

## **The New Foundation Program: An Overview**

*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.*

- *Statement of Mission, Educational Goals and Vision*

Those persons who will become leaders, who will render meaningful service, and who will enjoy professional fulfillment will have prepared themselves in college to be lifelong learners. They will have acquired abilities and perspectives that enable them to take advantage of opportunities and to confront challenges just now emerging or as yet unknown. To develop such people, the *New Foundations General Education Program* at Westminster College creates a three-tiered, interlinked curricular experience in which all students participate.

- In the first, or foundational, tier students hone skills of communication, interpretation of quantitative data, and critical thinking.
- In the second, or contexts, tier students apply these foundational skills as they explore a variety of approaches to learning about the world and themselves. These contexts include scientific inquiry, historical perspectives, fundamental questions and values, artistic expression and critical appreciation, human behavior and social institutions, and cultural diversity and global interdependence.
- In the third, or integrative, tier students have an opportunity through interdisciplinary course work to make connections among these contexts while exploring a fundamental human concern or significant global, political, social, theoretical, or ethical issue.

Combined with one or more major (and possible minor) programs, the Westminster general education experience will give graduates the breadth and depth of knowledge they will need to take their places as informed and productive citizens in the decades ahead.

## **The Westminster College General Education Program: New Foundations for Leadership, Service and Professional Fulfillment in the 21<sup>st</sup> Century**

At Westminster, the General Education Program provides the initial learning experience for all students, regardless of intended major or career objectives. This program consists of 17 courses chosen to enhance understanding of one's self and the world. Through this curriculum students develop dispositions and capacities that promote and enable lifelong learning as well as effective participation in society.

***The Liberal Arts:*** At the heart of Westminster's General Education Program is a commitment to liberal learning in the arts and sciences. This commitment means that Westminster is dedicated to educating a student broadly by requiring courses that explore the scientific, historical, cultural, social, ethical, and aesthetic contexts in which we live. By study of these contexts, students sharpen intellectual capacities, enhancing their abilities to think critically, to reflect imaginatively, to compare and integrate, to discern values, and to communicate clearly and persuasively. Further, through this study, students gain awareness of and respect for the world around us, its problems and potential; the individuals that make up that world and their cultural and personal distinctions; the nature of knowledge and learning and both their promises and limitations; and finally, ourselves, our intellectual, creative, and spiritual capabilities. Thus, the impact of general education at Westminster is to liberate, to free the student from narrow and parochial thought, and to enable the student to grow, change, and respond effectively to new and unforeseen circumstances.

***Educational Goals:*** While courses in the General Education Program often introduce students to a particular discipline, the intent of these courses is not simply to convey a large quantity of facts and principles. Rather, content is selected to illuminate the broad intellectual problems of a discipline and to provide experience with the methods of that field. This wedding of exemplary content with principles of understanding cuts across all general education classes and helps students to perceive the relevance of knowledge and the interrelationships among the various disciplines represented in general education.

***At Westminster College, the General Education Program addresses the following educational goals:***

- ***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 manipulation of data, and understanding the nature and limits of technology;
- ***Cultures:*** awareness and appreciation of diverse cultures, languages, philosophies, religions, and methods of understanding them;
- ***Fundamental questions and 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; and
- ***Global interdependence:*** awareness of the increasing complexity and interconnectedness of our world and the implications for our economic, political, social, and cultural systems.

Curricular requirements focusing on these goals ensure that students develop intellectual capacities and acquire the educational breadth necessary to pursue major and minor programs of their choice. In those programs, students will have additional experiences that enhance their abilities relative to several of these educational goals.

***Components of the General Education Program:*** Though the General Education Program consists of courses from many departments, these courses share several criteria, which ensure coherence of the educational experience. These criteria are:

- ***Acquaint students with the discipline.*** A general education course should introduce students to key concepts and terminology; persons, works, and events; and key issues and ideas. It should familiarize students with integral theories and principles by offering an historical overview of the discipline and knowledge of current methodology.
- ***Enhance students' ability to think critically.*** A general education course should teach students to think critically about texts they read, arguments they hear, and situations they observe. Critical thinking involves active questioning and reasoning about statements and actions, evidence and inferences, and ideas and the consequences of acting on ideas. Also, developing critical thinking skills should make students better able to identify and evaluate lines of reasoning, and to use their own reasoning skills in problem solving.
- ***Promote active learning.*** A general education course should use techniques that involve a significant level of participation on the part of students and that require them to take direct responsibility for their learning (e.g., Socratic discussion, lab experiments, group projects, student participation in teaching). Active learning also involves moving beyond memorization of material to application of it through papers and/or essay exams.

