Native Americans through the middle of the nineteenth century. This course examines the emergence of literary culture over time, tracing changes in both literature and culture to determine what characteristics make American literature unique. Among the authors studied are Bradstreet, Whitman, Emerson, Thoreau, Poe, Hawthorne, Melville, Douglass, and Dickinson.

Offered: Fall Semester - Even Years
Prerequisite(s): None
Breakthrough: Values and Diversity Theme

ENG 239 AMERICAN LITERATURE SINCE THE CIVIL WAR (3 HRS.)

A survey of American literature from the middle of the nineteenth century to the present. This course examines changes in literary culture over time, tracing currents in the literature and the culture it reflects from the emergence of an industrialized society to the segmentation of twentieth-century society. Among the authors studied are Twain, James, Chopin, Frost, Eliot, Moore, Hemingway, Faulkner, Miller, Baldwin, and Plath.

Offered: Fall Semester - Odd Years
Prerequisite(s): None
Breakthrough: Values and Diversity Theme

ENG 248 TOPICS IN WORLD LITERATURE TO 1800 (3 HRS.)

A survey of masterpieces of world literature from ancient times to 1800. Readings are done in English, but only non-English authors are included. Works studied may range from pre-Biblical Mesopotamian literature, through Greek, Roman, Hindu classics, to the influential texts from the Middle Ages and Renaissance.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

ENG 249 WORLD LITERATURE SINCE 1800 (3 HRS.)

This survey in World Literature focuses on literature from Europe, Asia, Africa and the Americas from the 19th century onward. The course has the following goals: 1) providing you with a broad, general understanding of the history and trajectory of some of the world's major Western literary traditions, including the Enlightenment, Romanticism, Realism, Modernism, and Postmodernism, as well

as Chinese, Japanese, Indian, and African literary traditions that influenced and challenged those traditions; 2) honing your analytical skills as readers and writers, and 3) emphasizing the relationship between the literary texts on our syllabus, and the history, cultures, and politics within which they were produced. In short, we will be considering the many ways in which art both reflects its cultural context and exerts a shaping influence on that context.

Offered: As Needed
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

ENG/JMP 260 INTRODUCTION TO JOURNALISM (3 HRS.)

A survey of the field of journalism, with particular attention to its history, ethics, and the responsibilities of the journalist. Much of the class work is the writing of typical examples of journalism. Students enrolled in this course will participate in a practicum as writers or editors for The Columns.

Offered: Spring Semester
Prerequisite(s): ENG 103

ENG/JMP 265 TECHNICAL AND WEB WRITING (3 HRS.)

Technical Writing refers to any writing done by a professional in a field who is communicating specialized information to a specific audience. The field could be computer software or engineering, but it could just as easily be business, government, non-profits, finance, or education. This course focuses on writing, editing, and design skills that you can apply to any professional job. Because so much of today's workplace writing appears on the internet, this course will pay particular attention to how to write, arrange, and deliver information effectively

on the Web.

Offered: Spring Semester - Odd Years

Prerequisite(s): ENG 103

Breakthrough Lifetime Leadership: Writing Intensive, Information and Digital Literacy

ENG/JMP 270 EXPOSITORY WRITING (3 HRS.)

A course in advanced composition, with emphasis on reasoning and organization, and with special attention to principles of style. Part of the course will consist of discussion of student work, as well as the study of trends of thought and the literary techniques of published essayists.

Offered: Fall Semester

Prerequisite(s): ENG 103

Breakthrough Lifetime Leadership: Writing Intensive

ENG 275 INTRODUCTION TO CREATIVE WRITING (3 HRS.)

An introduction to the writing of poetry, fiction, creative nonfiction, and drama, with approximately equal time spent on each genre. Students will study the forms and techniques used by successful writers as models for their own work and will read and critique the writing of other students in a workshop format.

Offered: Every Semester

Prerequisite(s): ENG 103

Breakthrough Lifetime Leadership: Writing Intensive

ENG 290 INTRODUCTION TO LITERARY STUDIES: CRITICAL APPROACHES AND RESEARCH METHODS (3 HRS.)

A seminar in the theory and practice of literary study. The course objectives are to examine key issues in literary theory, to

develop an understanding of theoretical models in relation to critical practice, and to acquire research skills necessary for advanced literary study (e.g., the honors project).

Offered: Spring Semester

Prerequisite(s): A 200-Level Literature Course

Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry and Analysis

ENG/GTS 315 LITERARY MODES AND GENRES (3 HRS.)

The study of literature focusing upon the distinct categories into which literary works are grouped according to formal elements - the novel, poetry, drama, autobiography, tragedy, comedy, the epic - conventions which both endure over time and are modified with every new work in the genre. Possible courses include Autobiography, Booker Prize-Winning Fiction, Science Fiction, or The Country and City in Nineteenth Century British Poetry.

Offered: As Needed

Prerequisite(s): A 200-Level Literature Course

ENG 330/GTS 300 VISIONS AND REVISIONS (3 HRS.)

A reading of literature based on two premises: First, that literature is a product of culture arising from a web of historical conditions, relationships, and influences that in some measure determine literary form and content; second, that literature is at the same time an agent of culture that shapes social practices. Courses may include studies of the exchange between colonial and post-colonial fiction, the evolution of particular story lines (such as the Arthurian myth) through a variety of literary texts, and the relationship between

classicism and romanticism.

Offered: As Needed

Prerequisite(s): None

Breakthrough Lifetime Leadership: Writing

Intensive Optional

ENG 335 A SENSE OF PLACE (3 HRS.)

A study of the way various writers has detailed the complex and profound relationships between place - whether it be a physical or intellectual construct - the literary ethos, and construction of identity. Students will explore literary texts that invoke or evoke place as a significant literary or cultural trope. Course offerings may include Crime, Mystery, and Detection Literature of the Environment, American Writers in Paris, or Rural/Urban Literature.

Offered: As Needed

Prerequisite(s): None

Breakthrough: "Crime, Mystery, and

Detection" topic is an Exploration Course

Breakthrough Lifetime Leadership: Writing

Intensive, Information and Digital Literacy

ENG/WGS 340 GENDER AND LITERARY EXPRESSION (3 HRS.)

A study of gender as a personal, social, and literary construction, this course examines literature in the context of contemporary social and cultural attitudes towards gender. Though poetry, fiction, or drama are usually included, this course often involves essays, journals, and letters as well. Course offerings may include Southern Women Writers, Women and Madness, or Theories of Gender in Literature.

Offered: As Needed

Prerequisite(s): None

Breakthrough: Exploration Course for topic:

Wives, Widows, and Whores

Breakthrough Lifetime Leadership: Writing

Intensive

ENG/GTS 345 ETHNIC LITERATURE (3 HRS.)

The examination of literature by individuals belonging to various ethnic groups, including those in the United States (African-American, Native American, Chicano/Chicana, Asian-American or Jewish) as well as groups from other cultures. This course considers the aesthetic, cultural, social, and/or political aspects of literature and particularly how works by ethnic writers negotiate the boundaries of literary expression, how language use and assimilation affect one another, and/or how other aspects of culture mesh with and shape the literature. Specific courses may include African-American Literature, The Harlem Renaissance, or Langston Hughes.

Offered: As Needed

Prerequisite(s): None

ENG 350 STUDIES IN THE AUTHOR (3 HRS.)

A study of a single author (e.g., Shakespeare, Melville, Joyce, Hughes, or Morrison) or two or more related authors who do not in themselves constitute a movement (Chaucer/Shakespeare, Faulkner/Hurston, Joyce/Woolf).

Offered: As Needed

Prerequisite(s): None

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing

Intensive Optional AND Research Inquiry

and Analysis

ENG 355 LITERATURE AND THE OTHER ARTS (3 HRS.)

The study of the historical, cultural, and aesthetic relationships between literature

and other modes of artistic production (visual arts, music, theater, film, dance), focusing particularly on the ways in which artists in various modes influence one another. Topics include Gothic Literature and Film, Shakespeare on Film, Literature Goes to the Movies, the Photograph as a Literary Text and Jazz, Blues, and Poetry.

Offered: Every Two Years

Prerequisite(s): Any of the following: FAR 215, ENG 204, ENG 205, ENG 206, ENG 238, ENG 239, ENG 248, ENG 249, SEC 205, SOC 111.

Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

ENG 372 CREATIVE WRITING PROSE (3 HRS.)

A workshop course in which students study the work of successful fiction writers, identify and practice the forms and techniques they employ, and use those techniques to craft their own stories. Group discussion of students' writing plays a primary role.

Offered: Spring Semester - Even Years
Prerequisite(s): ENG 103 AND ENG 275
Breakthrough Lifetime Leadership: Writing Intensive

ENG 374 CREATIVE WRITING POETRY (3 HRS.)

A workshop course in which students study the works of successful poets, identify and practice the forms and techniques they employ, and use those techniques to craft their own poems. Group discussion of students' writing plays a primary role.

Offered: Spring Semester - Odd Years
Prerequisite(s): ENG 103 AND ENG 275
Breakthrough Lifetime Leadership: Writing

Intensive

ENG 376 CREATIVE NONFICTION (3 HRS.)

A workshop course in which students study the works of successful creative nonfiction writers, identify and practice the forms and techniques they employ, and use those techniques to craft their own poems. Group discussion of students' writing plays a primary role.

Offered: Fall Semester - Odd Years
Prerequisite(s): ENG 103 AND ENG 275
Breakthrough Lifetime Leadership: Writing Intensive

ENG/THE 378 PLAYWRITING (3 HRS.)

In this course, we will collectively work to develop and hone your ability to construct performance texts. We will use a selection of one-act plays written by some of the most accomplished playwrights of the 20th century, seminal works of performance art, and a few foundational texts on dramatic analysis to isolate the features of effective performance compositions. From there the course will increasingly focus on your original compositions, which will be workshopped by the class as a whole. This process will culminate in your completion of a polished one-act play.

Offered: Fall Semester - Even Years
Prerequisite(s): THE 201 OR ENG/THE 230 OR ENG 275
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

ENG/JMP 380 INTRODUCTION TO DIGITAL HUMANITIES (3 HRS.)

Digital tools such as archives, data

mining, data visualizations, and games are changing how students and scholars approach the study of the humanities. In this course, we will use digital tools to facilitate our own interpretation and research, with a particular focus on Mary Shelley's *Frankenstein* and its enduring influence on popular culture. No technical proficiency is assumed--you only need to be willing to learn. Our projects will include many hands-on (and, I hope, fun) opportunities to make things in addition to the analytical writing assignments you are familiar with from other English courses.

Offered: Fall Semester - Even Years
Prerequisite(s): One of the following courses: Any 200 Level ENG course, HIS 103, HIS 104, HIS 109, HIS 110, OR MSM 210
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Research Inquiry & Analysis, Information and Digital Literacy

ENG 420 HONORS PROJECT I (3 HRS.)

The first course in the two-semester honors sequence. Students read extensively in the area selected by the student and approved by a thesis committee consisting of two faculty members. Students meet weekly with the thesis director, complete written assignments, and make presentations to the English Department and possibly to other members of the honors seminar.

Offered: Fall Semester
Prerequisite(s): ENG 290 (B or Higher) AND Department Approval

Breakthrough Lifetime Leadership: Writing Intensive

ENG 430 HONORS PROJECT II (3 HRS.)

The second course in the two-semester honors sequence. Students meet weekly with the thesis director as they write their thesis. Students present an oral defense of the thesis to their committee at the end of the semester.

Offered: Spring Semester
Prerequisite(s): ENG 420 (B or Higher)
Breakthrough Lifetime Leadership: Writing Intensive

ENV - Environmental Science

ENV 103 EXPLORING ENVIRONMENTAL SCIENCE (1 HR.)

This course will introduce students to possible academic and career pursuits within the field of Environmental Science. Although the broad interdisciplinary opportunities of environmental science will be discussed, particular focus will be given to the three emphases of the major: biology, chemistry, and geology. Students will be able to share ideas and critically assess how they can contribute to the stewardship of the environment. Furthermore, students will explore possible career paths and meet with professional guest speakers to learn about the wide range of opportunities and experiences within the discipline.

Offered: Spring Semester
Prerequisite(s): None

ENV 105 INTRODUCTION TO ENVIRONMENTAL SCIENCES (4 HRS.)

This course investigates global, national, regional, and local environmental issues by critically analyzing available data and examining alternative to current situations. Emphasis is placed on the use of scientific methods to investigate and solve environmental problems. Off-campus field trips are required. Class projects seek to extend the implications of the course material to the campus and local communities.

Offered: Fall Semester

Prerequisite(s): None

Fees: \$45

Breakthrough: Natural Science Inquiry Theme

ENV 350 CONSERVATION BIOLOGY (3 HRS.)

Conservation biology is the scientific study of the nature and status of Earth's biodiversity with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction. It is an interdisciplinary subject drawing on sciences, economics, and the practice of natural resource management. A variety of topics and issues will be explored, including but not limited to: factors contributing to the decline of populations, the problems of habitat loss, isolation and fragmentation, ecosystem management, restoration ecology and sustainable development.

Offered: Spring Semester - Even Years

Prerequisite(s): BIO 114/115 OR BIO 124/125 OR ENV 105

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive

FIN - Finance

FIN/ECN 310 INTERNATIONAL TRADE AND FINANCE (3 HRS.)

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

Offered: Spring Semester - Even Years

Prerequisite(s): ECN 331

FIN 318 CORPORATE FINANCE I (3 HRS.)

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

Offered: Every Semester

Prerequisite(s): ACC 215 AND BUS 210 (C Or Higher); BUS 210 And FIN 318 Can Be Taken Concurrently

FIN/ECN 325 MONEY, BANKING AND FINANCIAL MARKETS (3 HRS.)

A study of the roles of the financial sector and of monetary policy on the economy. Explores essential features of financial markets; discusses concerns of bank managers in making investment choices;

examines the roles of the Federal Reserve and banks in the money supply process; explores the importance of money in the economy; and examines the importance of exchange rate movements in international investing.

Offered: Spring Semester

Prerequisite(s): ECN 211

FIN 328 CORPORATE FINANCE II (3 HRS.)

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

Offered: Spring Semester

Prerequisite(s): FIN 318 (C Or Higher)

FIN 350 INVESTMENTS (3 HRS.)

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

Offered: Fall Semester

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

FIN 351 PORTFOLIO MANAGEMENT (3 HRS.)

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

Offered: Fall Semester

Prerequisite(s): (FIN 318 (C Or Higher) AND MAT 124) OR (MAT 122 AND ECN 355)

FIN 354 OPTIONS AND FUTURES (3 HRS.)

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

Offered: Spring Semester

Prerequisite(s): FIN 350 (C Or Higher) AND ECN 355

FPL - Financial Planning

FPL 220 INTRO TO FINANCIAL PLANNING (3 HRS.)

The course introduces the Financial Planning profession at the undergraduate level. Students will learn industry

terminology, rules and regulations, and the standards of conduct and code of ethics that guide a financial planning professional. Specifics topics include the time value of money, personal financial statement analysis, cash and debt management, housing, education funding, and industry ethics and regulation. The course will provide learning activities that will facilitate student growth and development in higher-level thinking (analysis, synthesis, and evaluation) written and oral communication skills, and networking. The course aligns with the principal knowledge topics evaluated on the CFP Exam.

Offered: Fall Semester
Prerequisite(s): None

FPL 310 RETIREMENT PLANNING AND EMPLOYEE BENEFITS (3 HRS.)

This course inspects each step of assisting a client through the retirement planning process. Students will analyze products, retirement plans, tools, and practice strategies used by financial professionals to help individuals, families, and companies (e.g., most commonly small business owners) choose and implement an effective retirement planning strategy. By the end of the course, students will be able to evaluate a client's retirement needs and goals and create a plan that includes tax-efficient income distributions, eldercare considerations, and social services. The course is aligned with the principal knowledge topics evaluated on the CFP Certification Examination.

Offered: Spring Semester
Prerequisite(s): ACC 215, BUS 210, MAT 114, FIN 318, FPL 220; AND ECN 211 OR 212

FPL 320 RISK MANAGEMENT AND INSURANCE PLANNING (3 HRS.)

This course equips students with a comprehensive structure for assessing an individual or business client's risk and counseling the client of recommended insurance options, and annuities. The begins with examining the risk management process as well as the four primary risk management techniques. The course then provides an in-depth look at insurance products and the insurance planning process. Students will be able to explain and choose appropriate health insurance, life insurance, disability insurance, long-term care insurance, property and liability insurance. The course aligns with the principal knowledge topics evaluated on the CFP Exam.

Offered: Spring Semester
Prerequisite(s): ACC 215, BUS 210, MAT 114, FIN 318, FPL 220; AND ECN 211 OR 212

FPL 430 ESTATE PLANNING AND TRUST (3 HRS.)

This course prepares students to create a comprehensive estate plan that considers the client's goals, current and future needs, anticipated changes, and any special circumstances. Students will learn the estate planning process, titling and transfer of property, various taxes and consequences, the effective use of gifts, types of trusts, and business transfers. Students will also be able to counsel clients on special needs and circumstances such as divorce, disability, and non-married partners. The course aligns with the principal knowledge topics evaluated on the CFP Exam.

Offered: Spring Semester
Prerequisite(s): ACC 215, BUS 210, MAT 114, FIN 318, FPL 220; AND ECN 211 OR 212

FPL 450 FINANCIAL PLAN DEVELOPMENT (3 HRS.)

In this capstone course for the financial planning major, students will apply all skills learned in the major courses to perform the duties of a professional financial planner. Students will apply the financial planning process to create and present several plans based on various realistic client situations. This course aligns with the principal knowledge topics evaluated on the CFP Exam.

Offered: Spring Semester

Prerequisite(s): ACC 215, BUS 210, MAT 114, FIN 318, FPL 220,310,320, 430; AND ECN 211 OR 212 (May be taken concurrently FPL 430)

FPS - Forensic Psychology

FPS/PSY 340 FORENSIC PSYCHOLOGY (3 HRS.)

This course will explore the basic principles surrounding the interaction of psychology and the legal system. Forensic Psychology's foundation includes psychological, political science and sociological principles. Students will learn about several areas within forensic psychology including, but not limited to, what forensic psychology entails, the roles of forensic psychologists, use of psychology in the selection of law enforcement, techniques in criminal investigation, risk assessment, child custody cases, interrogation and confessions, insanity and competency to stand trial, and death penalty trials and appeals. Discussions regarding the cooperative and conflicting nature of the relationship between the legal system and psychology will be prevalent.

Offered: As Needed

Prerequisite(s): One of the following: POL 112, POL 211, PSY 113, OR SOC 111

Breakthrough: Exploration Course

FRE - French

FRE 101 ELEMENTARY FRENCH I (3 HRS.)

This course is designed to develop elementary proficiency in oral expression, listening comprehension, reading, writing, and cultural understanding. Online language laboratory and written assignments required. Open to students with no previous study of French or placement in FRE 101.

Offered: As Needed

Prerequisite(s): None

FRE 102 ELEMENTARY FRENCH II (3 HRS.)

This is a continuation of FRE 101. It further develops the four skills, speaking, listening, reading, and writing. It includes cultural material. Online and written assignments required.

Offered: As Needed

Prerequisite(s): FRE 101

FRE 203 INTERMEDIATE FRENCH I (3 HRS.)

It significantly develops the communicative skills on topics inspired by everyday life. It reviews the grammar at intermediate level, with strong emphasis on developing the vocabulary, through cultural readings and audiovisual activities. Online and written assignments required.

Offered: As Needed

Prerequisite(s): FRE 102

FRE 204 INTERMEDIATE FRENCH II (3 HRS.)

It provides a comprehensive grammar review with strong emphasis on oral communication and writing. It includes readings and discussions on French and Francophone cultures. Oral presentations, online and written assignments required.

Offered: As Needed
Prerequisite(s): FRE 203

FRE 280 INTRODUCTION TO FRENCH LITERATURE AND CULTURE (3 HRS.)

In depth analysis of selected literary and cultural documents in the context of wide societal phenomena observed in contemporary France.

Offered: As Needed
Prerequisite(s): None
Breakthrough: Aesthetics Theme
Breakthrough Lifetime Leadership: Writing Intensive

FRE 303 ADVANCED FRENCH CONVERSATION (3 HRS.)

Concentrated oral usage of the language in simulated life situations and discussion of literature and culture.

Offered: As Needed
Prerequisite(s): FRE 204

FRE 305 COMMERCIAL FRENCH (3 HRS.)

The aim of this course is to acquaint students with the terminology used in business administration, law, management, accounting, finance, stock exchange, banking, transport, and insurance, and to familiarize them with commercial letters written according to the most modern rules governing French-

English business correspondence.

Offered: As Needed
Prerequisite(s): FRE 204

FRE 306 ADVANCED GRAMMAR AND COMPOSITION (3 HRS.)

A systematic review of all the common elements of French grammar, especially verbs and certain problem words. Oral and written exercises are designed to develop proficiency in both speaking and writing.

Offered: As Needed
Prerequisite(s): FRE 204

FRE 358 THE INDIVIDUAL IN SOCIETY I (FROM THE MIDDLE AGES TO THE FRENCH REVOLUTION) (3 HRS.)

This course a) introduces students to the main trends in French literature from the Middle Ages to the end of the 18th century (medieval roman Courtois, Renaissance poetry, classical drama and comedy in 17th century, Enlightenment prose); b) provides students with conceptual means to analyze literary texts from multiple perspectives; c) enables students to create connections between past and present. Fundamental contemporary aspects of French society cannot be understood without placing them in proper historical context, without identifying and understanding their origins; d) develops students' critical thinking and the ability to do interdisciplinary research.

Offered: As Needed
Prerequisite(s): FRE 306

FRE 359 THE INDIVIDUAL IN SOCIETY II (19TH - 21ST CENTURIES) (3 HRS.)