- ***Address public issues associated with the subject matter.*** A general education course should demonstrate to students how to connect knowledge gained inside the classroom to the world outside. Therefore, it should help students understand how the knowledge gained in the course may lead to community as well as personal decision-making, and how values play a role in making these connections.

Courses in the Westminster General Education Program are organized into three tiers: (1) Foundational Tier; (2) Contexts Tier; and (3) Integrative Tier. The tiered structure imposes a developmental order on the course work of students that ensures maximum intellectual growth at each stage. Thus, in the foundational tier, students begin by strengthening intellectual capacities. These capacities are then utilized in the contexts tier to gain a deeper appreciation of disciplinary knowledge. With broad study of the disciplines in the second tier, students gain multiple perspectives through which they can assimilate and evaluate information. This breadth provides a basis for the third tier integrative course in which a multidisciplinary analysis of a significant practical or theoretical issue is undertaken.

All courses in the General Education Program earn at least three hours of academic credit. For the typical student, it is expected that the Foundational Tier will be completed in the freshman year, the Contexts Tier by the close of the sophomore year, and the Integrative Tier by the end of the junior year. By completing the General Education Program on this timetable, students will have developed the intellectual capacities and breath of knowledge needed for success in major and minor programs of study.

### **TIER 1: - THE FOUNDATIONAL TIER<sup>1</sup>**

At the outset, students must acquire and sharpen the basic intellectual skills that provide access to the content of their education. These basic skills include critical thinking, communication, numerical literacy, competence with technology, and familiarity with a foreign language. Critical thinking takes students beyond the monitoring of knowledge claims; it allows students to identify what is basic, to assess, and to reassemble thoughts and feelings in a coherent manner. The development of skills in communication, particularly reading and listening, embellishes the perception of knowledge in any discipline, and the development of writing and speaking skills deepens the comprehension of disciplinary knowledge. Mastery of quantitative skills aids students in their ability to gather and use data to make empirical decisions. Acquisition of technical skills, especially those needed for using work processing, presentation, and statistical software and for accessing resources on the Internet, enable students to gather, analyze, and express ideas effectively and persuasively. Familiarity with a foreign language will prepare a student to gain insight into diverse cultures. Course work here provides the core of the Westminster General Education Program, as it is required of all students. Course Requirements:

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<sup>1</sup> See Appendix A for more detailed information regarding the conceptualization of the Westminster Seminar, student advising information, and college policies regarding Tier I.

- **ENG 103 Academic Writing (3 hrs):** An introduction to writing at the college level, based on the “process approach”; accordingly, reading, thinking, and writing are treated as integrated skills, and revision is viewed as an integral part of the writing process. In addition, word processing and use of electronic media are essential skills taught in the course.
- **MAT 114 Elementary Statistics (3hrs), MAT 121 Precalculus (3 hrs), or MAT 124 Calculus 1 (5hrs)<sup>2</sup>:** An exploration of numerical data for the purpose of developing quantitative and problem solving skills, as well as expertise with worksheets and other computational software.
- **WS 101 Westminster Seminars (3 hrs):** The Westminster Seminar investigates ways of knowing, showing students at the basic level how liberally-education minds go about organizing the inquiries we conduct in various disciplines. Using active learning strategies, the course emphasizes processes, tools, and systems used in scholarly inquiry. The course promotes listening, speaking, and critical thinking skills and is delivered in small tutorial sections designed to stimulate intellectual questioning and establish frequent exchanges between students and Westminster faculty.
- **FL101 (4 hrs):** An introduction to a foreign language for the purpose of gaining insight into diverse languages and cultures.

Completion of these four courses with passing grades signifies satisfaction of items 1, 2, 3, and 7 in the list of eleven educational goals cited above.

## **TIER II: – THE CONTEXTS TIER<sup>3</sup>**

In this second tier of the General Education Program, the emphasis shifts from developing capacities to exploring the fundamental ideas, questions, and methods of inquiry that mark several academic disciplines. Course work here is intended to ensure adequate educational breadth. The aim, however, is not simply the accumulation of knowledge; rather, courses also relate how particular disciplines formulate and evaluate their beliefs.

The various modes of inquiry used by the disciplines yield contexts for understanding ourselves and our world. The six contexts that comprise Tier II are identified below along with the number of courses needed to complete the context. In each case, an explanation of the context is followed by a list of educational criteria that courses in the context must address. No course shall satisfy more than one context.

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<sup>2</sup> Students intending to major in the Natural Sciences generally would take Math 124; other students would normally complete Math 114 or 121.

<sup>3</sup> See Appendix B for more detailed advising and college policy information.

- **Scientific Inquiry Context:** Two courses required; at least one course will include both a lecture and a laboratory. The physical and biological sciences seek to understand the natural world. By systematically observing and analyzing phenomena, natural scientists have produced a complex and multifaceted set of theories that continually evolve.

Course in this context will introduce students to the key theories of a science and to its methods of inquiry. In these courses students learn how observations are used to develop hypotheses, how hypotheses may be tested experimentally, and how results of experiments may be quantified and analyzed to assess theories. By emphasizing methodology, these courses improve the ability of students to make informed decisions about scientific issues that affect their world and further develop their critical thinking and problem solving skills. Finally, courses in this context will address a number of broad questions pertaining to science: How do the ideas of science evolve and how does their change affect other aspects of our culture? What are the psychological and moral ramifications of particular scientific developments? How does technology affect scientific endeavors? By exploring these questions, students become increasingly aware of the interaction between science and society.

- **Criteria:** All courses in the scientific inquiry context will, among other things:
  - a. introduce students to a representative body of knowledge in the discipline;
  - b. analyze and evaluate contributions of important scientists;
  - c. lead students to an understanding of the scientific method;
  - d. study the implications of developments in science.
- **Historical Perspectives Context:** Two courses required. History is the study of past human experience. Its study frees one from the narrowness of one's own perspective, which is limited by time and place. It develops a citizen's capacity for coping with the complexity of the present and, used cautiously, may offer some insight into the possibilities and problems of the future. Finally, studying history helps us appreciate the commonality of human issues and problems as well as the diversity of human experience.

The courses in the historical perspectives context will introduce students to the breadth of our human experience, stressing change and continuity throughout time. They will give students an integrative look at the past by exploring the interrelationships among the political, economic, social, and cultural aspects of society. Finally, they will contribute to an understanding of national identity within an international context.

Developing a historical perspective is essential to learning in all disciplines, as subject matter can never be completely isolated from its historical and cultural contexts. Therefore, these courses lay significant groundwork for an array of more advanced courses.

- **Criteria:** All courses in the historical perspectives context will, among other things:
  - a. study material that covers a broad expanse of time in order to introduce students to the breadth of our human heritage;
  - b. give students an in-depth look at history by covering many of its facets (e.g., economic, intellectual, political, religious, scientific, social) and exploring their interrelationships;
  - c. contribute to students understanding of national and international life;
  - d. teach students historical methods of study, which reveal patterns and meanings in human history.
  
- **Fundamental Questions and Values Context:** One course required. Every decision we make, from the most mundane to the most far-reaching, is guided by the values we hold, as individuals and as communities. The courses in this context encourage and enable students to become aware of and reflect critically on their own values and the diverse values within their own culture. They also introduce students to the values that shape the worldviews and lives of other people, at other times and in other cultures. Students also engage in these courses the most pressing ethical issues of the contemporary world, learning to respect divergent viewpoints and to analyze thoughtfully the arguments used to support them.

Serious reflection on the universal human search for meaning and identity is also essential to a well-rounded liberal arts education. To that end, courses in this context explore the ways in which people have raised and answered the most fundamental questions of existence.

Although many Westminster courses might give attention to the role of values in decision making and to basic questions of meaning and identity, the courses in this context make these issues their principal focus. They lay a foundation for recognizing and understanding these critical dimensions of learning in other college courses and beyond.

- **Criteria:** All courses fulfilling the requirements of this context will, among other things:
  - a. focus on the role of values in decision making both by individuals and groups;
  - b. explore the ways in which humans have responded to basic questions of meaning and identity throughout history and in various cultures;
  - c. engage students in active reflection on contemporary ethical issues;
  - d. include the study of primary texts and exemplify the perspectives and methods associated with meaningful study of values and fundamental questions of existence.
  