This course examines a wide range of

literary works that reveal underlying ideologies and views on social organization, family, marriage, gender, and consumerism. Some of the course objectives: a) to introduce students to the main trends in French literature in 19th - 21st centuries; b) to read and analyze in depth representative literary texts from multiple perspectives (literary forms, sociopolitical and economic aspects, religious beliefs, features of urban space); c) to help students understand why it is important to place literary works in larger systems of ideas, beliefs and behaviors; d) to develop students' critical thinking and the ability to do interdisciplinary research.

Offered: As Needed
Prerequisite(s): FRE 306

FRE 360 LITERARY MOMENTS AND MOVEMENTS (3 HRS.)

The study of a historical period of literary movement. Students will analyze representative literary texts with particular attention to the historical and intellectual contexts in which they were produced. Topics will vary and may include Classical Drama, Philosophy and Philosophers of Enlightenment, Romanticism, Realism and Naturalism, Quebec's Contemporary Novel.

Offered: As Needed
Prerequisite(s): FRE 306

FRE 361 LITERATURE AND CULTURE (3 HRS.)

A thematic approach to literature in which students will be encouraged to reflect on the relationships between literature and culture. Topics will vary and may include Scandals, trials and controversy in French Literature; Representations of America in French texts; Literature and the Arts; Science and Literature. Offered in French.

Offered: As Needed
Prerequisite(s): FRE 306

FRE 362 FRANCOPHONE CIVILIZATIONS (3 HRS.)

An interdisciplinary study of specific cultures in the French-speaking areas such as Maghreb, West Africa, the Caribbean islands, and Quebec. Offered in French every other Fall Semester. Prerequisite: French 306 or instructor's approval. FRE 363 French Civilization (3 hrs.) This course is required for the French major and fulfills the civilization requirement for the French minor. It examines French life, history, sociopolitical trends, ideas, values, and institutions from an interdisciplinary perspective. It is intended as a background for students who study literature, culture, and social sciences, as well as a critical course for students who prepare to teach French or other subject matters in the Humanities.

Offered: As Needed
Prerequisite(s): FRE 306

GEO - Geology

GEO 108 INTRODUCTION TO PHYSICAL GEOLOGY (4 HRS.)

Introduces the major concepts in the field of geology. Topics to be covered include rock and mineral identification; theory of plate tectonics; volcanos, earthquakes, and mass wasting events; surface and subsurface hydrology; glacial, eolian, and coastal landforms; geologic hazards; as well as environmental issues. The lab portion of the course provides hands-on experiences as well as off-campus field trips.

Offered: Spring Semester
Prerequisite(s): None

Fees: \$75

Breakthrough: Natural Science Inquiry Theme

GEO 110 EARTH SYSTEMS (4 HRS.)

This course evaluates basic geographical and earth science principles and processes in the lithosphere (soils and landforms), hydrosphere (hydrologic cycle), atmosphere (weather and climate), and biosphere (biogeography). Study of the relationships between the natural environment and human habitation on the Earth. Lab and field exercises and data evaluation will give students an appreciation of the tools of study and more detailed look at the entire system of the Planet Earth in which there is human interaction. GEO 110 is designed for Science Education majors as part of their requirements for DESE.

Offered: As Needed

Prerequisite(s): None

Fees: \$50

GEO 203 HISTORICAL GEOLOGY (4 HRS.)

A physical history of Earth that examines the processes responsible for creating a dynamic planet. This course evaluates the origins of Earth, changes in continents/ocean basins as it relates to plate tectonics and how these changes influenced climates, environments, and ultimately life. Students will apply concepts from GEO 108 and focus on specific examples of prehistoric organisms and their interaction within the surrounding environment in which they lived. Based on information recorded from the rock and fossil record, a better comprehension of the delicate relationship between organisms and their surrounding environment will be gained. Course content will be complemented

with field and laboratory components.

Offered: Fall Semester - Odd Years

Prerequisite(s): GEO 108

Fees: \$55

Breakthrough: Natural Science Inquiry Theme

GEO 302 GEOSCIENCE: PERSPECTIVES & CREATIVE DESIGN (4 HRS.)

This interdisciplinary course will challenge students to expand on geological content and concepts presented in GEO 108, as well as new material, by engaging in projects that promote and explore new perspectives and creativity. Students will utilize a variety of artistic mediums to express the comprehension and appreciation of various subjects related to the geosciences in more meaningful ways.

Offered: Fall Semester - Even Years

Prerequisite(s): GEO 108

Fees: \$ 75

Breakthrough: Exploration Course

GEO 315 ANTHROPOCENE GEOLOGY (3 HRS.)

This course will expand on important environmental issues during the most recent portion of geologic time, known as the Anthropocene. Primary focus will be on the hydrosphere and atmosphere, and how human activity affects various parts of these systems. Therefore, content will include topics associated with the relationship between human activity and climate change, as well as environmental contamination. In addition, students will also become familiar with a variety of natural hazards and disasters and learn how to prepare and respond to such events.

Offered: Spring Semester - Odd Years
Prerequisite(s): ENV 105 AND GEO 108
Breakthrough Lifetime Leadership: Writing Intensive, Oral Communication and Presentation

GEO 317 SURFICIAL GEOLOGY (4 HRS.)

This course focuses on the physical, chemical, hydrological, and biological processes responsible for shaping and creating various geological surface features and environments. Content includes an in-depth look at weathering, erosion, transporting agents, sedimentation and deposition, soil formation, classification and distribution of soils, soil processes, and landscape evolution. Course content is designed to illustrate the dynamics of Earth's past and future surface environmental changes. A primary focus of the course discusses the relationship between process and surface form, as well as consequences of land scape alteration due to human activities. Lecture material will be complemented with field and laboratory components.

Offered: Fall Semester - Even Years
Prerequisite(s): GEO 108
Fees: \$75

GEO 327 WEATHER AND CLIMATE (3 HRS.)

This course examines the processes and patterns found in the Earth's atmospheric system on a daily basis (weather) as well as a statistical average (climate). The course also examines the effect weather and climate have on the environment in which we live. The course will have a focus on short-term energy input, atmospheric motion and moisture considerations, weather forecasting, climate change, microclimates, and energy balance.

Offered: As Needed
Prerequisite(s): ENV 105

GEO 330 APPLICATION OF GEOGRAPHIC INFO. SYSTEMS (4 HRS.)

Basic study of Geographic Information Systems, particularly ARCGIS software and applications to a variety of disciplines. Course will involve extensive hands-on use of ARCGIS and the development of maps and projects in several disciplines.

Offered: Spring Semester- Even Years
Prerequisite(s): (GEO 108 OR ENV 105) AND MAT 111 AND (MAT 121 OR MAT 124)
Fees: \$75

GEO 335 PALEONTOLOGY (4 HRS.)

This course will cover invertebrate and vertebrate fossils throughout geologic time and discuss phylogenetic relationships and evolutionary history of important taxonomic groups. Unique morphological characteristics and adaptations will be highlighted and discussed. Furthermore, there will be a focus on the relationship between form and function. Students will learn how to make environmental interpretations based on morphological characteristics. Course content will be complemented with field and laboratory components.

Offered: Fall Semester - Even Years
Prerequisite(s): (GEO 108 AND GEO 203) OR BIO 124/125
Fees: \$75

GEO 340 EARTH MATERIALS (4 HRS.)

This course focuses on mineral and rock resources in both hand sample and thin section. It addresses the natural processes responsible for formation, distribution,

and abundances of these resources. Students will be introduced to the basics of crystallization and physical properties based on elemental chemistry, as well as petrographic techniques. This course will also concentrate on common mineral and rock resources that are important to human society and future progress by clarifying how these resources are mined, extracted, utilized, and become cause for environmental concern. Lecture material will be complemented with field and laboratory components.

Offered: Fall Semester - Odd Years
Prerequisite(s): GEO 108
Fees: \$75

GOG - Geography

GOG 101 INTRODUCTION TO GEOGRAPHY (3 HRS.)

This course explores the discipline of geography from both a natural and social science perspective. Through an examination of both physical and human geography, students will develop an understanding of how human factors -- such as population, culture, economic activity, and political organization -- interact with the physical environment.

Offered: Every Other Year
Prerequisite(s): None
Breakthrough: Global Perspectives Theme
Breakthrough Lifetime Leadership: Oral Communication and Presentation

GTS - Global and Transnational Studies

GTS 105 INTERNATIONAL STUDENT TRANSITION SEMINAR (1 HR.)

International Student Transition Seminar is a one-credit hour seminar course designed for new international students. The course offers a general orientation to American culture and to Westminster College campus culture. The course covers subjects such as adjusting to American culture and communication styles, developing a successful financial plan, workplace/classroom etiquette, navigating the American health system, and more. It also covers the rules and regulations all F-1 international students must understand in order to maintain their non-immigrant status. This course is an elective course consistent with our campus commitment to developing "leaders in a global community." CR/D/F only.

Offered: Fall Semester
Prerequisite(s): None

GTS 201 INTRODUCTION TO GLOBAL AND TRANSNATIONAL STUDIES (3 HRS.)

An introductory examination of the interconnected, multi-cultural, multi-national "global village" in which we live and work today, with special attention to social and cultural conflicts, problems and prospects. The course is designed to introduce and demonstrate the importance of Global & Transnational Studies in today's world and in the lives and careers of students.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

GTS 212 MODEL UNITED NATIONS TEAM (2 HRS.)

Students will develop the skills of research, writing, debate, and negotiation in order to participate in the Westminster College Model United Nations team. Students will explore one country in depth and examine a range of global issues as they prepare to represent their country at the American Model United Nations Conference in Chicago.

Offered: Fall Semester

Prerequisite(s): None

Fees: \$100

Breakthrough Lifetime Leadership: Oral Communication and Presentation

GTS/HES 240 INTRODUCTION TO GLOBAL PUBLIC HEALTH (3 HRS.)

The course will study foundational public health concepts in a global context, using an evidence-based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

GTS/POL 306 WEST EUROPEAN GOVERNMENT AND POLITICS (3 HRS.)

A study of the foundations, structures, and functions of the governments of selected major European countries.

Offered: Spring Semester- Even Years

Prerequisite(s): One of the Following

Courses: GTS 201, HIS 109, POL 112, POL 212, SEC 201

Breakthrough: Exploration Course

GTS/POL 308 POST-SOVIET POLITICS (3 HRS.)

An examination of the history of the Soviet political system since 1917; the influence of ideology; the role played by the Communist Party, the bureaucracy, interest groups and other actors; political culture, socialization and participation; current economic and social policy issues; and the future evolution of the system.

Offered: Fall Semester - Odd Years

Prerequisite(s): One of the Following

Courses: GTS 201, HIS 109, POL 112, POL 212, SEC 201

Breakthrough: Exploration Course

GTS/ENG 315 LITERARY MODES AND GENRES (3 HRS.)

The study of literature focusing upon the distinct categories into which literary works are grouped according to formal elements - the novel, poetry, drama, autobiography, tragedy, comedy, the epic - conventions which both endure over time and are modified with every new work in the genre. Possible courses include Autobiography, Booker Prize-Winning Fiction, Science Fiction, or The Country and City in Nineteenth Century British Poetry.

Offered: As Needed

Prerequisite(s): A 200-Level Literature Course

GTS/POL 325 MIDDLE EAST AND NORTH AFRICAN POLITICS (3 HRS.)

An examination of political issues within and between the countries in the Middle East and North Africa. In this course, students will examine the role of religion in politics, the causes and consequences of military conflicts in the region, efforts to promote (and diminish) the rights of marginalized groups, and the wide diversity of political institutions that exist in the area.

Offered: Fall Semester - Even Years
Prerequisite(s): GTS 201 OR SEC 201 OR POL 212
Breakthrough: Exploration Course

ENG 330/GTS 300 VISIONS AND REVISIONS (3 HRS.)

A reading of literature based on two premises: First, that literature is a product of culture arising from a web of historical conditions, relationships, and influences that in some measure determine literary form and content; second, that literature is at the same time an agent of culture that shapes social practices. Courses may include studies of the exchange between colonial and post-colonial fiction, the evolution of particular story lines (such as the Arthurian myth) through a variety of literary texts, and the relationship between classicism and romanticism.

Offered: As Needed
Prerequisite(s):

GTS/ENG 345 ETHNIC LITERATURE (3 HRS.)

The examination of literature by individuals belonging to various ethnic groups,

including those in the United States (African-American, Native American, Chicano/Chicana, Asian-American or Jewish) as well as groups from other cultures. This course considers the aesthetic, cultural, social, and/or political aspects of literature and particularly how works by ethnic writers negotiate the boundaries of literary expression, how language use and assimilation affect one another, and/or how other aspects of culture mesh with and shape the literature. Specific courses may include African-American Literature, The Harlem Renaissance, or Langston Hughes.

Offered: Fall Semester
Prerequisite(s): Varies by course
Fees: Varies by course

GTS/POL/SEC 346 CHINESE POLITICS AND INFLUENCE (3 HRS.)

An examination of how China's emergence as an economic, diplomatic, and military heavyweight is shifting the global balance of power, shaping the responses of governments and intergovernmental organizations, and posing fundamental questions about the nature of world order itself.

Offered: Spring Semester - Even Years
Prerequisite(s): GTS 201 OR SEC 201 OR POL 212
Breakthrough: Exploration Course

POL 362/GTS 300 AMERICAN FOREIGN POLICY (3 HRS.)

A study of the diplomatic process designed to provide a realistic insight into the stresses and demands upon modern policy-making, including the roles of the president and Department of State. The course includes an analysis of postwar American programs, policies and difficulties in foreign affairs.

Offered: As Needed
Prerequisite(s): POL 211 OR POL 212
Breakthrough: Exploration Course

GTS 401 RESEARCH SEMINAR (3 HRS.)

This interdisciplinary seminar is open to any student with an interest in national, transnational, and global issues and who has met the specified prerequisites. Its core objective is to cultivate an ability to comprehend, discuss, and produce scholarly research at an advanced undergraduate level. Required readings cover seminal works and exemplary texts in transnational and international studies. In class meetings, students work as a collaborative team to analyze assigned readings and provide feedback on classmates' research. During the initial weeks of the course, students submit research proposals and begin assembling relevant scholarly sources. In the remainder of the term, students prepare cumulative portions and rough drafts of a research paper, culminating in a final draft approximately 25 pages in length. The most outstanding papers will be submitted as a session for the spring Undergraduate Scholars Forum.

Offered: Fall Semester
Prerequisite(s): GTS 201 AND Junior or Senior Status
Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

GTS 402 INTERNATIONAL/ TRANSNATIONAL STUDIES SENIOR THESIS I (3 HRS.)

Students majoring in Global & Transnational Studies who have a cumulative GPA of 3.30 or higher in the major may elect to write a senior thesis for honors recognition. Graduate with

Honors will be noted on their transcript provided they complete the thesis with a grade of B or Higher.

Offered: As Needed
Prerequisite(s): GTS 401

GTS 300/PSY 405 INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY (3 HRS.)

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.

Offered: As Needed
Prerequisite(s): PSY 113 AND One of the following: GTS 201, HIS 109, HIS 110, HIS 350, HIS 360, HUM 277, HUM 278, HUM 294, PHL 102, POL 212, REL 102, SOC 111, WGS 210
Breakthrough: Exploration Course

HES - Health and Exercise Science

HES 101 INTRO TO EXERCISE SCIENCE (1 HR.)

This class will provide an opportunity for students to understand the scope of health professions related to Exercise Science as they begin their studies in the major and

explore professions: e.g., medicine, nursing, physician assistant, physical therapy, occupational therapy, personal training, dietetics, chiropractic, strength and conditioning coaching. Students will also meet with WC Career Services, learn about major requirements/ advising, how to write professionally, and how to track and reflect on their progress in the major through major's portfolio (in Canvas).

Offered: Spring Semester
Prerequisite(s): None

HES 104 FIRST AID AND BASIC LIFE SAVING (1 HR.)

Designed around the National American Red Cross modules, this course will provide students with the knowledge and skills necessary in an emergency. The content and activities will prepare students to recognize emergencies and make appropriate decisions regarding care. It will also provide information on the prevention of injury and illness, with a focus on personal safety.

Offered: Every Semester
Prerequisite(s): None
Fees: \$45

HES 204 FITNESS AND WELLNESS CONCEPTS (3 HRS.)

Students' baseline fitness values are assessed, fitness principles are learned, and training and behavioral strategies are developed through in-class activities. Students identify their current wellness status, acquire wellness information, develop skills to analyze health claims, and work toward personal wellness objectives. This course combines HES 132 (Wellness Concepts) and PED A22 (Fitness Concepts).

Offered: Spring Semester
Prerequisite(s): None

HES 205 STRESS MANAGEMENT (3 HRS.)

This course introduces students to basic principles and theories of stress and techniques to effectively manage stress. Based on holistic health perspective, student will identify the various causes of stress and be introduced to a variety of stress management techniques and stress-reducing behaviors. Ultimately, students will develop and practice approaches that will contribute to optimal lifelong health.

Offered: Spring Semester
Prerequisite(s): None

EDU/HES 206 GROWTH AND DEVELOPMENT THROUGH ELEMENTARY PHYSICAL EDUCATION (3 HRS.)

This course is meant to prepare students to teach physical education and movement activities to elementary school children. By identifying patterns of growth and development, students will be able to develop methods to successfully teach fundamental movement skill and physical education concepts through quality instruction, games, dance, health-related fitness and perceptual-motor activities. This course is for K-9, K-12 physical education majors.

Offered: Fall Semester - Even Years
Prerequisite(s): None

EDU/HES 207 SCHOOL HEALTH, PE, & SAFETY IN ELEMENTARY (3 HRS.)

This course examines the principles of teaching health, physical fitness, and safety for wellness and optimal development with an emphasis on the needs of children.

Offered: Fall Semester

Prerequisite(s): None
Fees: \$15.55 (If out in field)

HES/PED 208 CREATIVE MOVEMENT AND RHYTHMS (3 HRS.)

An introduction to the elements of creative movement and dance. Through a variety of learning experiences, students will examine movement forms as more than just physical activity, but as a means of self-expression and a vital aspect of culture. This course will give students practice in designing movement-learning experiences for persons of all ages.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Aesthetics Theme

HES 215 PRINCIPLES OF MOTOR LEARNING (3 HRS.)

The class will include lecture and laboratory experiences to study the principles and factors that influence motor skill acquisition and development. With an understanding of the theoretical bases, students will learn methods and teaching approaches that improve motor skill development and retention.

Offered: Spring Semester - Odd Years
Prerequisite(s): None
Breakthrough Theme: Human Development

HES 220 SOCIAL SCIENCE IN SPORT (2 HRS.)

An analysis of the significance of physical activity in society and culture. Motivation and self-concept as applied to play, game, sport, and athletics are examined.

Offered: Fall Semester
Prerequisite(s): None

HES/PSY 231 SPORTS PSYCHOLOGY (3 HRS.)

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

Offered: Fall Semester
Prerequisite(s): None

HES 232 CARE AND PREVENTION OF ATHLETIC INJURIES (3 HRS.)

This course is designed to provide students with introductory information concerning primary injury care and management, with a special emphasis on the preventative aspects of athletic injuries. Students will learn the practical techniques for applying terminology and anatomy for evaluation and care of various injuries as they pertain to the knee, ankle, shoulder, elbow, spine, and head/face. Students will also be introduced to basic modalities used in the field of athletic training, basic training and conditioning guidelines, and how to deal with environmental issues as they pertain to athletics as well as apply those skills in the practical setting. Additional information regarding legal and organizational issues will also be addressed.

Offered: Fall Semester
Prerequisite(s): None
Fees: \$5

HES/GTS 240 INTRODUCTION TO GLOBAL PUBLIC HEALTH (3 HRS.)

The course will study foundational public

health concepts in a global context, using an evidence-based approach. Students will understand the complexities inherent in improving health on a global scale, the impact of poverty and inequality, the role of institutions and major players in global health, and the link between global and local health problems and solutions. General Education credit is earned through class activities in which students explore aspects of various cultures (history and tradition, institutions such as family and faith communities, economy, politics and law) and their impact on health status and strategies for prevention and treatment of disease.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

HES 251 INTRODUCTION TO NUTRITION (3 HRS.)

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.

Offered: Fall Semester
Prerequisite(s): None
Fees: \$10

HES 261 INTRODUCTION TO EPIDEMIOLOGY (3 HRS.)

This course will introduce basic principles

and concepts of epidemiology by describing the various ways that disease (and other health-related conditions and events) occurs in populations. The course will emphasize the practical use of epidemiology and lectures will be complemented by case studies and readings of contemporary issues in disease and public health.

Offered: Spring Semester - ONLINE
Prerequisite(s): None
Breakthrough Theme: Institutions and Society

HES 305 COMMUNITY HEALTH (3 HRS.)

This course will provide a foundation to understand the connected relationships among community and health outcomes and evidence-based interventions to improve health. This includes an overview of the structure and role of community health agencies and national governance in public health. Additional components include factors impacting health such as the health disparities & socioeconomic challenges, culture, the environment, societal systems (healthcare, government and non-governmental organizations, schools, workplaces), and program development (theory) related to different concerns along the lifespan. There will be an emphasis on school health as it relates to a community system and public health sector. A service-learning project will be part of this course to assess, develop, and implement a community health project.

Offered: Fall Semester
Prerequisite(s): SOC 111, PSY 112, 113, NSC 210, HES 204, EDU/HES 207
Breakthrough: Exploration Course

HES 309 HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION (2 HRS.)

Designed to assist students to develop an historical perspective and viable personal philosophy of physical education.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Exploration Course

HES 321 KINESIOLOGY (3 HRS.)

The study of human motion through the application of anatomical and physiological fundamentals, as well as basic biomechanical principles. Information will be presented in a lecture/laboratory format.

Offered: Spring Semester

Prerequisite(s): NSC 210 OR BIO 114/115 OR BIO 124/125

Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis, Information and Digital Literacy

HES/PED 340 EXERCISE PHYSIOLOGY (3 HRS.)

This course is designed to study the responses and adaptations of the functions of the human body to physical exercise, and the contribution of exercise to optimal health. This course integrates the knowledge of biological processes and applies it to sport and exercise. The material covered is pertinent to teaching, coaching, and appropriate for students interested in health and exercise.

Offered: Fall Semester

Prerequisite(s): BIO 114/115 AND BIO 124/125 (B- or Higher) OR NSC 210

Breakthrough Lifetime Leadership: Writing Intensive Optional

HES 342 EXERCISE PRESCRIPTION (3 HRS.)

The class will cover general principles of exercise prescription for healthy persons and individuals with special needs. Particular emphasis will be on training to improve fitness and performance. Fitness testing and risk factor assessment will be the basis of developing a safe effective exercise program.

Offered: Spring Semester

Prerequisite(s): HES/PED 340

Fees: \$25

HES 350 THEORIES OF ADAPTED PHYSICAL EDUCATION (3 HRS.)

Through an emphasis on cultural awareness and socially just practice, students will explore ways to improve accessibility and opportunities for all individuals to participate more fully in health promoting lifestyles. Course readings, discussions, and observations will critically and holistically examine a diverse group of conditions that students will research to make recommendations for ways to develop healthy and active lives. Service-learning experience with reflection will be included in this course, assuming a safe means to do so is available.

Offered: Spring Semester

Prerequisite(s): One of the Following Courses: SOC 111, NSC 210, EDU 230, PHL 101, OR HES/GTS 240

Breakthrough: Exploration Course

HES/WGS 355 WOMEN'S HEALTH ISSUES (3 HRS.)

This course will explore the topic from three perspectives: holistic health perspective, a developmental perspective, and sociocultural or global perspective. Readings, discussion, lecture, writings,

research, and presentations will consider these perspectives in better understanding women's health issues.

Offered: Spring Semester - Odd Years
Prerequisite(s): One of the Following Courses: PSY 112, 113, NSC 108, BIO 114/115, SOC 111, WGS 210, OR REL/PHL 102
Breakthrough: Exploration Course

HES 357 COMMUNITY NUTRITION (3 HRS.)

Student will explore the interrelationships between nutrition and health in community settings (local and global communities). The effect of socio-economic, environmental, cultural, and political factors on health and nutritional status will be examined. Food and nutrition policies and interventions designed to enhance the well-being of populations groups will be discussed. Each student will complete a culminating service-learning project based on interest area derived from class readings, discussion and experiences.

Offered: Spring Semester
Prerequisite(s): One of the Following Courses: PSY 112, PSY 113, NSC 210, BIO 114/115, BIO 124/125, SOC 111, ECN 212, POL 112, PHL 101
Fees: \$15
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive Optional, Oral Communication and Presentation

HES 405 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION (3 HRS.)

An examination of various tools of measurement and an analysis of the purposes, values and limitations of measurement tools in relation to objectives. Field experience is included.

Offered: Spring Semester - Even Years
Prerequisite(s): MAT 114

HES 406 MANAGEMENT IN PHYSICAL EDUCATION & ATHLETICS (2 HRS.)

A study in the development and promotion of educationally sound programs.

Offered: Spring Semester
Prerequisite(s): HES 101 OR HES 220 OR BUS 205

HIS - History

HIS 103 HISTORY OF THE UNITED STATES TO 1877 (3 HRS.)

Provides a survey of American History from the pre-Columbia era to the end of Reconstruction. Gives a greater appreciation of how the United States developed its particular institutions, ideas, social bonds, and customs by examining the founding of the nation and its often-painful early gestation. Areas of inquiry include early European exploration of the Americas, the impact of permanent European settlements on Native Americans and to how the subsequent society, culture, and ideas that evolved in North America created a new and distinctive civilization. The course will then examine the events that led to the American Revolution and will analyze the social and political character of the post-Revolution United States. Finally, we will explore the causes and tumultuous consequences of America's Civil War era. Beyond content knowledge, the class also aims to provide you with a greater ability to make informed decisions about current social, political, economic, and ethical issues while helping you improve your written and oral communication skills.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Values and Diversity Theme

HIS 104 HISTORY OF THE UNITED STATES SINCE 1877 (3 HRS.)

This course examines key events, ideas, people and processes of U.S. history since 1877. Students will explore significant developments in the nation's evolution, including its rise to a position of unprecedented economic, diplomatic, and military preeminence, the emergence of American consumer society, the differences in political parties and ideologies, and the transformations arising out of mass movements for social reform. The subjects selected for analysis tend to be those that impact either your life directly or that can shed light upon contemporary issues in America today. You are bombarded with messages from political, social, and cultural institutions, usually wrapped up in simplistic sound bites; knowledge of your history provides you a greater ability to analyze these messages critically and develop your own independent thinking.

Offered: Spring Semester
Prerequisite(s): None
Breakthrough: Values and Diversity Theme

HIS 105 WESTERN CIVILIZATION I (3 HRS.)

An introductory study of the major ideas and institutions of Western civilization as they evolved in Europe from the Middle Ages to the French Revolution.

Offered: As Needed
Prerequisite(s): None
Breakthrough: Institutions and Society Theme

HIS 106 WESTERN CIVILIZATION II (3 HRS.)

A continuation of HIS 105 covering the period from the French Revolution to the present. Students may take this course without having had HIS 105.

Offered: As Needed
Prerequisite(s): None
Breakthrough: Institutions and Society Theme

HIS 109 WORLD HISTORY I (3 HRS.)

This course covers global history through 1500. It emphasizes the economic, cultural, and political interrelationships between different parts of the world. This course will emphasize the connections between cultures. In other words, we will look at cross-cultural interactions and compare global reactions to common problems. Additionally, this course will expose students to historical methods, thereby enabling students to discover the complexity of past and how present events help us to interpret it. This course examines the interrelationship of such factors as politics, economics, race, gender, culture, and religion, and allows students to reflect more thoughtfully on the national and international issues that connect to modern global history.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme
Breakthrough Lifetime Leadership: Writing Intensive Optional

HIS 110 WORLD HISTORY II (3 HRS.)

This course covers global history from 1500 to the present. It will lay a foundation for understanding the breadth of human experience and how that experience has shaped the world we live in. Rather than

focus solely on the separate development of civilizations, this course will emphasize the connections between cultures. In other words, we will look at cross-cultural interactions and compare global reactions to common problems. Additionally, this course will expose students to historical methods, thereby enabling students to discover the complexity of past and present events, to examine the interrelationship of such factors as politics, economics, race, gender, culture, and religion, and to reflect more thoughtfully on the national and international issues that face them today.

Offered: Spring Semester

Prerequisite(s): None

Breakthrough: Global Perspectives Theme
Breakthrough Lifetime Leadership: Writing Intensive Optional

HIS 279 AFRICAN CIVILIZATION (3 HRS.)

A general survey of economic, political, and cultural world of sub-Saharan Africa from ancient times to the present.

Offered: As Needed

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

HIS/MSM 310 PUBLIC HISTORY (3 HRS.)

Public History encompasses all the ways in which the study of the past is presented to the public in a non-academic way. This course offers multiple ways for students to examine the theory behind different aspects of Public History and then allows them to gain practical experience of the discipline through either high-impact, project-based, or service-learning assignments or through dedicated travel courses.

Offered: Spring Semester - Even Years

Prerequisite(s): HIS 103 OR HIS 104

Fees: \$50

Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation

HIS 325 HISTORY OF FOOD (3 HRS.)

Food has shaped world history from its ancient roots through today. Why do we eat what we eat, how does it shape our identities, where did it come from, and how do we get it? This course examines these questions and the ways climate, religion, politics, empire, the Columbian Exchange, the Atlantic slave trade, Globalization, and other historical factors have shaped and been shaped by food. This examination is explored through the histories of chocolate, spices, coffee, chili peppers, cookbooks, the Mediterranean diet, Kosher foods, and more.

Offered: As Needed

Prerequisite(s): One of the Following Courses: Any HIS, HES 251, 357, BIO 108, 124/125

Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

HIS 335 TOPICS IN US SOCIAL, CULTURAL, OR POLITICAL HISTORY (3 HRS.)

This course explores an aspect of domestic U.S. History which sheds light on broader issues surrounding the nation's identity. Topics are selected based on the most pressing issues facing society today. Students will gain vital research, writing, and presentation skills while engaging with thought-provoking and often challenging subjects.

Offered: Every Spring

Prerequisite(s): HIS 103 or 104; or with the

permission of the instructor
Breakthrough Exploration: TBD by the topic covered
Breakthrough Lifetime Leadership: TBD by the topic covered

HIS 340 TOPICS IN DIPLOMATIC AND MILITARY HISTORY (3 HRS.)

Beginning as a relatively small nation of thirteen states tied to the East Coast of North America, the United States rapidly ascended to a position of global preeminence through aggressive territorial expansion and through a series of military engagements. The policies and 249 processes involved left a profound impact on the lives of those affected and on the course of world history. This class offers a deep examination of one aspect of U.S. Diplomatic or Military History to illuminate the causes and consequences of the United States' rise to superpower status.

Offered: Fall Semester
Prerequisite(s): HIS 103 OR 104

HIS 350 TOPICS IN EARLY WORLD HISTORY (3 HRS.)

This course uses a variety of different topics to explore traditions, change, and growing connections in the pre-modern world. Components of the course include seminar style discussions of primary sources and scholarly articles, research projects, and project presentations. Examples of topics include Medieval Pilgrimages (world religious and travel history) and the Vikings (Medieval Scandinavian, Islamic, Eastern European, and North American history with an emphasis on archaeology as history and modern political and cultural influences).

Offered: Fall Semester
Prerequisite(s): HIS 109

HIS/WGS 354 SCANDALOUS WOMEN (3 HRS.)

This course takes a chronological approach in examining women from the ancient world through the present day that challenged traditional gender roles and earned the label of 'scandalous'. Throughout the course, students will explore the changing connotation of labels such as scandalous and deviant in order to assess how social, political, and cultural realities often shape what different societies deem rebellious female behavior.

Offered: As Needed
Prerequisite(s): One of the Following Courses: HIS 103, HIS 104, HIS 109, HIS 110, OR WGS 210

HIS 360 TOPICS IN MODERN WORLD HISTORY (3 HRS.)

This course uses a variety of different topics to explore the connections and themes of the post-1500 world. Components of the course include seminar style discussions of primary sources and scholarly articles, research projects, and project presentations. Examples of topics include Deviant and Degenerate Art (world history through culture from 1800-1980) and WWI and the Treaty of Versailles (military, diplomatic, and colonial world history from 1900-1960).

Offered: Spring Semester
Prerequisite(s): HIS 110
Fees: Varies by course

HIS 390 HISTORICAL METHODS (3 HRS.)

This course allows students to study the philosophy and methods of historical research, writing, and thinking. Students will then apply their skills to an extensive research paper on a topic of their choice

which they can then use as a foundation for their undergraduate thesis or for a personal presentation.

Offered: Spring Semester

Prerequisite(s): Two 100-Level History Courses

Breakthrough Lifetime Leadership: Writing Intensive, Information and Digital Literacy

HIS 396 APPLIED HISTORY (1 HR.)

This course is designed for History Majors and Minors to focus their practical and intellectual skills toward a rewarding career after graduation. The course will help students explore career/grad school options, connect them to graduates who have excelled in a variety of fields, help them find professional opportunities to present and publish their work, help them develop and refine a stellar cover letter and resume, and help them practice job talks and job market etiquette.

Offered: Fall Semester

Prerequisite(s): HIS 390

HIS 397 HISTORY FOR THE PUBLIC (1 HR.)

This course is open to History Majors and Minors who have completed - or who are currently working on - their undergraduate thesis. It introduces them to the many ways they can present their work to the public including conference presentations, op-eds, journal articles, museum displays, documentary films, and more. Students will be expected to present their work in one or more of these outlets by the end of the course. In doing so, this course will enhance both their professional skills and profile. Prerequisites: HIS 390, or with the consent of the instructor

Offered: Spring Semester

Prerequisite(s): HIS 390

HIS 422 SENIOR THESIS I (2 HRS.)

The practical application of the techniques of historical research preparatory to HIS 423. Required for all history majors.

Offered: As Needed

Prerequisite(s): HIS 390

Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

HIS 423 SENIOR THESIS II (3 HRS.)

The practical application of the techniques of historical research, analysis, and composition culminating in a thesis. Students will defend their theses to their peers in seminar. Required for all history majors.

Offered: As Needed

Prerequisite(s): HIS 422

Breakthrough Lifetime Leadership: Writing Intensive

HIS 424 SENIOR THESIS III (1 HR.)

Rewriting the senior thesis based on faculty and student critiques.

Offered: As Needed

Prerequisite(s): HIS 423

Breakthrough Lifetime Leadership: Writing Intensive

HON - Honors

HON 101 INTRODUCTION TO HONORS STUDY (1 HR.)

Students are introduced to the challenges, rewards, and demands of interdisciplinary study by reading and discussing scholarly work from a range of academic disciplines, continuing those conversations in greater detail with Westminster faculty over coffee and dessert, gaining

behind-the-scenes access to several distinguished speakers who will present at this year's interdisciplinary Symposium on Democracy, and achieving a basic theoretical grounding in issues central to the Spring Honors Seminar.

Offered: As Needed

Prerequisite(s): None

HON 150 SPECIAL TOPICS SEMINAR (3 HRS.)

This 3-credit, integrative seminar for freshmen in the Honors program addresses the special academic topic of the instructor's choice from multiple disciplinary perspectives, and pushes students to do advanced academic work in their freshman year. This course is taught by a rotation of faculty members from different disciplines.

Offered: As Needed

Prerequisite(s): Varies by course

Fees: Varies by course

HON 201 ADVANCED HONORS STUDY (1 HR.)

In this introductory, 1-credit mini-course, students continue their interdisciplinary studies by reading and discussing scholarly work from a range of academic disciplines, gaining behind-the-scenes access to several distinguished speakers who will present at the interdisciplinary Symposium on Democracy, beginning to plan the following year's off-campus opportunity (by applying for scholarships, researching internship deadlines, lining up letters of recommendation, etc.), and achieving a basic theoretical grounding in issues central to the Spring Honors Seminar.

Offered: As Needed

Prerequisite(s): None

HON 250 "GREAT IDEAS" SEMINAR (3 HR.)

This course will allow instructor(s) to teach an interdisciplinary seminar on topics related to "great ideas," or, topics of cultural/ideological significance explored in-depth and applied to/within a contemporary context. The specific focus of this course will change each year depending on the instructor's/s' areas of interest and expertise, but may include detailed explorations of pivotal concepts related to justice, democracy, rationality, nationalism, aesthetics, scientific inquiry, etc. Academically, this course will push students to function at a level approaching that required in a graduate program, and may set the foundation for a thesis project in the students' senior year.

Offered: As Needed

Prerequisite(s): None

HON 301 PLANNING AN OFF-CAMPUS EXPERIENCE (1 HR.)

This 1-credit mini-course prepares student for an off-campus experience during the Spring Semester. To that end, class time is principally devoted to making individuals schedules, workshopping drafts of application materials, and collecting any other necessary documents. Off-campus experiences could entail studying abroad, performing an internship, presenting a paper at an academic conference, or volunteerism.

Offered: As Needed

Prerequisite(s): None

HON 450 HONORS THESIS (1 HR.)

Students will complete an advanced research project in accordance with the contract developed in HON 400. Students will also continue to serve as mentors to

members of HON 150.

Offered: As Needed
Prerequisite(s): None

HUM - Humanities

HUM/SPA 277 SPANISH CIVILIZATION (3 HRS.)

An introduction of Spanish civilization and culture from prehistoric times to the present. Topics include geography, history, political and social structures, culture, and cultural products such as film, literature and visual arts. Course instruction is in English. Written work is in English for HUM 277 and Spanish for SPA 377.

Offered: Fall Semester - Even Years
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

HUM/SPA 278 LATIN AMERICAN CIVILIZATION (3 HRS.)

An introduction to the culture and civilization of Latin America, from the pre-Hispanic period to contemporary Latin America. Topics include geography, history, political and social structures, culture, and cultural products such as film, literature and visual arts. Course instruction is in English. Written work is in English for HUM 277 and Spanish for SPA 377.

Offered: Fall Semester - Odd Years
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

HUM 294 INTRODUCTION TO THE FRENCH SPEAKING WORLD (3 HRS.)

An overview of French speaking cultures outside of Europe. Topics considered include the historical connections

between France and the non-European Francophone world; the impact of colonialism on indigenous cultures, social relationships, and means of artistic expression; the interdependence of language and culture; and current issues of economic and political concern.

Offered: As Needed
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

IDV - Interdivisional Courses

IDV 4XX ADVANCED PROJECTS (3 HRS.)

Special interdivisional courses are offered under this listing. These courses may not be counted towards meeting major requirements in any major subject, but they may, at the major department's discretion, be applied to collateral requirements for a major. May be repeated for credit with change of topic.

Offered: As Needed
Prerequisite(s): None

ITS - Internship

ITS 399 DEPARTMENTAL INTERNSHIP (1-4 HRS.)

This course provides students the opportunity to participate in a professionally supervised work experience related to their academic program and career interests. The intern is the chief architect of his/her/their learning and must initiate his/her/their own learning goals, keep a learning journal, participate in regular discussions with a faculty sponsor

and complete a final project. Students must complete the necessary online form through the Internship Coordinator in the Greg Richard Office of Advising and Career Development. The intern will be awarded elective credit in the department associated with the internship experience and will receive credit on a CR/D/F basis.

Offered: As Needed

Prerequisite(s): None

ITS 409 INTERDISCIPLINARY INTERNSHIP (5-12 HRS.)

This course gives students a unique opportunity to earn internship credit through two academic departments, providing an interdisciplinary approach to the experience. Students have a faculty sponsor in each department through which they are earning credit.

Offered: As Needed

Prerequisite(s): None

JMP - Journalism, Media, Publishing

JMP/ENG 220 JANUS AND THE WORLD OF PUBLISHING (3 HRS.)

This course will introduce students to the world of publishing through a variety of means. Students will take part in all aspects of editing, designing and producing Westminster College's literary magazine, Janus, using In-Design and a variety of collaborative and individual exercises. Moreover, students will explore other publishing topics and avenues including but not limited to: learning the fundamentals of copy-editing, writing book and article proposals, creating and maintaining blogs and other social media sites, writing query letters, investigating

and managing submissions, writing and submitting book reviews, evaluating publication options, promoting published material, and establishing and maintaining a writerly presence.

Offered: Spring Semester

Prerequisite(s): ENG 103 and ENG 275

Breakthrough Lifetime Leadership:

Information and Digital Literacy

JMP/ENG 265 TECHNICAL AND WEB WRITING (3 HRS.)

Technical Writing refers to any writing done by a professional in a field who is communicating specialized information to a specific audience. The field could be computer software or engineering, but it could just as easily be business, government, non-profits, finance, or education. This course focuses on writing, editing, and design skills that you can apply to any professional job. Because so much of today's workplace writing appears on the internet, this course will pay particular attention to how to write, arrange, and deliver information effectively on the Web.

Offered: Spring Semester - Odd Years

Prerequisite(s): None

Breakthrough Lifetime Leadership: Writing Intensive, Information & Digital Literacy

JMP/ENG 270 EXPOSITORY WRITING (3 HRS.)

A course in advanced composition, with emphasis on reasoning and organization, and with special attention to principles of style. Part of the course will consist of discussion of student work, as well as the study of trends of thought and the literary techniques of published essayists.

Offered: Fall Semester

Prerequisite(s): ENG 103

Breakthrough Lifetime Leadership: Writing Intensive

JMP/ENG 380 INTRODUCTION TO DIGITAL HUMANITIES (3 HRS.)

Digital tools such as archives, data mining, data visualizations, and games are changing how students and scholars approach the study of the humanities. In this course, we will use digital tools to facilitate our own interpretation and research, with a particular focus on Mary Shelley's *Frankenstein* and its enduring influence on popular culture. No technical proficiency is assumed--you only need to be willing to learn. Our projects will include many hands-on (and, I hope, fun) opportunities to make things in addition to the analytical writing assignments you are familiar with from other English courses.

Offered: Fall Semester - Even Years
Prerequisite(s): One of the Following Courses: ENG 204, 205, 206, 238, 239, 248, 249, HIS 103, 104, 109, 110, MSM 200
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Research and Analysis And Information and Digital Literacy

LAT - Latin

LAT 101 ELEMENTARY LATIN I (3 HRS.)

The fundamentals of Latin grammar and syntax are introduced in order to acquaint the student with the linguistic tools necessary for reading Latin literature. Three class meetings per week.

Offered: Fall Semester
Prerequisite(s): None

LAT 102 ELEMENTARY LATIN II (3 HRS.)

A continuation of fundamental grammar and syntax, and selected readings from Latin literature. Three class meetings per week.

Offered: Spring Semester
Prerequisite(s): LAT 101
Breakthrough Lifetime Leadership: None

LST - Organizational Leadership

LST 100 PEER MENTORING (1 HR.)

This course will encourage students who are serving as peer mentors for the Westminster First Year Experience to continue to develop their skills as mentors and effectively support new students' transition to college. Students will not only engage in service to the college by supporting their mentees and first-year instructors, but also will be asked to establish personal and professional goals that they will work to develop through the mentoring experience.

Offered: As Needed
Prerequisite(s): Permission of Instructor

LST 101 THE LEADER WITHIN (1 HR.)

This course introduces all first-year students to the College's challenge of developing leaders in a global community by first becoming engaged, responsible members of the college learning community. Students will explore the meaning of personal leadership and ways in which they will make meaningful contributions to our campus and in the world. Additionally, they will develop a plan for academic and co-curricular

success, become acquainted with Westminster's history, values, mission, and campus support services, and begin appreciating the value of a liberal arts education. Topics will engage students in discussions regarding life decisions and first-year transitional issues, including the areas of relationship-building, cross-cultural understanding, ethical leadership, wellness, and academic practices.

Offered: As Needed
Prerequisite(s): None
Fees: \$25

Breakthrough Theme: First Semester Requirement for Freshman

LST 133 SERVICE-LEARNING LEADERSHIP LAB (1 OR - 2 HRS.)

This service-learning course will introduce students to theories of leadership and the relationship between service and leadership. Through the use of a service-learning project, students will relate leadership theory to service, community needs and civic engagement. Students will apply the information presented in the course to improve their leadership skills, understand community issues, and develop strategies for addressing community challenges. Using active learning strategies, the course will emphasize listening, communication, critical thinking, and problem-solving skills. Permission of the instructor may be required for enrollment. The course may be repeated with change of topic. The course will require a minimum of 15 hours of service per credit hour.

Offered: As Needed
Prerequisite(s): Permission of Instructor

LST 135 WESTMINSTER SEMINAR MENTORING (1 HR.)

In this course Westminster seminar

mentors will engage in discussions and reflections about how the mentoring experience is unfolding. Ideally, mentors will share ideas and strategies utilized in their mentoring experience with their peers. Also, this course provides a forum for all mentors to brainstorm solutions to issues that have arisen in the experience.

Offered: Every Semester
Prerequisite(s): None

LST 180 TUTORING SKILLS I (2 HRS.)

This course is designed to teach tutors about the issues typically encountered in peer tutoring. Topics range from basic information to more advanced approaches to handling specific problems and/or issues. There is a focus on ethics and communication skills in addition to topics more directly related to successful tutoring. The course utilizes an on-line component and bi-weekly seminar style meetings to enable tutors to discuss their reactions to the topics presented in the course. Also, tutors may meet with faculty lab directors in small groups to discuss tutoring in the labs (i.e., writing lab, math lab, accounting lab, or tier II lab).

Offered: Every Semester
Prerequisite(s): Permission of Instructor

LST 201 LEADERSHIP THEORIES AND PRACTICE (3 HRS.)

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.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

LST 205 MEDIATION/CONFLICT RESOLUTION (3 HRS.)

LST 205 is designed for students pursuing a minor in Organizational Leadership but is open to all students. It satisfies the "Communication Skills" requirement of this minor. 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. The course will also provide a laboratory for students to learn and develop their mediation and conflict resolution skills. Students may choose a service-learning alternative that allows them to integrate out of the classroom experiences with theory through campus or community placements (e.g., involvement with the Fulton Housing Authority Mediation Program).

Offered: Spring Semester - Odd years

Prerequisite(s): None

LST 210 LEADERSHIP FOR NON-PROFIT ORGANIZATIONS (3 HRS.)

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

Offered: Spring Semester - Even Years

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

Breakthrough Lifetime Leadership: Information and Digital Literacy

LST 280 TUTORING SKILLS II (2 HRS.)

This course expands upon and augments the material in LST 180. Material from LST 180 is reviewed in order to foster an understanding of the important elements of difference between students as they relate to successful tutoring practice and to all aspects of interactions among people. Different approaches to learning and teaching are discussed as well as ethical practice in these areas. This course also explores the leadership role that tutors play on the Westminster campus. The course utilizes an on-line component and bi-weekly seminar style meetings to enable tutors to discuss their reactions to the topics presented in the course. Also, tutors may meet with faculty lab directors in small groups to discuss tutoring in the labs (i.e., writing lab, math lab, accounting lab, or tier II lab).

Offered: As Needed

Prerequisite(s): LST 180 AND Permission of Instructor

LST 301 ORGANIZATIONAL LEADERSHIP MENTORING (1-4 HRS.)

This course will allow the upper-level Organizational Leadership minor or student who has completed an introductory course in Organizational Leadership to develop their mentoring and leadership skills while advancing their knowledge of leadership theory. In addition to the instruction provided, the student will develop their mentoring and leadership skills through one of the following instructor-approved experiences: 1) Serve as teaching assistant to LST 201 Leadership Theories/Practices and mentor to students taking this class; 2) Serve as a Westminster Seminar Mentor; 3) Assist with the course development and serve as teaching assistant for a Leadership Lab (LST 131/132/133); or 4) Serve in another leadership/mentoring role as approved by the instructor and the coordinator of the Organizational Leadership program. In addition to the leadership and mentoring experiences, the student will increase their knowledge of leadership theory and develop higher level mentoring skills through research, reflective journaling, or other methods as assigned by the instructor.

Offered: As Needed

Prerequisite(s): LST 201 OR LST/WGS 205 AND Permission of Instructor

LST 330 DIVERSITY AND ETHICS IN LEADERSHIP (3 HRS.)

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.

Offered: Spring Semester - Even Years

Prerequisite(s): One of the Following Courses: LST 201, 205, BUS 220, PSY 113, GTS 201

Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

LST/MUS 335 SONG AND THE COMMUNITY (3 HRS.)

Have you ever lifted your voice in song? Are you drawn to the notion of peace, justice, and equality for all people of the world? Do you believe in the power of grass-roots efforts to transform communities? MUS 335 is a crossroads where communal song will be used to build bridges across divides of ethnicity, race, gender, religion, social class, sexual orientation, and age. Through song, we will extend our sense of common ground by sharing cultural codes of songs from folk traditions around the world. In this course, we will learn the art of lifting a song in small groups and large gatherings. We will study historical examples of song lifting as practiced among members of the Labor Movement, participants of the Civil Rights Movement, and the Folk Movement of the 1960s and 70s. We will analyze the work of song leaders like Pete Seeger, Odetta, Bernice Johnson Reagon, and Ysaye M. Barnwell and learn the songs that played pivotal roles in their work building communities

and addressing issues of social, economic, political, and environmental consequence. Like these song leaders, we will develop the skills to build coalitions through shared singing and to promote unity and solidarity for specific, relevant issues. This course will be experiential: students will read music, compose song lyrics, sing, play instruments, and lead singing. The ability to read music is required. Also, there is a strong service-learning component to this course as students will lead in the making of music with various groups and organizations locally.

Offered: As Needed

Prerequisite(s): MUS 105

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Oral Communication and Presentation

LST 340 GREAT LEADERS (3 HRS.)

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.

Offered: Fall Semester - Even Years

Prerequisite(s): LST 201

Breakthrough: Exploration Course

LST 350 LEADING TEAMS AND GROUP DYNAMICS (3 HRS.)

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

Offered: Spring Semester - Odd Years

Prerequisite(s): LST 201

LST 380 COLLEGE TUTORING III (2 HRS.)

This course is designed to teach tutors about the issues typically encountered in peer tutoring. Students in this course design and carry out an independent project that addresses a student success support need identified by each student with assistance from the course instructor. Students in this course provide tutoring for a lower-level course and review information learned in the previous tutoring courses.

Offered: As Needed

Prerequisite(s): LST 280 (C- or higher)

LST 410 ADVANCED TOPICS IN LEADERSHIP (3 HRS.)

Students will examine issues in selected topic areas of leadership at an advanced level. Selected topic areas may include change leadership, leadership agility, and political leadership.

Offered: As Needed
Prerequisite(s): LST 201 AND Permission of Instructor
Fees: Varies by course

MAT - Mathematics

MAT 110 QUANTITATIVE REASONING FOR MATHEMATICAL PROBLEM SOLVING (3 HRS.)

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.

Offered: As Needed
Prerequisite(s): None
Breakthrough Theme: Foundation Requirement Math Option

MAT 111 COLLEGE ALGEBRA (3 HRS.)

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

Offered: Every Semester
Prerequisite(s): Prerequisite(s): ACT math score 19-23 OR SAT math score 41-530

and at least 2 years of high school math, including 2 years of algebra (C's or higher)
Not Meeting Prerequisite: MAT 110
Fees: TI-84+ Calculator Required

MAT 114 ELEMENTARY STATISTICS (3 HRS.)

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.

Offered: Every Semester
Prerequisite(s): ACT math score of 23 OR SAT math score 540 OR Accuplacer Advanced Algebra and Functions score of 260 AND four years of high school math (B's or higher)
Not Meeting Prerequisite: MAT 110 OR MAT 111 (C- or better) Students who have completed MAT 110 and not MAT 111 must enroll in MAT 100 in the same semester they enroll in MAT 114.
Fees: TI-84+ Calculator Required
Breakthrough Theme: Foundation Requirement Math Option

MAT 115 FUNDAMENTALS OF DATA SCIENCE (3 HRS.)

The focus of this course is to introduce the scientific methods and processes used to analyze large data sets and predictive modeling methods. The course will use statistical methods and exploration techniques to investigate patterns and anomalies in mostly structured large data sets. Underlying theories of statistics will be utilized to explore, interpret, and visualize data in interdisciplinary fields

such as health, business, education, and economics. An introduction to RStudio programming language and R Studio will be used throughout the course.

Offered: Spring Semester

Prerequisite(s): One of the following:
Evidence of College Level Statistics Course with A Grade Of C- Or Higher OR Math ACT Of 25 (Or Higher) OR Math SAT Score Of 610 (Or Higher) OR AP Stats Score Of 4 (Or Higher)

Fees: TI-84+ Calculator Required

MAT 121 PRE-CALCULUS (3 HRS.)

The study of trigonometric, exponential, logarithmic and algebraic functions and their applications. Pre-Calculus is a course for students who plan to take Calculus I.

Offered: Every Semester

Prerequisite(s): ACT math score 22 OR SAT math score 540 and at least 4 years of high school math, including 2 years of algebra (B's or higher)

Not Meeting Prerequisite: MAT 111 (C- or Higher)

Fees: TI-84+ Calculator Required

MAT 122 BUSINESS CALCULUS (3 HRS.)

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.

Offered: Every Semester

Prerequisite(s): ACT math score 23 OR SAT math score 540 and at least 4 years of high school math, including 2 years of pre-calculus (B's or higher)

Not Meeting Prerequisite: MAT 111 (C- or Higher)

Fees: TI-84+ Calculator Required

Breakthrough Theme: Foundation Requirement Math Option

MAT 124 CALCULUS I (5 HRS.)

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.

Offered: Every Semester

Prerequisite(s): ACT math score 25-27 OR SAT math score 600-630 and at least 4 years of high school math, including 2 years of pre-calculus or trigonometry (B's or higher)

Not Meeting Prerequisite: MAT 121 (C- or Higher)

Fees: TI-84+ Calculator Required

Breakthrough Theme: Foundation Requirement Math Option

MAT 214 CALCULUS II (4 HRS.)

A continuation of MAT 124. This course includes integration of standard forms (integration by parts, trigonometric substitution, etc.), the definite integral, applications of integration and the study of sequences and series.

Offered: As Needed

Prerequisite(s): MAT 124 (C- or Higher)

Fees: TI-84+ Calculator Required

MAT 215 LINEAR ALGEBRA (3 HRS.)

An introduction to the concepts of linear transformations and matrices, determinants, vector spaces, eigenvalues, and selected applications.

Offered: Fall Semester

Prerequisite(s): MAT 124 (C- or Higher)

MAT 224 CALCULUS III (4 HRS.)

A continuation of MAT 214. This course includes solid analytic geometry, an introduction to vector analysis and differential geometry, partial differentiation and multiple integration.

Offered: As Needed

Prerequisite(s): MAT 214 (C- or Higher)

Fees: TI-84+ Calculator Required

MAT 231 MATHEMATICS FOR ELEMENTARY & MIDDLE SCHOOL TEACHERS (3 HRS.)

This is the first part of a two-part integrated methods and content course for elementary teachers. This part focuses on the “why” along with the “how” of such topics as problem solving, deductive and inductive reasoning, beginning number concepts, operations with whole numbers, elementary number theory and other appropriate topics such as learning theory and assessment.

Offered: Fall Semester

Prerequisite(s): MAT 110 OR MAT 114 (C- or Higher)

MAT 305 HEART OF MATHEMATICS (3 HRS.)

A semester-long discussion of the big ideas of mathematics in cultural and applications contexts. Evolution of mathematical ideas in art, the sciences, computing, literature and other disciplines. An introduction to mathematical thinking and problem-solving in many contexts.

Offered: Spring Semester - Even Years

Prerequisite(s): MAT 214 (C- or Higher)

Breakthrough Lifetime Leadership: Oral Communication and Presentation

MAT 310 HISTORY OF MATHEMATICS (3 HRS.)

This course is taught from the viewpoint that mathematics has been a major cultural force in many civilizations. The course will trace the evolution of mathematics and its impact on the human endeavor as civilizations rose and fell throughout history to modern times.

Offered: Fall Semester - Odd Years

Prerequisite(s): MAT 124 (C- or Higher)

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive

MAT 312 DIFFERENTIAL EQUATIONS (3 HRS.)

A study of ordinary differential equations (ODEs). This course is focused on the analytical, geometrical, and numerical aspects of differential equations. First and second order ODEs are studied using various analytical techniques. The Laplace transform is utilized to solve initial value problems of higher-order ODEs. Particular attention is paid to systems of ODEs using phase portraits and numerical analyses.

Offered: Spring Semester - Odd Years

Prerequisite(s): CSA 104 and MAT 224 (C- or Higher)

Fees: TI-84+ Calculator Required

MAT 313 MATHEMATICAL PROBABILITY AND STATISTICS (3 HRS.)

This course introduces the student to the mathematics of probability and statistics. The concepts of discrete and continuous probability distributions are studied in detail. The material is applied to the areas of statistical inference, including estimation and hypothesis testing.

Offered: Spring Semester

Prerequisite(s): MAT 214 (C- or Higher) OR
Concurrent Enrollment in MAT 214

Fees: TI-84+ Calculator Required

MAT 314 HIGHER GEOMETRY (3 HRS.)

A study of various geometric axiomatic systems from both the synthetic and analytic approach, including finite and non-Euclidean geometries.

Offered: Fall Semester

Prerequisite(s): MAT 214 (C- or Higher) OR
Concurrent Enrollment in MAT 214

MAT 321 DISCRETE MATHEMATICS AND GRAPH THEORY (3 HRS.)

This course provides an introduction to an area of mathematics focusing on discrete rather than continuous mathematical structures. Topics explored in this course include number theory, functions and sequences, graph theory, combinatorics, and set theory. Basic definitions and concepts of the field as well as some major results in the area will be discussed. This course prepares students for further study in mathematics, business, or computer-related fields.

Offered: Fall Semester - Even Years

Prerequisite(s): MAT 214 (C- or Higher)

Breakthrough Lifetime Leadership:
Information and Digital Literacy

MAT 331 MATHEMATICS SEMINAR (3 HRS.)

A study of the foundations of mathematics, logical deductive reasoning and proof.

Emphasis is on sets and number theory.

This course prepares the mathematics major for success in other 300- and 400-level mathematics courses.

Prerequisites: Completion of CSA 104 with

a C- or Higher; and MAT 224 with a C- or Higher or permission of the instructor.

Offered: Spring Semester

Prerequisite(s): CSA 104 (C- or Higher) AND
MAT 224 (C- or Higher)

Fees: TI-84+ Calculator Required

Breakthrough Lifetime Leadership: Writing
Intensive

MAT 340 STATISTICAL COMPUTER IN R STUDIO (3 HRS.)

A projects-based introduction to RStudio with applications in relevant fields. The focus of this course is to work with pre-processed data and flat files, access and format large data from the web, analyze data by methods such as conditional means, regression analysis, and cross-validation techniques, with the focus on statistically analyzing and presenting the data.

Offered: Fall Semester - Odd Years

Prerequisite(s): MAT 115 (C- or Higher) AND
MAT 321 (C- or Higher)

MAT 351 METHODS OF TEACHING ELEMENTARY & MIDDLE SCHOOL MATHEMATICS (3 HRS.)

This course is the second part of an integrated methods and content course for elementary teachers. Topics include fractions, decimals, geometry, probability and statistics, measurement and other appropriate topics.

Offered: Spring Semester

Prerequisite(s): MAT 231 (C- or Higher)

Breakthrough Lifetime Leadership:
Information and Digital Literacy

MAT 411 DATA SCIENCE SEMINAR (3 HRS.)

This is a capstone course for majors. Each

individual in the class carries out research under the supervision of the instructor in large-scale data analysis using statistical knowledge and computational techniques learned in previous courses. Literature review, regular meetings, progress reports, and a final paper and presentation are required. Topics may be chosen from interdisciplinary fields including, but not limited to, computer science, biology, psychology, engineering, and business. Concurrent enrollment in CSA 327 is permissible.

Offered: Spring Semester - Even Years
Prerequisite(s): MAT 340, ECN 355, PSY 270, PSY 274, BIO 212, AND CSA 327 (C- or Higher)

MAT 422 MODERN ALGEBRA (3 HRS.)

A study of the axiomatic development of algebraic structures, including groups, rings, and fields, with selected introductions to topics which may include symmetry groups, factorization, and integral domains.

Offered: Spring Semester
Prerequisite(s): CSA 104 (C- or Higher) AND MAT 331 (C- or Higher)
Breakthrough Lifetime Leadership: Writing Intensive Optional AND Oral Communication and Presentation

MAT 424 ADVANCED CALCULUS (3 HRS.)

This course is a rigorous study of the foundations of Calculus with emphasis on limits, continuity, differentiation, and Riemann integration. Through the reexamination of those topics, students learn proof techniques which are fundamental to the mathematical field of analysis.

Offered: Fall Semester
Prerequisite(s): CSA 104 (C- or Higher), MAT 331 (C- or Higher), AND MAT 224 (C- or Higher)
Breakthrough Lifetime Leadership: Writing Intensive Optional AND Research Inquiry & Analysis

MSC - Military Science

MSC 101 INTRODUCTION THE ARMY (1 HR.)

MSC 101 focuses on introduction to the Army and basic Soldier skills. It introduces students to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Students also learn to perform basic Soldier skills to survive in a field environment to support their development as an Army leader. Included is a weekly lab facilitated by MS III Cadets, supervised by MS IV's and cadre.

Offered: Fall Semester
Prerequisite(s): None

MSC 102 FOUNDATION OF LEADERSHIP (1 HR.)

MSC 102 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, performance and resilience enhancement skills, and communication will benefit them throughout their life and career. Cadets

learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Cadets will begin learning the basics of squad level tactics that will be reinforced during a weekly lab facilitated by MS III Cadets, supervised by MS IV's and Cadre.

Offered: Spring Semester
Prerequisite(s): None

MSC 201 LEADERSHIP AND ETHICS (2 HRS.)

MSC 201 focuses on leadership and ethics. The course adds depth to the Cadets knowledge of the different leadership styles. Cadets will conduct a leadership analysis of famous leaders and self-assessment of their own leadership style. The Army Profession is presented through the understanding of values, ethics and how to apply both to different situations they may encounter as a leader. Army Values and Ethics and their relationship to the Law of Armed Conflict (LOAC) and philosophy of military service are also discussed. Cadets are then required to apply their knowledge outside the classroom during hands-on performance-oriented environments at the weekly lab facilitated by MS III Cadets, supervised by MS IV's and cadre.

Offered: Fall Semester
Prerequisite(s): MSC 101 AND MSC 102

MSC 202 ARMY DOCTRINE AND DECISION MAKING (2 HRS.)

MSC 202 focuses on Army Doctrine and Decision Making. The course begins with analytical techniques, creative thinking skills and the Army problem solving process as related to situations faced by leaders when making decisions. TLPs and OPORD will lead Cadets to an

understanding of Army Doctrine and Symbology. Squad tactics will be covered in classes on Unified Land Operations, Offensive Operations and Defensive Operations. Cadets are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III Cadets and supervised by cadre.

Offered: Spring Semester
Prerequisite(s): MSC 101 AND MSC 102

MSC 301 MANAGEMENT AND THE WARFIGHTING FUNCTIONS (3 HRS.)

MSC 301 focuses on training management and the Warfighting functions. It is an academically challenging course where you will analyze, test, and relate the fundamentals of Training Management and how the Army operates through the Warfighting functions. At the conclusion of the course, you will be capable of planning, preparing, and executing training for a squad conducting small unit tactics. Includes a lab per week using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC cadre.

Offered: Fall Semester
Prerequisite(s): MSC 101, MSC 102, MSC 201, MSC 202, AND Permission of Instructor

MSC 302 APPLIED LEADERSHIP IN SMALL UNIT OPERATIONS (3 HRS.)

MSC 302 focuses on applied leadership in small unit operations. It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of the course, you will be capable of planning, coordinating, navigating, motivating and leading a

platoon in the execution of a mission. It includes a Lab per week, using peer (MS III) facilitation overseen by MS IVs, supervised by ROTC Cadre. Successful completion of this course will help prepare you for Cadet Summer Training/Advanced Camp, which you will attend in the summer, at Fort Knox, KY.

Offered: Spring Semester

Prerequisite(s): MSC 101, MSC 102, MSC 201, MSC 202, AND Permission of Instructor

MSC 401 THE ARMY OFFICER (3 HRS.)

MSC 401 focuses on the development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab peer week overseeing MS III lesson facilitation and supervised by ROTC Cadre.

Offered: Fall Semester

Prerequisite(s): MSC 301 and MSC 302 AND Permission of Instructor

MSC 402 COMPANY GRADE LEADERSHIP (3 HRS.)

MSC 402 is an academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments,

homework assignments, small group assignments, briefings, case studies, practical exercised, a mid-term exam, and an Oral Practicum as the final exam. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing MS III lesson facilitation and supervised by ROTC Cadre. Note: Additional courses and leadership labs may be completed at the Lincoln University campus through the MMACU consortium. Please contact the ROTC instructor at Westminster College for additional course information.

Offered: Spring Semester

Prerequisite(s): MSC 301 and MSC 302 AND Permission of Instructor

MSM - Museum

MSM 210 INTRODUCTION TO MUSEUM STUDIES (3 HRS.)

From cabinets of curiosities to historical monuments and sites of memory, this course surveys museum history from a global perspective to examine how the museum 's function has changed over time. Through case studies and interactive hands-on activities students will gain a well-rounded understanding of the museum world. Students will engage in course readings about museum history, theory and methods, students will contextualize the philosophical trends that have impacted organizational structures, outreach, collection strategies, and the museum's role and relationship to its public.

Offered: Fall Semester

Prerequisite(s): None

Fees: \$50

Breakthrough: Institutions and Society
Theme

MSM/HIS 310 ORAL HISTORY (3 HRS.)

Public History encompasses all the ways in which the study of the past is presented to the public in a non-academic way. This course offers multiple ways for students to examine the theory behind different aspects of Public History and then allows them to gain practical experience of the discipline through either high-impact, project-based, or service-learning assignments or through dedicated travel courses.

Offered: Fall Semester

Prerequisite(s): HIS 103 OR HIS 104

Fees: \$50

Breakthrough: Exploration Course

MSM 320 MUSEUM AND SOCIETY (3 HRS.)

This course explores how museums and cultural organizations of all sizes can strengthen their relationships with the communities they serve. No longer are museums measured and judged solely by their internal resources-collections, endowments, facilities and staff-but rather by the external benefits and value they create for individuals and communities. Growing numbers of museums are leaning to make their organizations more meaningful and relevant by involving their communities in ongoing planning and decision-making. They are reframing museum activates to focus on what matters to their communities. By getting involved in community challenges and developing new partnerships, they are identifying underserved audiences and creating memorable visitor experiences.

As museums begin this journey towards community engagement, they are initiating and facilitating social change and moving towards social entrepreneurships. This course includes the theory and skills of community engagement, drawing on both research and practice for examples.

Offered: Fall Semester - Odd Years

Prerequisite(s): MSM 210

Fees: \$50

MSM 330 MUSEUM AND EDUCATION: PLACES OF LEARNING (3 HRS.)

This course introduces students to the critical and fundamental educational function of museums, the core responsibilities of museum educators, and the impact of museum education practices in a pluralistic society. We review theories of how people learn, current teaching practices in museums, and the unique roles that objects play in an informal learning environment. We analyze the wide range of audience for education programs, approaches to developing museum programs and interpretive projects, and strategies for measuring success. We learn how museum educators advocate for and activate diverse perspectives internally and externally in order to make museums more inclusive, empathetic, and user-centered.

Offered: Spring Semester - Even Years

Prerequisite(s): MSM 210

Fees: \$50

MSM 340 MUSEUM AND COLLECTIONS (3 HRS.)

Museums exist to preserve and share their collections with the world. Collection managers, or registrars, are essential to any collecting institution, whether collections are art history, science, or live specimens.

This course focuses on management principles that can be applied broadly to any type of collection. The course covers all aspects of collections care from the acquisition of objects, evaluation, care and storage, through loans and exhibitions. Safe collections care and handling, using the most current methods, are emphasized so objects may be preserved for future generations. Any student who intends to work at a collecting institution will benefit from the practical knowledge and skills underpinning many phases of museum work, which will be taught in this class.

Offered: Spring Semester - Odd Years
Prerequisite(s): MSM 210
Fees: \$50

MSM 350 EXHIBIT AND DIGITAL OUTREACH (3 HRS.)

This course introduces the diverse strategies and approaches use in exhibition planning, development and implementation. It asks students to think critically about exhibitions and the interface between objects, concepts and experience. The course focuses on visitor-center interpretive design and is applicable to a wide range of institutions. Students spend much of the semester working together in small teams, collaboratively producing a comprehensive exhibition project as they walk through the practical steps in exhibition development and design.

Offered: Fall Semester - Even Years
Prerequisite(s): MSM 210
Fees: \$50

MSM 360 CONSERVATION, RESTORATION, & PRESERVATION (3 HRS.)

This course will explore the history of the

conservation, restoration, and preservation movements worldwide, with a special focus on the practice of historical and cultural roots and contemporary meanings of historic conservation, restoration, and preservation and the future of the profession and examine case studies from around the country. Conservations, restoration, and preservation has existed for hundreds of years, and conservators have been active in museums and the heritage industry since their inception. We will explore the history of conservations, restoration, and preservation and how it has changed over time, where it is today and where it might be going tomorrow. Students will become fluent in conservation, restoration, and preservation research methods and publishing sources, able to identify good sources for information, and to understand the ethical issues in the field.

Offered: Spring Semester - Odd Years
Prerequisite(s): MSM 210
Fees: \$50

MSM 370 SPECIAL TOPICS Ñ PRACTICE PUBLIC HISTORY (3 HRS.)

Special Topics courses are intended to provide a platform to teach a class that might addresses a timely issue (e.g., a current museum issues), or to try out a new course idea before submitting the course for approval and publication in the Undergraduate Catalog under its own course number.

Offered: As Needed
Prerequisite(s): MSM 210
Fees: \$50

MSM 398 INDEPENDENT STUDY (3 HRS.)

Independent Studies are available to

students who have earned credit in at least one regular course in the subject of the Independent Study. The Independent Study is conducted with the prior approval and guidance of the individual faculty members. The course title and description of the Independent Study will be a unique title/description prepared by the student and instructor and will not be listed in the College Catalog with a permanent course number. Independent Studies are normally counted as elective credit and do not fulfill general education requirements but may fulfill major or minor requirements. Independent Courses, listed in the College Catalog, are also available for students who are unable to complete a course listed in the College Catalog during the Fall or Spring semester. The Independent Courses will only be approved for extenuating circumstances and are not allowed if other scheduling options are available.

Offered: As Needed
Prerequisite(s): MSM 210
Fees: \$50

MUS - Music

MUS LB5 CHURCHILL SINGERS (2 HRS.)

Through choral singing, the Churchill Singers uphold the mission of Westminster College. The Churchill Singers consider issues of social, spiritual, and global significance and address these issues artistically, intellectually, and practically. Members of the Churchill Singers are not only recognized for their musical abilities but also for their campus and community leadership and the ways in which they personify the College values of integrity, fairness, respect, and responsibility. Membership in Churchill Singers is by

audition only.

Offered: Auditions Held at End of Spring Semester
Prerequisite(s): None
Fees: \$30

MUS 101 APPLIED MUSIC INSTRUCTION-BEGINNER (1 HR.)

Designed for the beginning student in voice and/or piano. Students will develop basic music reading skills and achieve a fundamental understanding of musical analysis, interpretation, and performance.

Offered: Every Semester
Prerequisite(s): None
Fees: \$300

MUS 105 FUNDAMENTALS OF MUSIC (3 HRS.)

An introductory course in the fundamentals of music theory. Classroom ukuleles are used to learn basic music theory principals from music symbols to simple analysis of melodic and harmonic material.

Offered: Every Semester
Prerequisite(s): None
Breakthrough: Aesthetics Theme

MUS 201 APPLIED MUSIC INSTRUCTION-INTERMEDIATE (1 HR.)

Private lessons for the intermediate piano and/or voice student. Intermediate students already possess a fundamental ability to read and interpret music. Applied instruction is devoted to developing musical independence in preparation, analysis, and interpretation of various styles of music while continued emphasis on technique is addressed.

Offered: Every Semester

Prerequisite(s): None
Fees: \$300

MUS 205 SURVEY OF MUSIC HISTORY (3 HRS.)

Investigation of the development of music and musical style from antiquity to the present day. Designed to build familiarity with major style trends in the history of music through an exploration of selected works and personalities as well as how such trends interact with and affect world culture.

Offered: Spring Semester - Odd Years
Prerequisite(s): None
Breakthrough: Aesthetics Theme

MUS 301 APPLIED MUSIC INSTRUCTION-ADVANCED (2 HRS.)

Private lessons for the advanced piano and voice student. Applied instruction is dedicated to the synthesis of technique, analysis, interpretation, and critical judgment as students prepare for cumulative performance assessments.

Offered: Every Semester
Prerequisite(s): Permission of Instructor
Fees: \$500

MUS 312 MUSIC OF RESISTANCE, REVOLUTION & LIBERATION (3 HRS.)

The role of popular song and its impact upon social and political change at home and abroad - from the American Labour Movement Wobblies to the Singing Revolution in Estonia, and from Civil Rights freedom songs to Apartheid protest songs in South Africa, we will explore how music has united people, raised awareness of controversial issues, and effected change in society and politics. In order to personally understand and experience one way in

which music has functioned politically and socially, we will begin learning broadside ballads and ultimately writing our own broadside to share with members of our campus community. Also, by maintaining a course blog, we will not only share our understandings and opinions regarding course topics, but we will also strengthen research skills and familiarize ourselves with valuable sources for information. The concluding weeks of the semester will spotlight contemporary manifestations of music resistance, revolution, and liberation ñ in particular, expressions found around the world. The semester will culminate with presentations about these contemporary expressions that are open to the campus community. This course seeks to integrate disciplinary knowledge and to explore its relevance to contemporary issues and problems. This course seeks to demonstrate the intersection of communal music with social and political movements.

Offered: As Needed
Prerequisite(s): MUS 105 OR MUS 205
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

MUS/LST 335 SONG AND THE COMMUNITY (3 HRS.)

Have you ever lifted your voice in song? Are you drawn to the notion of peace, justice, and equality for all people of the world? Do you believe in the power of grass-roots efforts to transform communities? MUS 335 is a crossroads where communal song will be used to build bridges across divides of ethnicity, race, gender, religion, social class, sexual orientation, and age. As we explore ideas of identity and community, we will employ the tradition of shared song as a tool to unite people of diverse backgrounds upon a common ground of song. Through song, we will extend

our sense of common ground by sharing cultural codes of songs from folk traditions around the world. In this course, we will learn the art of lifting a song in small groups and large gatherings. We will study historical examples of song lifting as practiced among members of the Labor Movement, participants of the Civil Rights Movement, and the Folk Movement of the 1960s and 70s. We will analyze the work of song leaders like Pete Seeger, Odetta, Bernice Johnson Reagon, and Ysaye M. Barnwell and learn the songs that played pivotal roles in their work building communities and addressing issues of social, economic, political, and environmental consequence. Like these song leaders, we will develop the skills to build coalitions through shared singing and to promote unity and solidarity for specific, relevant issues. This course will be experiential: students will read music, compose song lyrics, sing, play instruments, and lead singing. The ability to read music is required. Also, there is a strong service-learning component to this course as students will lead in the making of music with various groups and organizations locally.

Offered: As Needed
Prerequisite(s): MUS 105
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation

NSC - Natural Science

NSC 105 DINOSAURS (4 HRS.)

This exciting course will provide a broad overview of dinosaurs and present a number of topics that include the history of dinosaur paleontology, dinosaur origins, anatomy, paleogeography, evolutionary

history, taxonomic groups, endothermy, behavior, ecology, how they are perceived in popular culture, and many interesting facts. This course will also provide hands-on learning experiences with fossil specimens as well as interactive displays and materials.

Offered: Fall Semester - Odd Years
Prerequisite(s): None
Fees: \$55
Breakthrough: Natural Science Inquiry Theme

NSC 108 INTRODUCTION TO BIOLOGY PRINCIPLES (4 HRS.)

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.

Offered: Spring Semester; online only
Prerequisite(s): None
Fees: \$50
Breakthrough: Natural Science Inquiry Theme

NSC 112 BIRDS, BUGS, AND BEHAVIOR/LAB (4 HRS.)

In this course we use the fascinating study of organisms and their interactions (organismal biology) to better understand the nature of science. Put another way, we will use interesting phenomena and fascinating topics from bird brains to bug behavior to highlight how science works and why it matters. Are 8-foot millipedes real? Giant thunderbirds? How do we

evaluate such claims? How can behavior be ranging from selfishness to selflessness lead to cannibalism and eusocial 'superorganisms'? When does being 'social' lead to being in a 'society'? And what the flock is the difference between a murmuration and a murder of crows? This course also has a corresponding lab where we will use case studies, outdoor observations, and hands-on problem-solving activities to further enhance scientific literacy skills (critical thinking, interpreting data, evaluating evidence). This lecture and lab course is intended for non-majors.

Offered: Spring Semester - Even Years
Prerequisite(s): None
Fees: \$50
Breakthrough: Natural Science Inquiry Theme

NSC 210 ANATOMY AND PHYSIOLOGY I (4 HRS.)

This class is designed for non-majors who are interested in biological principles as they relate to anatomy and physiology. The overall goal of the course is to promote critical thinking and science literacy by enabling you to make connections and understand applications of anatomy and physiology. Topics introduces homeostasis, histology, bones, muscles, nerves, and senses. This is the first class in a two-course series to be followed by Anatomy & Physiology II for those pursuing non-healthcare careers that require both A&P I and A&P II.

Offered: Fall Semester
Prerequisite(s): None
Fees: \$50
Breakthrough: Natural Science Inquiry Theme

NSC 301 BIOTECHNOLOGY & SOCIETY (3 HRS.)

The use of biotechnology in society is not new. However, with new innovation and knowledge, use of biotechnology has more recently been brought to the forefront of media speculation. This course will introduce students to the vast number of biotechnologies used in our society, today as well as in the past. We will discuss past, present and potential future effects on society regarding use of this technology. We will visit scientific concepts which has led to the design/development of each biotechnology, and we will analyze the effect on society from an economic, social, cultural, and ethical point of view.

Offered: Fall Semester - Odd Years
Prerequisite(s): One of the following: NSC 108, PSY 112, PSY 113, or SOC 111.
Breakthrough: Exploration Course

NSC 320 ANATOMY AND PHYSIOLOGY II (4 HRS.)

This class is designed for non-majors who are interested in biological principles as they relate to anatomy and physiology. The overall goal of the course is to promote critical thinking and science literacy by enabling you to make connections and understand applications of anatomy and physiology. Topics will introduce you to metabolism, cardiovascular system, reproduction, endocrine system, digestion, immunity, and urinary system. This is the second class in a two-course series to be preceded by Anatomy & Physiology I for those pursuing non-healthcare careers that require both A&P I and A&P II.

Offered: Spring Semester - Odd Years
Prerequisite(s): NSC 210
Fees: \$50
Breakthrough: Natural Science Inquiry

Theme

PED - Physical Education

PED A10 WEIGHT TRAINING & BODY BUILDING (1 HR.)

In this course the student will learn proper weight training techniques for a lifetime goal of health and wellness.

Offered: Every Semester
Prerequisite(s): None

PED A12 WALKING AND JOGGING FOR FITNESS (1 HR.)

This activity class is designed to provide students an understanding and working knowledge of the role of walking and jogging as a fitness alternative and health aid.

Offered: Spring Semester
Prerequisite(s): None

PED A14 PICKLEBALL (1 HR.)

Students will learn the skills, rules, terms, scoring, and etiquette involved in pickleball.

Offered: Spring Semester - Odd Years
Prerequisite(s): None

PED A15 YOGA (1 HR.)

Students will learn some basic poses of Hatha Yoga for relieving stress, increasing flexibility, improving posture and breathing, and increasing strength. This is an introductory course, although students with previous yoga experience will also benefit.

Offered: Every Semester
Prerequisite(s): None

PED A16 JIU-JITSU (1 HR.)

This course offers an introduction to Brazilian Jiu-Jitsu, which is a grappling-based martial art and sport that focuses primarily upon controlling one's opponent in the clinch and on the ground. Students will learn grappling and striking techniques in all ranges of fighting (kickboxing, clinch, and ground) for both self-defense and sport. Though this course is designed for beginners, students of all levels of experience are welcome.

Offered: Every Semester
Prerequisite(s): None

PED A17 ADVANCED WEIGHT TRAINING (1 HR.)

In this course, students gain an in-depth understanding of movement, positioning, and programing for advanced weightlifting, as well as an introduction to Olympic Weightlifting. Previous experience with strength training movements is preferred, however, there are no prerequisites for this course.

Offered: Every Semester
Prerequisite(s): None

PED A44 RECREATIONAL GAMES I: TEAM SPORTS (1 HR.)

Students learn fundamental skills and techniques of basketball, field hockey, soccer, softball and volleyball. Course emphasis is on demonstration in teaching/coaching situations.

Offered: Fall Semester - Odd Years
Prerequisite(s): None

PED/HES 208 CREATIVE MOVEMENT AND RHYTHMS (3 HRS.)

An introduction to the elements of creative

movement and dance. Through a variety of learning experiences, students will examine movement forms as more than just physical activity, but as a means of self-expression and a vital aspect of culture. This course will give students practice in designing movement-learning experiences for persons of all ages.

Offered: Fall Semester

Prerequisite(s): None

Breakthrough: Aesthetics Theme

PED 315 COACHING THEORIES (2 HRS.)

Through direct observations, discussions and written assignments students will explore the multiple roles of coaching team sports and connecting theory to practice. Students will reflect on their leadership development within coaching, especially as it relates to coaching techniques, player development, and sport strategy. (Fall section will focus on fall sports: football, soccer, volleyball; Spring section will focus on spring sports: basketball, softball, and baseball).

Offered: Every Semester

Prerequisite(s): PHL 101 OR HES/PSY 231 OR HES 232

PED 325 SPORTS OFFICIATING (1 HR.)

Students will learn the basic principles of officiating, including skill development, mechanics and style of officiating, communication, conflict management, and professional responsibilities. Students will develop foundational techniques needed for officials and then extend their learning to specific sports and age groups. (Fall section will focus on fall sports; Spring section will focus on spring sports).

Offered: Every Semester

Prerequisite(s): None

PED 434 METHODS OF TEACHING MIDDLE SCHOOL AND SECONDARY PHYSICAL EDUCATION (3 HRS.)

This course is designed for students planning to teach middle school and secondary physical education programs. Topics include program development, selecting and implementing instructional units, class organization and management, assessment, integrating physical education with other disciplines, and professional development.

Offered: Fall Semester - Even Years

Prerequisite(s): EDU 290

PHL - Philosophy

PHL 101 INTRODUCTION TO PHILOSOPHY THROUGH FILM (3 HRS.)

This course utilizes films and media to help explore the major areas of philosophy relating to who and what we are and how we should live our lives. More specifically, it explores questions relating to the belief in God; knowledge of the world; the relationship between minds, bodies, and persons; freedom and responsibility; and ethics and morality.

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

Breakthrough Lifetime Leadership: Writing Intensive Optional

PHL/REL 102 WORLD RELIGIONS (3 HRS.)

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

Offered: Every Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme
Breakthrough Lifetime Leadership: Oral Communications and Presentation

PHL 120 HISTORY OF PHILOSOPHY (3 HRS.)

This course explores the history of western philosophy with an emphasis on the ancient, medieval and modern philosophical eras. Pursued chronologically, most attention is given to central figures such as Socrates, Plato, Aristotle, Aquinas, Descartes, Locke, Hume and Kant though a broader range will be investigated with an emphasis on their views relating to ethics, political theory, and metaphysics/epistemology (relating to the nature of reality and how we come to know such). The course also focuses on applying historical philosophical thought to our contemporary world.

Offered: Every year
Prerequisite(s): None
Breakthrough Theme: Human Development
Breakthrough Lifetime Leadership: Writing Intensive Optional

PHL 212 INTRODUCTION TO ETHICS (3 HRS.)

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.

Offered: Every Semester
Prerequisite(s): None
Breakthrough: Values and Diversity Theme

PHL 218 INTRODUCTION TO LOGIC (3 HRS.)

Drawing from a broad spectrum of controversial issues, this course is a systematic introduction to techniques for constructing, analyzing, and evaluating arguments using ordinary language instead of formal systems of inference.

Offered: Spring Semester
Prerequisite(s): None

PHL 242 BIOMEDICAL ETHICS (3 HRS.)

The course begins with a brief introduction to ethical theories and to major moral principles used in analyzing problems in biomedical ethics. Theories and principles are then applied to a sampling of biomedical cases such as the following:

severely impaired newborns and their parents' right to refuse treatment for them; the justification for genetic manipulation and screening; physician-assisted suicide; doctor-patient confidentiality and informed consent; the use of fetal-cell tissues; living wills and their relationship to personal identity. The readings include analyses by physicians, jurists, and philosophers of the ethical and philosophical questions raised by the cases and issues considered.

Offered: Fall Semester - Even Years
Prerequisite(s): None
Breakthrough: Values and Diversity Theme
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

PHL 244 BUSINESS ETHICS (3 HRS.)

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.

Offered: Spring Semester
Prerequisite(s): None
Breakthrough: Institutions and Society Theme

PHL 246 ENVIRONMENTAL ETHICS (3 HRS.)

An examination of ethical issues arising from our use of natural resources, animate and inanimate, and different ethical perspectives regarding our relationship to the rest of the natural world (both now and in context of future generations). Most of the course is devoted to examining contemporary environmental issues (pollution, global warming, preservation of species, etc.) using traditional ethical theories, biocentric and ecocentric

ethics, deep ecology, and concepts from economics and policy analysis.

Offered: Fall Semester - Odd Years
Prerequisite(s): None
Breakthrough: Values and Diversity Theme
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

PHL/REL 302 THE MEANING OF LIFE (3 HRS.)

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.

Offered: Spring Semester - Even Years
Prerequisite(s): One PHL OR REL Course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

PHL 320 PHILOSOPHY & LITERATURE (3 HRS.)

This course examines philosophy, and particularly existentialist philosophy, through literature. We will focus on existentialist themes involving life's meaning, authenticity, freedom/responsibility, and identity as exemplified by the works of Dostoevsky, Kierkegaard, Nietzsche, Ortega, Heidegger, Sartre, de Beauvoir, and Camus. We will pursue these topics both through primary and secondary philosophical essays, and also through the literary works of such writers

as Camus, Kundera, Barth, Crumey, and Hesse.

Offered: As Needed

Prerequisite(s): One of the Following Courses: PHL 101, PHL 212, PHL 221, PHL 222, PHL 242, PHL 244, PHL 246, ENG 204, ENG 205, ENG 206, ENG 238, ENG 239, ENG 248, ENG 249; CLA 215; FRE 280; LAT 204
Breakthrough: Exploration Course

PHL/REL 333 ASIAN PHILOSOPHY AND RELIGION (3 HRS.)

The purpose of this course is to provide a detailed overview of the key thinkers and issues of the four major traditions of Eastern Philosophy: Indian, Chinese, Japanese, and Islamic. A variety of primary and secondary source readings are used to elucidate issues in metaphysics (including philosophy of religion), epistemology, ethics, political philosophy, and aesthetics.

Offered: Spring Semester - Odd Years
Prerequisite(s): Any PHL OR REL Course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

PHL/REL 342 PHILOSOPHY, RELIGION, AND SCIENCE (3 HRS.)

The common perception today is that, for centuries, science and religion have stood in conflict with each other ñe.g., as demonstrated by conflicting perspectives between Charles Darwin and the Bible concerning the theory of evolution. Philosophy itself was foundational to scientific inquiry, though its approach differs from both science and religion and can also be seen by some as adversarial to each. This course explores three themes- cosmology and creation, evolution and providence, and genetics and human natureófrom the vantage points of philosophy, religion, and science with the

goal of presenting a fresh conversation between these fields which does not reduce to adversarial positions.

Offered: Spring Semester - Odd Years
Prerequisite(s): One course in PHL, REL or ENG
Breakthrough: Exploration Course

PHL 410/SEC 300 MAJOR AREAS OF PHILOSOPHY (3 HRS.)

An intensive study of a major area of philosophy such as philosophy of religion, Eastern philosophy, ethics, metaphysics, epistemology, or philosophy of mind. May be repeated for credit with change of topic.

Offered: Every Semester
Prerequisite(s): Varies
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

PHL 420 MAJOR PHILOSOPHERS (3 HRS.)

An intensive study of the thought of a single major philosopher such as Plato, Aristotle, Hume, or Kant. May be repeated for credit with change of topic.

Offered: As Needed
Prerequisite(s): Varies depending on course

PHL 430 PHILOSOPHICAL PROBLEMS (3 HRS.)

An intensive study of a relatively specific philosophical problem such as evolution vs. Intelligent Designer Theory, genetic manipulation (relating to human cloning/ eugenics), the mind-body problem, animal rights, philosophy of death and dying. May be repeated for credit with change of topic.

Offered: As Needed
Prerequisite(s): varies depending on course

PHY - Physics

PHY/EGR 101 INTRODUCTION TO ENGINEERING AND DESIGN (3 HRS.)

This course introduces students to the engineering profession. Emphasis is placed on engineering design, project management skills, software applications, teamwork, and communication. An engineering term project including a written technical report is required for this course.

Offered: Spring Semester
Prerequisite(s): None
Fees: \$50

PHY 105 INTRODUCTION TO PHYSICS (3 HRS.)

An introductory study of the foundations and concepts of modern physical theory. The course stresses the historical significance and philosophic implications of classical mechanics, the special and general theories of relativity and quantum theory. This course is intended for non-science majors. However, students who plan to enroll in PHY 201, but who have not taken high school physics, are encouraged to take this course first. Not open to students with credit in PHY 201.

Offered: Spring Semester
Prerequisite(s): MAT 111 OR One Year of High School Algebra

PHY 201 PHYSICS I (4 HRS.)

A study of the science of physics covering topics in mechanics, gravitation and rudimentary quantum physics. Lecture, three hours; laboratory, three hours.

Offered: Fall Semester
Prerequisite(s): PHY 105 OR Concurrent

Enrollment in MAT 124

Fees: \$40

Breakthrough: Natural Science Inquiry Theme

PHY 202 ALGEBRA-BASED PHYSICS I (4 HRS.)

Algebra-based Physics I is an introductory physics course which covers the topics of Newtonian mechanics, conservation laws, and fluid statics and dynamics. The course includes a laboratory.

Offered: Fall Semester
Prerequisite(s): MAT 111

Fees: \$40

Breakthrough: Natural Science Inquiry Theme

PHY 212 PHYSICS II (4 HRS.)

A continuation of Physics I covering topics in electromagnetism, electric circuits, waves, optics, atomic physics, nuclear physics and particle physics. Lecture three hours; laboratory three hours.

Offered: Spring Semester
Prerequisite(s): PHY 201 (C- or Higher)
Fees: \$40

PHY 213 ALGEBRA-BASED PHYSICS II (4 HRS.)

Algebra-based Physics II is a continuation of Algebra-based Physics I and covers the topics of oscillatory motion, waves, electricity and magnetism, optics, and selected topics in modern physics. This course includes a laboratory.

Offered: Spring Semester
Prerequisite(s): PHY 202(C- or Higher)
Fees: \$40

PHY 223 PHYSICS III (3 HRS.)

A continuation of Physics II covering

topics that require a command of calculus and more abstract concepts than those presented in PHY 201 or 212. The course is a study of selected topics in relativity, quantum mechanics and modern physics (including elementary particles).

Offered: Fall Semester

Prerequisite(s): PHY 212 AND Previous/
Concurrent Enrollment in MAT 214

PHY 328 ANALOG CIRCUITS (4 HRS.)

We will investigate the theory and experimental procedures of modern electronic analog circuits. There are two main classes of electronics: analog and digital. Analog circuits, covered this semester, deals with electrical signals that can have a continuous range of values, while digital circuits, covered during the second semester of the circuits sequence, involves digital signals that can have only a small number of discrete values.

Offered: Spring Semester

Prerequisite(s): PHY 212 AND MAT 214

PHY 415 INTRODUCTION TO THEORETICAL PHYSICS I (4 HRS.)

Vector analysis is developed as a working tool and applied to problems in mechanics and electromagnetic theory. The topics covered include statics, kinematics and dynamics of particles and rigid bodies, moments of inertia and inertia tensors, work and energy, gravitational theory, oscillations and electric and magnetic fields in vacuo and in material substances. Four lectures per week.

Offered: As Needed

Prerequisite(s): PHY 223, MAT 224 AND
Previous/Concurrent Enrollment in MAT 312

PHY 416 INTRODUCTION TO THEORETICAL PHYSICS II (4 HRS.)

Vector analysis is developed as a working tool and applied to problems in electromagnetic theory and quantum mechanics. The topics covered include Maxwell's equations and time-dependent fields, energy and forces associated with these fields, wave propagation and the postulates of quantum mechanics, wave functions, expectation values and the quantization of angular momentum in atoms. Four lectures per week.

Offered: Spring Semester - Even Years

Prerequisite(s): PHY 223, MAT 224 AND
Previous/Concurrent Enrollment in MAT 312

POL - Political Science

POL 112 INTRODUCTION TO POLITICAL SCIENCE (3 HRS.)

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.

Offered: Every Semesters

Prerequisite(s): None

Breakthrough: Institutions and Society
Theme

POL 210 INTRO TO THE POLICY PROCESS (3 HRS.)

This course introduces students to the process, analysis, and theories of public policy. The goal is for students to understand how societal problems are defined, how issues are placed on the policy agenda, how institutions shape and adopt policies, and how policies are

implemented and analyzed. This course will also investigate policies that fail to adopt and flourish. This course will apply these concepts to specific policy issues.

Offered: As Needed

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

POL 211 AMERICAN GOVERNMENT AND POLITICS (3 HRS.)

An introduction to American government and politics through an examination of interactions between citizens and political institutions in the formation and the execution of public policies.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

POL 212 INTRODUCTION TO INTERNATIONAL RELATIONS (3 HRS.)

This course explores key issues in the international system including war, terrorism, human rights, and international law, international institutions like the United Nations, and theories of international relations.

Offered: Spring Semester

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

POL 301 THE AMERICAN PRESIDENCY (3 HRS.)

A study of the modern American presidency in terms of its concepts and controversies.

Offered: Spring Semester - Odd Years

Prerequisite(s): POL 211

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

POL 304 AMERICAN POLITICAL THEORY (3 HRS.)

Focuses on the political philosophies expressed in the Declaration of Independence and the U.S. Constitution. Considers the viability of these philosophies in the context of contemporary American society and politics.

Offered: Spring Semester - Even Years

Prerequisite(s): POL 112 OR POL 205

Breakthrough Lifetime Leadership: Writing Intensive

POL 305 INTERNATIONAL LAW AND ORGANIZATIONS (3 HRS.)

An analysis of the nature, sources, function and development of international law and organizations with special reference to the role and function of the United Nations' system for resolving international disputes.

Offered: Spring Semester - Even Years

Prerequisite(s): POL 212 OR SEC 201

Breakthrough: Exploration Course

POL/GTS 306 WEST EUROPEAN GOVERNMENT AND POLITICS (3 HRS.)

A study of the foundations, structures, and functions of the governments of selected major European countries.

Offered: Spring Semester - Even Years

Prerequisite(s): One of the following: GTS 201, HIS 109, POL 112, POL 212, SEC 201,

Breakthrough: Exploration Course

POL/GTS 308 POST-SOVIET POLITICS (3 HRS.)

An examination of the history of the

Soviet political system since 1917; the influence of ideology; the role played by the Communist Party, the bureaucracy, interest groups and other actors; political culture, socialization and participation; current economic and social policy issues; and the future evolution of the system.

Offered: Fall Semester - Odd Years
Prerequisite(s): One of the following: GTS 201, HIS 106, POL 112, POL 212, OR SEC 201
Breakthrough: Exploration Course

POL 311 POLITICAL PARTIES, VOTING & CAMPAIGN STRATEGIES (3 HRS.)

Reviews the evolution and role of political parties and elections in the American political system. Examines the decline-of-parties thesis and recent developments in campaign strategy. Students are required to participate in political campaigns of their choice.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 112 OR POL 211
Breakthrough: Exploration Course

POL 314 AMERICAN CONSTITUTIONAL LAW AND POLITICS (3 HRS.)

This course, (1) explores how the decisions of the U.S. Supreme Court have influenced the country's understanding of the Constitution, (2) considers the political forces that shaped the decisions, as well as the political effects of those decisions and (3) details the contours of the significant rights articulated in the decisions.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 211

POL 316 AMERICAN JURISPRUDENCE (3 HRS.)

This course, (1) introduces and critiques the major philosophies of law, (2) applies these philosophies to various issues and cases and (3) orients the student to legal reasoning and other legal methods of analysis and inquiry. This course should help prepare students for the study of law, or law-related topics.

Offered: Fall Semester - Odd Years
Prerequisite(s): POL 211

POL/GTS 325 MIDDLE EAST AND NORTH AFRICAN POLITICS (3 HRS.)

An examination of political issues within and between the countries in the Middle East and North Africa. In this course, students will examine the role of religion in politics, the causes and consequences of military conflicts in the region, efforts to promote (and diminish) the rights of marginalized groups, and the wide diversity of political institutions that exist in the area.

Offered: Fall Semester - Even Years
Prerequisite(s): GTS 201, SEC 201, AND POL 212
Breakthrough: Exploration Course

POL 326 ENVIRONMENTAL POLITICS AND POLICY (3 HRS.)

This course seeks to explore and understand four broad, interrelated topics: (1) the major political processes, actors, conditions and controversies involved in the formulation and implementation of environmental policies at the local, national and international levels; (2) some of the major pieces of legislation that constitute environmental policy in the United States and the world community; (3) some of the techniques and approaches

that policy analysts employ to assess the effectiveness and costs of environmental policies and (4) issues that will shape environmental politics and policies in the immediate future, such as population growth, global warming, habitat destruction and resource depletion.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 112 OR POL 211 OR ENV 105

Breakthrough: Exploration Course

POL/SEC 328 NATIONAL SECURITY AGENCIES (3 HRS.)

To understand the politics and processes of national security, we must have an understanding of the national security labyrinth at the national level. The purpose of this course is to ensure the students' knowledge about the institutional design, oversight mechanisms and shortcomings, missions, and relationship of the varied institutions of the national security bureaucracy.

Offered: Spring Semester - Even Years
Prerequisite(s): POL 211 AND SEC 201
Breakthrough Lifetime Leadership: Writing Intensive AND Oral Communication and Presentation AND Research Inquiry & Analysis

POL 332 NATIONAL SECURITY LAW I (3 HRS.)

The purpose of this class is to provide an understanding of the sources, impact and limitations of laws that impact the national security of the United States. We will look at the three branches of government and the roles that each play in the legal environment related to national security. Additionally, there will be discussion of international laws and their effect on the security of the United States.

Offered: Spring Semester - Odd Years
Prerequisite(s): One of the Following Courses: POL 211, POL 301, POL 305, POL 314, POL 362; OR Any SEC

Breakthrough Lifetime Leadership: Writing Intensive

POL 333 NATIONAL SECURITY LAW II (3 HRS.)

This class delves deeply into legal issues facing national security, including traditional legal frameworks, and legal questions in emerging areas of national security law.

Offered: Fall Semester - Odd Years
Prerequisite: POL 211, POL 301, POL 305, POL 314, POL 362, OR Any SEC
Breakthrough Lifetime Leadership: Writing Intensive

SEC/POL 334 INTELLIGENCE AT HOME AND ABROAD (3 HRS.)

Countries survive and prosper on the basis of their ability to effectively gather, evaluate, and utilize information about threats. In this course, students will examine the history, context, purpose, methods, processes, and challenges of intelligence gathering at home and abroad.

Offered: Spring Semester - Odd Years
Prerequisite(s): One of the Following Courses: GTS 201, HIS 109, LST 201, POL 112, POL 211, SEC 201, SEC 205
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation

POL/SEC 335 POLITICS & SECURITY OF DEVELOPING NATIONS (3 HRS.)

In this course, students will undertake a comparative investigation of the political dynamics of the developing world. Looking

across Latin America, Asia, and Africa, students will identify and contrast patterns of political behavior across regions and analyze models of economic development, governance, and security challenges that occur in the developing world. By taking a policy-making perspective, students will assess problems and analyze solutions to current issues in developing nations.

Offered: Fall Semester - Odd Years
Prerequisite(s): POL 112, POL 212, AND SEC 201
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation

POL/SEC 337 HUMAN RIGHTS AND SECURITY (3 HRS.)

This course examines the evolution of the international system of human rights. It will consider fundamental legal, moral, and political debates related to human rights and look for avenues to make progress in human rights protection. It will also examine the relationship between human rights and human security and the challenges associated with the provision of human security in the 21st century, with special attention paid to human trafficking and economic development.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 112, POL 212, SEC 201, AND GTS 20
Breakthrough: Exploration Course

POL 343 CONGRESS (3 HRS.)

This course will broadly examine the legislative branch of the United States government. Topics include: elections, committees, inter-branch relations, and spatial models of voting. The roles of Congress in our political system are two-fold: 1) to represent issues and concerns of the citizenry; and 2) to make policy for

the nation ñ ò govern. How does the structure of Congress impact the behavior of its members? What makes for ìquality representation? These questions, and more, will be discussed in this course.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 112, POL 211
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive AND Research Inquiry & Analysis

POL 345 POLITICS AND FILM (3 HRS.)

Film and visual images can help us understand contemporary politics. Films often shape and illustrate the public's perception of politics. This course will examine the portrayal of politics in movies. The course will have different themes each semester it is taught, including, but not limited to, the American presidency, race and gender, legislative politics, war, terrorism, and elections.

Offered: Fall Semester - Even Years
Prerequisite(s): HIS 104 OR POL 112 OR POL 211

GTS/POL/SEC 346 CHINESE POLITICS AND INFLUENCE (3 HRS.)

An examination of how China's emergence as an economic, diplomatic, and military heavyweight is shifting the global balance of power, shaping the responses of governments and intergovernmental organizations, and posing fundamental questions about the nature of world order itself.

Offered: Spring Semester - Even Years
Prerequisite(s): GTS 201 OR SEC 201 OR POL 212
Breakthrough: Exploration Course

POL/GTS 350 POLITICS OF LANGUAGE (3 HRS.)

An examination of the languages of the world, their role in societies, and how their use (or non-use) reflects political realities.

Offered: Fall Semester

Prerequisite(s): One of the Following Courses: FRE 101, GTS 201, HIS 109, HIS 110, HUM 277, HUM 278, HUM 294, PHL 212, POL 112, POL 212, SPA 101

Breakthrough: Exploration Course

POL/WGS 351 WOMEN AND POLITICS (3 HRS.)

This course explores the connection between gender and politics in America and in international contexts. Topics under investigation include political participation and the exercise of political leadership by women, the evolution of social movements in support of women's rights, critical social and political issues of concern to women such as health, employment, security, and education, and debates over relevant public policies.

Offered: Spring Semester - Odd Years

Prerequisite(s): One of the following: POL 112, POL 211, POL 212, OR WGS 210

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

POL 362/GTS 300 AMERICAN FOREIGN POLICY (3 HRS.)

A study of the diplomatic process designed to provide a realistic insight into the stresses and demands upon modern policy-making, including the roles of the president and Department of State. The course includes an analysis of postwar American programs, policies and difficulties in foreign affairs.

Offered: Spring Semester

Prerequisite(s): POL 211 OR POL 212

Breakthrough: Exploration Course

PSY - Psychology

PSY 112 PSYCHOLOGY AS A NATURAL SCIENCE (3 HRS.)

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

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

PSY 113 PSYCHOLOGY AS A SOCIAL SCIENCE (3 HRS.)

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

Offered: Every Semester

Prerequisite(s): None

Breakthrough Theme: Human Development

EDU/PSY 221 EDUCATIONAL PSYCHOLOGY (3 HRS.)

The application of psychological principles of learning, cognition, and child and adolescent development to the

educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

Offered: Spring Semester; Summer -
ONLINE

Prerequisite(s): None

PSY/HES 231 SPORTS PSYCHOLOGY (3 HRS.)

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

Offered: Fall Semester

Prerequisite(s): None

PSY 270 RESEARCH TOOLS (3 HRS.)

A hands-on exploration of how the psychologist searches for literature, analyzes data, and reports 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 tables in APA style.

Offered: Fall Semester

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

Breakthrough Lifetime Leadership:
Information and Digital Literacy

PSY 274 METHODS IN EXPERIMENTAL PSYCHOLOGY (3 HRS.)

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.

Offered: Spring Semester

Prerequisite(s): PSY 112 AND PSY 113; MAT
114 is Recommended

Breakthrough Lifetime Leadership: Writing
Intensive Optional AND Research Inquiry &
Analysis

PSY 290 BIOLOGICAL PSYCHOLOGY (3 HRS.)

An exploration of the relationship between human behavior and biology. Basic material on genetics, neuroanatomy and neurophysiology is included, although the focus of the course is behavioral and mental phenomena that can be understood better via an analysis of brain function. Topics covered are vision, learning, memory, motivation, emotion and abnormal behavior.

Offered: Spring Semester - Odd Years

Prerequisite(s): PSY 112 OR BIO 114

Fees: \$5.00

PSY 300 BEHAVIORAL HEALTH IN THE LEGAL SYSTEM (3 HRS.)

An exploration of behavioral health trends and practices within the civil and criminal legal systems. The Sequential Intercept Model will provide the framework for an investigation of behavioral health services and needs, from initial contact, adjudication, incarceration or supervision,

and community reentry. Topics covered include evolution of carceral attitudes and approaches, constitutional rulings and standards, deinstitutionalization, treatment and programming, assessment and research, rehabilitative and reentry efforts, and the impact on the individual through a trauma-informed lens.

Offered: Spring Semester, Odd Years
Prerequisite(s): PSY 112 or PSY 113

PSY/WGS 301 HUMAN SEXUAL BEHAVIOR (3 HRS.)

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

Offered: Fall Semester, Even Years
Prerequisite(s): PSY 112 OR PSY 113
Breakthrough: Exploration Course

PSY/BUS 305 INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (3 HRS.)

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

ergonomics and engineering psychology.

Offered: Fall Semester - Even Years
Prerequisite(s): PSY 112 OR PSY 113
Breakthrough: Exploration Course

PSY 306 POSITIVE PSYCHOLOGY (3 HRS.)

This course focuses on how both theoretical perspectives from psychologist such as Martin Seligman, Ed Diener, Angela Duckworth, and Mihaly Csikszentmihalyi have informed the development of positive psychology and how recent research in psychology and disciplines such as economics and sociology have helped us to understand how humans achieve happiness, well-being, a sense of meaningfulness in life, and hope. The course also addresses how societies such as Scandinavian countries like Finland and Norway and Asian countries such as Bhutan maximize human happiness and well-being. The course also focuses on self-growth and helping students to develop strategies for finding happiness and well-being.

Offered: Fall Semester
Prerequisite(s): PSY 112 OR PSY 113
Breakthrough: Exploration Course

PSY/WGS 307 PSYCHOLOGY OF GENDER (3 HRS.)

The Psychology of Gender. This course explores psychological experiences of gender and gender identity as well as cultural influences on these experiences. Evidence-based gender-affirming psychological and medical treatment options for gender diverse individuals are also discussed. The role of biological sex characteristics and how they do and do not relate to gender is also considered.

Offered: Spring Semester - Odd

Prerequisite(s): PSY 112 OR PSY 113 OR WGS 210

Breakthrough: Exploration Course

PSY 310 SOCIAL PSYCHOLOGY (3 HRS.)

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.

Offered: Fall Semester

Prerequisite(s): PSY 113

PSY 311 SOCIAL PSYCHOLOGY LABORATORY (1 HR.)

Optional laboratory to accompany PSY 310. Students work in groups to complete an empirical research project.

Offered: Fall Semester

Prerequisite(s): PSY 113 AND (PSY 270 OR PSY 274)

Fees: \$30

Breakthrough Lifetime Leadership: Oral Communication and Presentation

PSY 312 DEVELOPMENTAL PSYCHOLOGY (3 HRS.)

A survey of cognitive, emotional, social, and physical development across the lifespan, including the identification of general trends and individual differences in developmental patterns.

Offered: Fall Semester

Prerequisite(s): PSY 112 OR PSY 113

Fees: \$30

PSY 313 DEVELOPMENTAL PSYCHOLOGY LABORATORY (1 HR.)

Optional laboratory to accompany PSY 312. Students work in groups to complete an

empirical research project.

Offered: Fall Semester

Prerequisite(s): PSY 113 AND (PSY 270 OR PSY 274)

Fees: \$30

Breakthrough Lifetime Leadership: Oral Communication and Presentation

PSY 315 PSYCHOLOGY OF PERSONALITY (3 HRS.)

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.

Offered: Spring Semester - Odd Years

Prerequisite(s): PSY 113

PSY 316 PERSONALITY LABORATORY (1 HR.)

Optional laboratory to accompany PSY 315. Students work in groups to complete an empirical research project.

Offered: Spring Semester - Odd Years

Prerequisite(s): PSY 113 AND (PSY 270 OR PSY 274)

Fees: \$30

Breakthrough Lifetime Leadership: Oral Communication and Presentation

PSY/SOC 318 ADULT DEVELOPMENT & AGING (3 HRS.)

An investigation of theories and research in adult development, from young adulthood to old age. Emphasizes gains and losses in cognitive, social, emotional, and physical development as well as death and grieving.

Offered: Spring Semester - Odd Years

Prerequisite(s): PSY 112, PSY 113, SOC 111, OR

NSC 210
Breakthrough: Exploration Course

PSY 320 MEMORY AND COGNITION (3 HRS.)

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.

Offered: Spring Semester - Even Years
Prerequisite(s): PSY 112 OR PSY 113

PSY 321 MEMORY AND COGNITION LABORATORY (1 HR.)

Optional laboratory to accompany PSY 320. Students work in groups to complete an empirical research project.

Offered: Spring Semester - Even Years
Prerequisite(s): PSY 112 AND (PSY 270 OR PSY 274)
Fees: \$30

Breakthrough Lifetime Leadership: Oral Communication and Presentation

PSY 330 ADDICTIVE DISORDERS (3 HRS.)

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.

Offered: Spring Semester - Odd Years
Prerequisite(s): One of the Following: PSY 274, PSY 290, NSC 107, NSC 210 or BIO 114
Breakthrough: Exploration Course

PSY/SEC 374 STEREOTYPING, PREJUDICE, AND GROUP CONFLICT (3 HRS.)

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.

Offered: Fall Semester
Prerequisite(s): PSY 113

PSY 390 ABNORMAL PSYCHOLOGY (3 HRS.)

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

Offered: Spring Semester
Prerequisite(s): PSY 113

PSY 391 ABNORMAL PSYCHOLOGY LAB (1 HR.)

Optional laboratory to accompany PSY 390. Students work in groups to complete an empirical research project.

Offered: Spring Semester

Prerequisite(s): PSY 113 AND (PSY 270 OR PSY 274)

Fees: \$30

Breakthrough Lifetime Leadership: Oral Communication and Presentation

PSY/GTS 405 INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY (3 HRS.)

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.

Offered: As Needed

Prerequisite(s): PSY 113 AND One of the following: GTS 201, HIS 109, HIS 110, HIS 350, HIS 360, HUM 277, HUM 278, HUM 294, PHL 102, POL 212, REL 102, SOC 111, WGS 210
Breakthrough: Exploration Course

PSY 412 COUNSELING THEORIES AND METHODS (3 HRS.)

An introduction to the major theories of counseling and psychotherapy, current issues in the field, and applications for

specific groups and settings. The course includes both theoretical and experiential components.

Offered: As Needed

Prerequisite(s): PSY 113

PSY 422 PSYCHOLOGY SEMINAR (3 HRS.)

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

Offered: Spring Semester

Prerequisite(s): PSY 112 AND PSY 113 AND (PSY 270 OR PSY 274)

Breakthrough Lifetime Leadership: Writing Intensive

PSY 430 PRE-THESIS (3 HRS.)

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.

Offered: Spring Semester

Prerequisite(s): PSY 112 AND PSY 113 AND (PSY 270 OR PSY 274)

Breakthrough Lifetime Leadership: Writing Intensive

PSY 431 SENIOR THESIS (3 HRS.)

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: Fall Semester
Prerequisite(s): PSY 112, PSY 113, PSY 270, PSY 274, PSY 430 (C Or Higher) AND Senior Standing
Fees: \$30
Breakthrough Lifetime Leadership: Writing Intensive

REL - Religion

REL 101 INTRODUCTION TO THE BIBLE (3 HRS.)

Examines the historical context in which the Bible (including both the Hebrew Bible, Old Testament, and the New Testament) was written, the various types of literature found in the Bible and the important impact of the Bible on the Western cultural tradition. Some attention will be given to the questions of the Bible's relevance in addressing contemporary ethical issues.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Values and Diversity Theme

REL/PHL 102 WORLD RELIGIONS (3 HRS.)

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

studying is not required; however, "understanding" them is.

Offered: Every Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme
Breakthrough Lifetime Leadership: Oral Communication and Presentation

REL/PHL 302 THE MEANING OF LIFE (3 HRS.)

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.

Offered: Spring Semester, Even Years
Prerequisite(s): One PHL OR REL course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

REL 305 PERCEPTIONS OF DEATH (3 HRS.)

No matter our gender, race, nationality, socio-economic status, and religious commitment, all of us shall one day die. And by whatever term it is referred to—passing away, dying, croaking, giving up the ghost, passing, becoming fertilizer, succumbing to physical finitude, falling asleep (the euphemism in the time of Jesus)—not one of us shall be able to avoid death. Of course, death especially in Western, American culture, is not often discussed: Death is counter-cultural

in that our society with its obsession with youth, the new, and vitality either dismisses death as an event that happens to someone else or denies death as an inevitable reality by emphasizing a false sense of personal earthly immortality. This interdisciplinary course will study the phenomenon of death in its biological, psychological, social, cultural, ethical, and religious dimensions. Topics will include the problem of defining death; the fear and denial of death; the institutionalization and secularization of death in the modern world; the dying person and the process of death; grief; funerals; suicide; beliefs concerning life after death; literary treatments of death; and ethical issues surrounding death (such as the artificial prolongation of life, euthanasia, capital punishment, cloning, and genocide).

Offered: As Needed

Prerequisite(s): Any REL Course

Breakthrough: Exploration Course

REL 307 SOCIAL JUSTICE IN MODERN CHRISTIAN THOUGHT (3 HRS.)

With a focus on social ethics, this course will explore the moral implications of the Christian commitment, the formulation and development of the principles of Christian ethics for persons and within communities, and their applications to areas of contemporary life. The course will address issues such as economic justice, poverty and wealth, criminal justice and capital punishment, war and pacifism, as well as environmentalism and food consumption. We will give attention to Catholic Social Teaching, Liberation Theology, and Anabaptist thought, among others.

Offered: Spring Semester, Even Years

Prerequisite(s): Any REL Course

Breakthrough: Exploration Course

REL 316 THE TEACHINGS OF JESUS (3 HRS.)

The emphasis of this course is upon developing a historical understanding of Jesus. The teachings of Jesus are examined, using the Biblical Gospels, parallel Jewish and Greek and Roman documents and early extra biblical Christian texts as source materials. Attention will be given to the interpretation of Jesus in the Gospels, Paul and other early Christian sources. Interpretations of Jesus throughout history and in the contemporary world which shape the reception history of the teachings of Jesus will be studied.

Offered: As Needed

Prerequisite(s): REL 101

Breakthrough: Exploration Course

REL 319 RECENT CHRISTIAN THOUGHT (3 HRS.)

An introduction to major themes, writers and movements in contemporary Christian theology, against the background of an historical overview of the development of Christian thought.

Offered: Fall Semester - Odd Years

Prerequisite(s): Any REL Course

Breakthrough: Exploration Course

REL/PHL 333 ASIAN PHILOSOPHY AND RELIGION (3 HRS.)

The purpose of this course is to provide a detailed overview of the key thinkers and issues of the four major traditions of Eastern Philosophy: Indian, Chinese, Japanese, and Islamic. A variety of primary and secondary source readings are used to elucidate issues in metaphysics (including philosophy of religion), epistemology,

ethics, political philosophy, and aesthetics.

Offered: Spring Semester, Odd Years
Prerequisite(s): Any PHL OR REL Course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

REL/WGS 335 SEX AND GENDER IN THE CHRISTIAN TRADITION (3 HRS.)

This course is a critical study of sexuality and gender within the Christian tradition. Using biblical perspectives, theological positions, ethical reasoning, church traditions, faith commitments and empirical data as our guides, we will explore several realms of contemporary Christian conversation. Lenses for interpretation used within the course include Womanist ethics, Queer theory and theology, and Feminist biblical exegesis. It examines key ethical variables such as human nature, God, the church, love, justice and empowerment in such major issues of sexuality and gender as human eroticism, marriage, partnering, divorce, contraception, reproduction, sexual identity and sexual violence.

Offered: As Needed
Prerequisite(s): Any REL OR WGS Course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

REL/PHL 342 PHILOSOPHY, RELIGION, AND SCIENCE (3 HRS.)

The common perception today is that, for centuries, science and religion have stood in conflict with each other (e.g., as demonstrated by conflicting perspectives between Charles Darwin and the Bible concerning the theory of evolution.) Philosophy itself was foundational to scientific inquiry, though its approach

differs from both science and religion and can also be seen by some as adversarial to each. This course explores three themes—cosmology and creation, evolution and providence, and genetics and human nature—from the vantage points of philosophy, religion, and science with the goal of presenting a fresh conversation between these fields which does not reduce to adversarial positions.

Offered: Spring Semester, Odd Years
Prerequisite(s): One course in PHL or REL or NSC
Breakthrough Exploration Approved Course

REL 345 THE WRITINGS OF C.S. LEWIS (3 HRS.)

C.S. Lewis has been long recognized as one of the premier theologians and writers of the twentieth century. This course will examine Lewis' theology through the lens of his works of fiction, emphasizing religious themes such as the nature of belief, the problem of evil, temptation, conversion, and death. (Previously offered as PHL 410/REL 300).

Offered: As Needed
Prerequisite(s): Any PHL or REL Course OR Any 200-Level Literature Course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

REL 346 / GTS 300 RELIGION AND VIOLENCE (3 HRS.)

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

Offered: As Needed

Prerequisite(s): Any REL OR GTS course
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation AND Research Inquiry & Analysis

SEC - Security Studies

SEC 201 INTRODUCTION TO SECURITY STUDIES (3 HRS.)

This course will provide the foundations for the Security Studies minor and major, and will serve to introduce many issues in the modern search for security. By the end of the course, you should have a basic understanding of the major theories of security; current issues, conceptions threats to security; institutions related to security; and identify future threats that may loom on our horizon. Additionally, there will be several guest speakers in class who will discuss particular issues in more detail.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

SEC 205 INTRO TO HOMELAND SECURITY (3 HRS.)

The principal objective of this course is to provide a comprehensive introduction to US homeland security, with a focus on the post-September 11, 2001 era. We will examine agency missions, laws, and regulations that govern America's efforts to protect the homeland. Through an examination of complex threats and threat environments, students will gain insight into contemporary issues relevant to the homeland security enterprise.

Offered: Spring Semester - Odd Years

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

SEC 312 TERRORISM (3 HRS.)

The major objective of this course is to increase your knowledge about terrorism: what it is, why it occurs, why targets are selected, and how to prevent it.

Offered: As Needed

Prerequisite(s): None
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SEC 325 ISSUES IN HOMELAND SECURITY (3 HRS.)

The purpose of this class is to provide an understanding of the issues and policy spaces that comprise homeland security. The policy space is wide and oft changing; as such, this course is designed to introduce the students to the critical policy spaces and allow the student to explore these with some depth.

Offered: Spring Semester - Odd Years
Prerequisite(s): POL 211 OR POL 301 OR Any SEC Course

SEC/POL 328 NATIONAL SECURITY AGENCIES (3 HRS.)

To understand the politics and processes of national security we must have an understanding of the national security labyrinth at the national level. The purpose of this course is to ensure the students' knowledge about the institutional design, oversight mechanisms and shortcomings, missions, and relationship of the varied institutions of the national security bureaucracy.

Offered: Spring Semester, Even Years
Prerequisite(s): POL 211 OR SEC 201
Breakthrough Lifetime Leadership: Writing

Intensive, Research Inquiry & Analysis, Oral Communication and Presentation

SEC/POL 334 INTELLIGENCE AT HOME AND ABROAD (3 HRS.)

Countries survive and prosper on the basis of their ability to effectively gather, evaluate, and utilize information about threats. In this course, students will examine the history, context, purpose, methods, processes, and challenges of intelligence gathering at home and abroad.

Offered: Spring Semester - Odd Years
Prerequisite(s): One of the Following Courses: GTS 201, HIS 109, LST 201, POL 112, POL 211, SEC 201, SEC 205

Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SEC/POL 335 POLITICS & SECURITY OF DEVELOPING NATIONS (3 HRS.)

In this course, students will undertake a comparative investigation of the political dynamics of the developing world. Looking across Latin America, Asia, and Africa, students will identify and contrast patterns of political behavior across regions and analyze models of economic development, governance, and security challenges that occur in the developing world. By taking a policy-making perspective, students will assess problems and analyze solutions to current issues in developing nations.

Offered: Fall Semester - Odd Years
Prerequisite(s): POL 112, POL 212, SEC 201
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SEC/POL 337 HUMAN RIGHTS AND SECURITY (3 HRS.)

This course examines the evolution of the international system of human rights. It will consider fundamental legal, moral, and political debates related to human rights and look for avenues to make progress in human rights protection. It will also examine the relationship between human rights and human security and the challenges associated with the provision of human security in the 21st century, with special attention paid to human trafficking and economic development.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 112, POL 212, SEC 201, GTS 201

SEC/GTS/POL 346 CHINESE POLITICS AND INFLUENCE (3 HRS.)

An examination of how China's emergence as an economic, diplomatic, and military heavyweight is shifting the global balance of power, shaping the responses of governments and intergovernmental organizations, and posing fundamental questions about the nature of world order itself.

Offered: Fall Semester - Even Years
Prerequisite(s): POL 212 OR SEC 201 OR GTS 201
Breakthrough: Exploration Course

SEC/PSY 374 STEREOTYPING, PREJUDICE, AND GROUP CONFLICT (3 HRS.)

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.

Offered: Fall Semester

Prerequisite(s): PSY 113

Breakthrough: Exploration Course

PHL/SEC 410 MAJOR AREAS OF PHILOSOPHY (3 HRS.)

An intensive study of a major area of philosophy such as philosophy of religion, Eastern philosophy, ethics, metaphysics, epistemology, or philosophy of mind. May be repeated for credit with change of topic.

Offered: Every Semester

Prerequisite(s): varies

Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry and Analysis

SEC 420 SECURITY STUDIES THESIS (3 HRS.)

Students will learn research methods and utilize them to write a thesis paper. The expectation is that these papers will be written at a level acceptable for off-campus conference.

Offered: Fall Semester

Prerequisite(s): Declared Security Studies Major AND 18 or more hours toward degree completion AND Junior OR Senior Status
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry and Analysis

SOC - Sociology

SOC 111 INTRODUCTION TO SOCIOLOGY (3 HRS.)

This course provides an introduction to the theories and methods used by sociologists to understand society. It explores topics

ranging from culture to social institutions, including education, the economy, and government. It also examines how social identities, such as race, class, and gender affect people's lives and life chances.

Offered: Every Semester

Prerequisite(s): None

Breakthrough: Institutions and Society Theme

SOC/PSY 318 ADULT DEVELOPMENT & AGING (3 HRS.)

An investigation of theories and research in adult development, from young adulthood to old age. Emphasizes gains and losses in cognitive, social, emotional, and physical development as well as death and grieving.

Offered: Spring Semester, Odd Years

Prerequisite(s): PSY 112, PSY 113, AND SOC 111

Breakthrough: Exploration Course

SPA - Spanish

SPA 101 ELEMENTARY SPANISH I (3 HRS.)

The first of a sequence of two courses that will introduce students to effective communicative strategies, vocabulary, and grammar necessary to develop elementary speaking, listening, and writing skills within a cultural context. The course focuses on the present tense (indicative and progressive).

Offered: Fall Semester

Prerequisite(s): None

SPA 102 ELEMENTARY SPANISH II (3 HRS.)

A continuation course of SPA101. Students will continue learning effective

communicative strategies, vocabulary, and grammar to develop elementary speaking, listening, and writing skills within a cultural context. The course focuses on the present and past tenses (indicative, preterit, and imperfect).

Offered: Spring Semester

Prerequisite(s): SPA 101 OR Placement

SPA 103 ELEMENTARY SPANISH (6 HRS.)

This seven-week course covers the material taught in our regular elementary Spanish I and II classes. This is an introductory language course in which the student is expected to acquire and develop basic communicative and written competence in Spanish. The class is designed to provide an introduction of the vocabulary, verbs, and grammatical concepts typical of an elementary Spanish course.

Offered: As Needed

Prerequisite(s): None

SPA 203 INTERMEDIATE SPANISH I (3 HRS.)

The first intermediate level course on a sequence of two that teaches students extensive vocabulary, effective communicative strategies, and grammar necessary to speak and write about general topics and aspects of Hispanic culture. The course offers an extension on the present tense (indicative and progressive) and the past tense (preterit and imperfect), and introduces formal commands and present subjunctive.

Offered: Fall Semester

Prerequisite(s): SPA 102 OR SPA 103

Breakthrough: Global Perspectives Theme
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SPA 204 INTERMEDIATE SPANISH II (3 HRS.)

A continuation course of SPA 203. An intermediate level course that teaches students extensive vocabulary, effective communicative strategies, and grammar necessary to speak and write about general topics and aspects of Hispanic culture. The course covers informal commands, the different variations of subjunctive in past and present, conditional clauses, and future tense.

Offered: Spring Semester

Prerequisite(s): SPA 203

SPA 210 INTERMEDIATE SPANISH CONVERSATION (3 HRS.)

Intensive oral practice in Spanish designed to improve pronunciation, increase students' basic vocabulary, and develop communication skills for everyday situations.

Offered: As Needed

Prerequisite(s): SPA 102 OR SPA 103

SPA/HUM 277 SPANISH CIVILIZATION (3 HRS.)

An introduction of Spanish civilization and culture from prehistoric times to the present. Topics include geography, history, political and social structures, culture, and cultural products such as film, literature and visual arts. Course instruction is in English. Written work is in English for HUM 277 and Spanish for SPA 377.

Offered: Fall Semester - Even Years

Prerequisite(s): None

Breakthrough: Global Perspectives Theme

SPA/HUM 278 LATIN AMERICAN CIVILIZATION (3 HRS.)

An introduction to the culture and

civilization of Latin America, from the pre-Hispanic period to contemporary Latin America. Topics include geography, history, political and social structures, culture, and cultural products such as film, literature and visual arts. Course instruction is in English. Written work is in English for HUM 277 and Spanish for SPA 377.

Offered: Fall Semester - Odd Years
Prerequisite(s): None
Breakthrough: Global Perspectives Theme

SPA 303 ADVANCED SPANISH CONVERSATION (3 HRS.)

Continued intensive work in Spanish. Oral practice will concentrate on helping students to organize and express their ideas on a variety of topics: literature, culture, and contemporary problems related to the Hispanic world.

Offered: Spring Semester
Prerequisite(s): SPA 204 OR SPA 210

SPA 305 COMMERCIAL SPANISH (3 HRS.)

This course gives practice in producing commercial documents, formal correspondence, and documents pertaining to job applications among other types of documents, as well as the development of a specialized vocabulary in both languages related to the field of interest of the student. Students will create an online portfolio of all pertinent documents.

Offered: Spring Semester
Prerequisite(s): SPA 204

SPA 310 SPECIAL TOPICS (3 HRS.)

Courses on various topics in Spanish culture are offered under this listing, including studies of literature, film, or in-depth cultural studies of a particular

region. The course may include various literary genres like novels, graphic novels, short stories, and poetry, as well as providing foundations in critical and theoretical approaches to literary and cultural analysis.

Previous topics have included studies of trauma, ghosts and specters, and the Latin American Boom. It can be taken multiple times as long as the topic is different.

Offered: As Needed
Prerequisite(s): SPA 381

SPA 330 TRANSLATION I (3 HRS.)

This is the first course in a series of three and introduces students to the principles of Spanish-English translation. Topics include: translation as a process and as a product, cultural issues, genre, and formal aspects of texts. The discussion seminars include in-class practical exercises, translation exercises and a final project allowing students to experiment with translation and translation theory.

Offered: Spring Semester
Prerequisite(s): None

SPA 331 TRANSLATION II (3 HRS.)

This is the second course in a series of three. Topics include: issues with different registers and dialectical aspects, literal/ connotative meaning, and stylistic editing. Students also practice specialized translation (scientific, technical, legal, and consumer-oriented translation). The Discussion seminars include in-class practical exercises, translation exercises and a final project allowing students to experiment with translation and translation theory.

Offered: Fall Semester
Prerequisite(s): SPA 330

SPA 332 TRANSLATION CAPSTONE (3 HRS.)

This course is a capstone project for students completing the Spanish major (Translation Track only) and the Translation certificate. The topic and the nature of the project is determined in consultation with the instructor.

Offered: Spring Semester
Prerequisite(s): SPA 331

SPA 350 SURVEY OF HISPANIC LITERATURE (3 HRS.)

This is literary survey course encompassing all genres (poetry, prose, drama, essay) from the Spanish speaking world. Students will learn major historical and cultural movements from the 11th century to the 21st century and representative authors and works of those time periods. Readings will be in Spanish.

Offered: Spring Semester
Prerequisite(s): SPA 203

SPA 381 ADVANCED GRAMMAR AND COMPOSITION (3 HRS.)

This course includes a review of advanced Spanish grammatical concepts and syntactical structures. The student will learn various styles and techniques of writing, such as description, narration, exposition, and argumentation.

Offered: Fall Semester
Prerequisite(s): SPA 204
Breakthrough Lifetime Leadership: Writing Intensive

SPA 425 SENIOR HONORS THESIS/PROJECT (3 HRS.)

Students majoring in Spanish who wish to graduate with Honors in their subject area may elect to write a thesis or complete

a project during their senior year. The topic and nature of the thesis or project will be determined in consultation with the instructor. The student must receive a grade of A for this work in order to graduate with Honors.

Offered: As Needed
Prerequisite(s): Three 300-level Courses and permission of the instructor

SPE - Speech

SPE 101 INTRODUCTION TO SPEECH COMMUNICATION (3 HRS.)

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.

Offered: Every Semester
Prerequisite(s): None
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SPE 203 INTERPERSONAL COMMUNICATION (3 HRS.)

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.

Offered: Every Semester
Prerequisite(s): None
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SPE 220 PUBLIC RELATIONS (3 HRS.)

Introduction to concepts, techniques, and application involved in researching and planning programs in public relations. Such programs are designed to influence public opinion and human behavior. Students should be able to define public relations, understand PR's historical perspective, and apply relevant information toward participating in a PR campaign. ENG 260 and SPE 101 are strongly recommended but not required.

Offered: Spring Semester

Prerequisite(s): None

Breakthrough Lifetime Leadership: Oral Communication and Presentation

SPE 303 COMMUNICATION IN RELATIONSHIPS (3 HRS.)

This course examines in-depth views of various communication theories in dyadic relationships. Issues covered include content and relational aspects of messages, analysis of relationship stages and communication competence.

Offered: Occasionally

Prerequisite(s): SPE 203 and sophomore standing

SPE 310 BUSINESS AND PROFESSIONAL COMMUNICATION (3 HRS.)

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.

Offered: Fall Semester

Prerequisite(s): Completion of SPE 101

(C or Higher) AND Junior standing
Breakthrough Lifetime Leadership: Oral Communication and Presentation

SSI - Social Sciences

SSI 101 LIBRARY RESEARCH & INFORMATION LITERACY (1 HR.)

This class encourages students to develop a meta-cognitive approach to learning, developing an understanding of the explicit actions required for gathering, analyzing, and using information. The goals of SSI 101 are to lay the foundation for academic success and lifelong learning by developing the skills needed to access information as systematically, effectively, and efficiently as possible.

Offered: 2nd half of Spring and Fall Semester

Prerequisite(s): None

THE - Theater Arts

THE 201 BASIC ACTING (3 HRS.)

This course introduces students to both practical and theoretical elements of acting for the stage. Students will learn basic principles of staging and theatrical terminology; develop the ability to invest and act truthfully in imaginary circumstances; and gain the physical, vocal, and analytical skills necessary to successfully interpret dramatic texts in performance. These skills will be applied to scene work as the semester progresses. This hands-on course will require outside rehearsal time, reading, critical/analytical writing, and in-class performance of scenes and exercises from all students.

Offered: Fall Semester
Prerequisite(s): None
Breakthrough: Aesthetics Theme
Breakthrough Lifetime Leadership: Oral Communication and Presentation

THE/ENG 230 PLAY IN PERFORMANCE (3 HRS.)

This course consists of a semester long study of the academic and artistic foundations of dramatic performance culminating in a fully staged production of a play. The course will include in depth play-analysis, acting, and technical theatre training as well as more traditional coursework and academic papers exploring the playwright, their other works, the performance history of those works, and the theatrical movements associated with that playwright.

Offered: Spring Semester
Prerequisite(s): Permission of Instructor
Breakthrough: Aesthetics Theme
Breakthrough Lifetime Leadership: Oral Communication and Presentation

THE 231 PLAY IN PERFORMANCE II (1 HR.)

This course allows students who have already completed ENG/THE 230 Play in Performance I to receive credit for participating in the fully staged production associated with that class. Students will continue to develop an appreciation for the academic and artistic foundations of dramatic performance through the production process. This will include in depth play-analysis, acting, and technical theatre training as well as an academic exploration of the playwright and his work, the performance history of those works, as well as the theatrical movements associated with that playwright.

Offered: Spring Semester

Prerequisite(s): ENG/THE 230 AND Permission of Instructor
Breakthrough Lifetime Leadership: Oral Communication and Presentation

THE/ENG 378 PLAYWRITING (3 HRS.)

In this course, we will collectively work to develop and hone your ability to construct performance texts. We will use a selection of one-act plays written by some of the most accomplished playwrights of the 20th century, seminal works of performance art, and a few foundational texts on dramatic analysis to isolate the features of effective performance compositions. From there the course will increasingly focus on your original compositions, which will be workshopped by the class as a whole. This process will culminate in your completion of a polished one-act play.

Offered: Fall Semester - Even Years
Prerequisite(s): THE 201 OR ENG/THE 230 OR ENG275
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive

THE LB3 ONE ACT PLAY PRODUCTION (1HR.)

Course provides academic credit for participation in a one-act production or dinner theater. Participation includes those students who are actors in the production as well as those involved in the technical aspects of the production.

Offered: Fall Semester
Prerequisite(s): Permission of Instructor

WGS - Women's and Gender Studies

WGS 210 INTRODUCTION TO WOMEN'S STUDIES (3 HRS.)

Using gender as a category of analysis, this course will examine the roles, images and contributions of women of diverse races, classes and cultures from a variety of disciplinary perspectives and across representative time periods.

Offered: Spring Semester

Prerequisite(s): None

Breakthrough: Values and Diversity Theme

WGS/PSY 301 HUMAN SEXUAL BEHAVIOR (3 HRS.)

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

Offered: Every other Fall

Prerequisite(s): PSY 112 OR PSY 113

Breakthrough: Exploration Course

WGS/REL 335 SEX AND GENDER IN THE CHRISTIAN TRADITION (3 HRS.)

This course is a critical study of sexuality and gender within the Christian tradition. Using biblical perspectives, theological positions, ethical reasoning, church traditions, faith commitments and

empirical data as our guides, we will explore several realms of contemporary Christian conversation. Lenses for interpretation used within the course include Womanist ethics, Queer theory and theology, and Feminist biblical exegesis. It examines key ethical variables such as human nature, God, the church, love, justice and empowerment in such major issues of sexuality and gender as human eroticism, marriage, partnering, divorce, contraception, reproduction, sexual identity and sexual violence.

Offered: As Needed

Prerequisite(s): One REL OR WGS course

Breakthrough: Exploration Course

WGS/ENG 340 GENDER AND LITERARY EXPRESSION (3 HRS.)

A study of gender as a personal, social, and literary construction, this course examines literature in the context of contemporary social and cultural attitudes towards gender. Though poetry, fiction, or drama are usually included, this course often involves essays, journals, and letters as well. Course offerings may include Southern Women Writers, Women and Madness, or Theories of Gender in Literature.

Offered: As Needed

Prerequisite(s): a 200-level course in Literature

Breakthrough: Exploration Course

Breakthrough Lifetime Leadership: Writing Intensive

WGS/POL 351 WOMEN AND POLITICS (3 HRS.)

This course explores the connection between gender and politics in America and in international contexts. Topics under investigation include political participation and the exercise of political leadership by women, the evolution of social movements

in support of women's rights, critical social and political issues of concern to women such as health, employment, security, and education, and debates over relevant public policies.

Offered: Spring Semester, Odd Years
Prerequisite(s): POL 112, 211, 212, WGS 210
Breakthrough: Exploration Course
Breakthrough Lifetime Leadership: Writing Intensive, Research Inquiry & Analysis

WGS/HES 355 WOMEN'S HEALTH ISSUES (3 HRS.)

This course will explore the topic from three perspectives: holistic health perspective, a developmental perspective, and sociocultural or global perspective. Readings, discussion, lecture, writings, research, and presentations will consider these perspectives in better understanding women's health issues.

Offered: Spring Semester, Odd Years
Prerequisite(s): One course from the following: PSY 112, PSY 113, NSC 108, BIO 114/115, SOC 111, WGS 210, REL/PHL 102
Breakthrough: Exploration Course

WSM - Westminster Seminar

WSM 101 WESTMINSTER SEMINAR (3 HRS.)

This course provides an academic introduction to college learning at Westminster. Course topics vary, but there is a common emphasis on academic skill development in the areas of critical thinking, communication, reading analysis, and research. Students will also build college transition skills through this interdisciplinary seminar-style course.

Offered: Every Semester
Prerequisite(s): None
Fees: \$25
Breakthrough Theme: Foundation
Requirement for New Students

WSM 102 BLUE JAY CONNECTIONS (1 HR.)

This course will help new transfer students to make the transition from their previous institution to Westminster. The course will help students to learn academic and other skills needed to become a successful student at Westminster and will help students to learn about college services and offices.

Offered: Every Semester
Prerequisite(s): Open only to transfer students
Fees: \$25
Breakthrough Theme: Foundation
Requirement for Transfer Students

WSM 210 WESTMINSTER SEMINAR MENTOR TRAINING (1 HR.)

The Westminster Seminar training course is designed to provide students with an opportunity to receive class credit for serving as a Westminster Seminar mentor. This course is designed to prepare students to be effective mentors. As such, we will cover the basics of the Westminster Seminar, characteristics of today's students, helping students with their needs, international and special needs students, study skills and time management, and critical thinking and other important academic skills. Students should register by permission of instructor only.

Offered: Spring Semester
Prerequisite(s): Permission of instructor

Administration and Staff

Office of the President

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

Executive Assistant to the President of the College and Assistant Board Secretary, Jessie Jones

Administrative Assistant, Kelsie Slaughter

Academic Affairs

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

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

Assistant Dean of Online Program, Tanys Hines

Chief Accreditation Officer, Dr. David Jones

Registrar, Vacant

Co-Director of Center for Teaching and Learning, Dr. Abby Coats

Co-Director of Center for Teaching and Learning, Dr. Kali Wright-Smith

Executive Assistant, Angela Hayward

Assistant to the Registrar, Vacant

Administrative Assistant, Vacant

Instructional Designer, Dr. Jhansi Chagalakonda

Coordinator of Teaching Laboratories, Rebekah Mulhern

Enrollment Management and Financial Aid

VP and Dean of Enrollment Management and Student Affairs, Paul Orscheln

Associate VP of Enrollment Management and Director of Financial Aid, Aimee Bristow

Director of Recruitment, Kimberly Luebbering

Executive Director of Enrollment Marketing, Kristina Bright

Enrollment Services Coordinator, Heather Maddock

Financial Aid Coordinator, Teresa White

Financial Aid Counselor, Sandra Coffman

Slate CRM Administrator, Kristy Chitwood

Assistant Director of Admissions– Yield Management, Madyson Carroll

Assistant Director of Admissions – Yield Management, Jessica Cook

Assistant Director of Admissions– Yield Management, Jerod Rottinghaus

Director of Strategic Partnerships and Outreach, Jennifer Nowak

Student Support Specialist – Online Programs, Brenda Orscheln

Digital Marketing Specialist, Laura Harcharick

Admissions Representative, Erin Winn

Admissions Representative, Vacant

Athletics

VP Intercollegiate Athletics and Athletics Advancement and Strategic Programs, Derek Zander

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

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

Head Football Coach, Luke Butts

Head Volleyball Coach, Dalton Tucker

Head Softball Coach, Sara Stafford

Head Baseball Coach, Jake Jourdain

Head Men's Soccer Coach, Brian O'Connor

Head Women's Soccer Coach, Courtney Howe

Head Men's Wrestling Coach, Tony Eierman

Head Women's Wrestling Coach, Mike Eierman

Head Golf Coach, Alex Kueker

Tennis Coach, Samantha Pennington

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

Cheerleading Coach, Vacant

Director of Sports Information, Tyler Oberlag

Assistant Volleyball Coach, Nicholas Allen

Assistant Men's Basketball Coach, Andy Blair

Assistant Football Coach, Thomas Kelly

Athletic Trainer, Jacob Kent

Athletics Operations Coordinator and Executive Assistant, Rosie Kent

Assistant Football Coach, William Koustmer

Assistant Football Coach, Retention Specialist, Raul Lozano

Assistant Softball Coach, Jessica Moss

Athletic Trainer, Ryan Novatny

Assistant Cross Country and Track and Field Coach, Keegan Rich

Offensive Coordinator and Assistant Football Coach, Kendall Roberts

Assistant Baseball Coach, Reece Tanguay

Business and Financial Affairs

Senior Vice President, Chief Financial Officer and Chief Operating Officer, Dr. Steve Tyrell

Interim Chief Fiscal Officer, George Peterson

Controller, Charity Snell

Budget and Procurement Manager, Bob Lamb

Associate VP of Financial Planning and Analysis, Vacant

Accounting Manager, Vacant

Administrative Accounting Assistant, Lori Anderson-Tutt

Staff Accountant, Amanda Hawkins

Accounts Receivable Coordinator, Lexi Kingsley

Accounts Receivable Clerk, Ina Henry

Human Resources

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

Human Resources Generalist, Jessie Jones

Human Resources Administrator, Emilee Bluth

Information Technology

Director of Information Technology, Nick O'Neil

Associate Director of IT, Luke Mason

Technology Services Manager, Jonathan Crosby

Mail and Printing Services Supervisor, Donna Andrade

Mail and Printing Services Assistant, Chelsea Newingham

Helpdesk Technician, Elisha Hatton

Office of Institutional Effectiveness

Executive Director of Enterprise Research and Data Applications, Ryan Smith

Business and Research Analyst, Vacant

Institutional Research and Assessment Coordinator, Matt Knudtson

Institutional Advancement

VP of Institutional Advancement, Keith Brant

Director of Alumni Engagement, Shelby Rufkahr

Director of Advancement Services, Patricia Weisenfelder

Administrative Assistant, Shelly Clingman

Alumni Outreach Officer, Landon Kurz

Assistant Director Stewardship and Donor Relations, Hannah Masek

Director of Development and Major Gift Officer, Matthew Mitchell

Assistant Director of Annual Giving Campaigns, Catherine Nicholson

Learning Opportunities Center

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

Assistant Director, Tirza Kroeker

Academic Support Specialist, Stephanie Smith

Academic Achievement Program Coordinator and Coach, Sherry Taggart

Administrative Assistant, Elizabeth Combs

Library

Director of Library Services, Victoria Knight

Electronic Access and Resource Coordinator, Kathy Renner

Cataloging and Technical Services Assistant, Lisa Williams

Research and Engagement Librarian, Vacant

Marketing and Communications

VP, Strategic Communication, and Institutional Marketing, Dr. Stephanie Wells

Director of Media Relations and Senior Writer, Sarah Backer

Director of Digital Media, Brandon Bise

Web Master, Smit Rana

Graphic Designer, Jen Garcia

Administrative Assistant, Suzie Whitmar

America's National Churchill Museum

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

Interim Director of Museum Operations,
Alex Parnia

Associate Director for Programming,
Vacant

Assistant Director for Member and Fellow
Relations, Vacant

Collections Assistant, Lena Leuci

Coordinator of Guest Services, Stephen
Rogers

Plant Operations

Director of Plant Operations and College
Facilities Management, Vacant

Director of Security and Student
Accountability Officer, Tim Howell

Assistant Director of Plant Operations and
Compliance, Kate Gipson

Administrative Assistant, Raeann
Thompson

Assistant Director of Maintenance and
Custodial Services, Adam Bordoni

Maintenance Technician, Tewain Pruitt

Maintenance Technician, Shannon Cave

Mechanical Trades Technician, Tim Diehl

Maintenance Technician, Nathan

Schutzenhofer

Maintenance Technician, Jeremy
Vandeloecht

Custodian, Renee Dews

Custodian, Larry Eaton

Custodian, Dawn Humphrey

Custodian, Victoria Nolan

Custodian, Kayla Oliver

Custodian, Dani Robey

Custodian, Larry Walling

Student Life

VP and Dean of Enrollment Management
and Student Affairs, Paul Orscheln

VP Intercollegiate Athletics and Athletics
Advancement and Strategic Programs,
Derek Zander

Director of Residential Life, Darryl Glenn

Assistant Director of Fraternity and Sorority
Life, Payton Cooley

Director of Student Engagement and
Leadership, Marina Turner

Administrative Assistant, Rena Trappe

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

Manager of College Bookstore, Zane
Hoffman

Student Life Fellow, Vacant

Diversity and Inclusion Student Fellow,
Dulcie Rosales-Foster

Manager of Dining Services, Vacant

Student Success Center

Coordinator of Integrated Student Success Technology, Laura Murphy

Professional Academic Advisor and Student Success Coach, Sierra Pultman

Professional Academic Advisor and Student Success Coach, Kristine Mallinson

Professional Academic Advisor and Student Success Coach, Mandy Schick

Coordinator of Global Educational Services, vacant

Career Development Counselor and Coordinator, Stacie Gove-Ortmeyer

Employer Connections Coordinator, vacant

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

Wellness Center

Executive Director of the Wellness Center and Nurse Practitioner, Kim Lorentz

Wellness Center Assistant, LPN, Lori Pezold

Director of Counseling Services, Jen Engle

Student Wellness Coordinator, Stephanie Oestreich

Counselor, Adrienne Warren

Project Director for OVW Grant, Bettina Korte-Sweede

Faculty

Department of Biology and Environmental Science

**Gabriel D. McNett (2007), Professor of Biology. B.S., Ohio State University; M.S., University of California; Ph.D., University of Missouri-Columbia.

Dawn K. Holliday (2011), Associate Professor of Biology, Cameron D. Day Chair - Endowed Professorship in Biology. B.S., State University of New York College; M.S., Southwest Missouri State University; Ph.D., Ohio University.

Maryssa Loehr (2023), Assistant Professor of Biology and Environmental Science. B.S., Missouri University of Science and Technology, Ph.D., Washington University in St. Louis.

David Schmidt (2013), Associate Professor of Environmental Science. B.S., University of Missouri-Kansas City; M.S., Fort Hays State University; Ph.D., Texas Tech University.

Matthew Howell (2019), Assistant Professor of Biology. B.S., Columbia College; Ph.D., University of Missouri-Columbia.

Johanna Morrow (2018), Assistant Professor of Biology. B.A., M.H.A., Ph.D., University of Missouri-Columbia.

John E. Simon Department of Business

Sonia H. Manzoor (2009), Professor of Economics. B.S., M.S., University of Dhaka, Bangladesh; M.B.A., University of Southern

Mississippi; Ph.D., Texas AandM University.

Morgan Rockett (2022), Visiting Professor of Accounting. B.S., M.A., University of Missouri-Columbia.

Rohit Bhandari '19 (2024), Assistant Professor of Accounting. B.A., Westminster College; Master of Accounting., Washington University – St Louis.

Peter Chiappetta (2024), Assistant Professor of Finance, B.A., Providence College, RI; M.B.A., Columbia University-NY.

Achyut Kulkarni (2021). Assistant Professor of Strategic and Sports Management. M.A., University of Hyderabad; M.S., Sheffield Hallam University; Ph.D., University of Louisville.

Dilruba-Sharmin Moutusi (2023), Assistant Professor of Financial Planning. B.S. and MBA, North South University; M.S., West Texas AandM University; Ph.D., Texas Tech University.

Shannon Wilson (2023), Lecturer of Business. B.S., J.D., University of Arkansas; M.B.A., William Woods University.

Department of Chemistry

Bharat Dhital (2018), Associate Professor of Chemistry. B.S., Master's, Tribhuvan University, Nepal; Ph.D., Bowling Green State University.

Bernhard Hansert (2002), Associate Professor of Chemistry. B.S., M.S., Ph.D., University of Freiburg, Germany.

Lauren M. Strawsine (2019), Assistant Professor of Chemistry. B.S., Michigan

State University; Ph.D., Indiana University.

Department of Communication and Fine Arts

Natasia Sexton (2009), Associate Professor of Music. B.S., Belmont University; M.A., San Jose State University; DMA, Louisiana State University.

Tyler Sorg (2022), Assistant Professor of Business Communication. B.S., M.A., Purdue University at Fort Wayne. Ph.D., University of Missouri-Columbia.

Department of Computing and Digital Technology

Linda Webster (2001), Professor of Computing and Digital Technology; Associate Vice President, Associate Dean of Faculty and Academic Operations. B.S., Arkansas Tech University; M.B.A., University of Arkansas-Fayetteville; Ph.D., University of Missouri-Columbia.

Christopher Cox (Spr. 2021), Assistant Professor of Computing and Digital Technology. B.A., University of Missouri-Columbia; M.S., Bellevue University.

Roy Manfredi (2023), Assistant Professor of Computing and Digital Technology, B.S., DeVry University, M.A., Iowa Wesleyan.

Christopher Webster '14 (2022), Assistant Professor of Computing and Digital Technology. B.A., Westminster College; M.A., M.Div., Midwestern Baptist Theological Seminary.

Department of Education

***Barri L. Bumgarner (2013), Professor of Education. B.S.Ed., Missouri State University; M.Ed., Ph.D., University of

Missouri-Columbia.

Susan B. Serota (2004), Professor of Education. B.A., University of Missouri-Columbia; M.Ed., University of Nevada; Ph.D., University of Missouri-Columbia.

Tami Ensor (2018), Associate Professor of Education. B.S., M.E., University of Missouri-Columbia; M.E. Admin, William Woods University; Ed.S. and Ed.D., University of Missouri-Columbia.

Sarah Hairston (2021), Assistant Professor of Education. B.S., Culver-Stockton College; M.Ed., Ed.S., Ph.D., University of Missouri-Columbia.

Department of English

Theresa Adams (2003), Professor of English. B.A., Adelphi University; M.A., Ph.D., University of Wisconsin-Madison.

Nathaniel C. Leonard (2013), Professor of English. B.A., Kenyon College; M.A., University of York, UK; Ph.D., University of Massachusetts.

Brittany Carlson (2023), Assistant Professor of English and Coordinator of Writing. B.S., Westminster College (Utah); M.A., University of California – Riverside; Ph.D., University of California – Riverside.

Jeremy Michael Reed (2019), Assistant Professor of English. B.A., Valparaiso University; M.A., The University of Montana; Ph.D., University of Tennessee-Knoxville.

Department of Foreign Language

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