- **Artistic Expression and Critical Appreciation Context:** Two courses required, at least one of which must be a course in literature. When we are immersed in the study of literature, art, music, or theater, we are constantly opening up new perspectives on the world. Our encounters with artistic expression develop our critical appreciation of how artistic works reflect and shape our individual and shared experiences.

By engaging in active study of the arts, students come to appreciate the diversity and intricacy of the creative and critical processes in the study of specific works, building informed and mature methods of evaluation. Further, students develop their own creative processes, which can then be applied to courses in all disciplines.

Courses in this context will expose students to a select body of literature, art music, or theater, using whatever media is appropriate. Some courses in this area will be interdisciplinary in nature, drawing connections between diverse forms of artistic expression. These courses should also encourage students to attend readings, plays, or art exhibits.

- **Criteria:** All courses in the artistic expression and critical appreciation context will, among other things:
  - a. engage students in the study of works which are representative of significant periods, movements, themes, or figures in the discipline;
  - b. develop the ability to analyze and discuss art, literature and the fine arts using key terminology and a variety of approaches;
  - c. explore the relationships between art and society in order to gain insight into cultural aspects of society and develop a perspective that enhances understanding of the human condition;
  - d. promote an appreciation of the arts.
  
- **Human Behavior and Social Institutions Context:** Three courses required with courses in three disciplines. Human behavior occurs within a setting that includes individuals cognition, environmental contingencies, and larger social institutions such as families, communities, governments, and economies. Collectively, the social sciences examine these contexts, seeking to identify the forces that shape them and to discover their meaning for human experience and behavior. Ultimately, this analysis gives students an understanding of themselves, society, and culture that enhances their capacity to live effectively, and as citizens and leaders, to improve the human condition.

Courses in this context introduce students to major factual and theoretical discoveries concerning human behavior and social institutions. Also, by using theoretical frameworks belonging to a discipline, students are challenged to investigate, analyze, and resolve one or more major issues confronting individuals or society.

- **Criteria:** All courses in the human behavior and social institutions context will, among other things:
  - a. explore the goals and methods of a discipline within the social sciences;
  - b. analyze and evaluate the discoveries of important social and behavioral scientists;
  - c. systematically explore major questions about human behavior, societies and/or cultures;
  - d. utilize critical thinking skills to examine issues facing individuals or society.



- ***Cultural Diversity and Global Interdependence Context:*** Two courses required: the second course in a foreign language, an approved study abroad experience, or a course focusing on a culture in which the language studied is spoken; and a second non-language course in the context. At least one of the two courses must have a significant non-Western (e.g., African, Asian, Latin American, or indigenous) component.

We live in an increasingly interdependent world of diverse cultures. Our challenge is both to appreciate and respect our cultural differences and to learn to work together to address a host of global demographic, ecological, economic, and political problems. To live as informed and effective citizens of the emerging global community, we must all develop deeper appreciation and understanding of various cultures and the forces that draw people in our world together and drive them apart.

Therefore, courses in this context will introduce students to the diverse cultures of our world, including a discussion of non-Western ones. These courses will encourage awareness of and respect for other cultures in order to help students identify shared traits among cultures as well as culturally-based differences, view their own perspectives with a more critical and analytical eye, and cope with the variety their own perspectives they will encounter as societies in our world become more interdependent.

- ***Criteria:*** Courses in the cultural diversity and global interdependence context will, among other things:
  - explore the languages, history, social and political institutions, artistic heritage, and/or religions of one or more cultures; or
  - examine a number of the forces responsible for growing global interdependence; or
  - engage in critical thinking about some of the major contemporary issues confronting the international community.

Completion of course work in this tier signifies satisfaction of items 4,5,6,8,9,10, and 11 in the list of Educational Goals above.

### **TIER III: - THE INTEGRATIVE TIER<sup>4</sup>**

While the Contexts Tier allows students to explore the unique content and methodologies of various academic disciplines, there are subsequent needs to integrate disciplinary knowledge and to explore its relevance to contemporary issues and problems. Therefore, the General Education Program requires a single course completed in the junior or senior year that draws together students from various disciplines for the sake of sharing their perspectives and discovering how an integrative approach can enrich understanding and facilitate solutions.

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<sup>4</sup> See Appendix C for more detailed information about student advising and college policies related to the Integrative Tier.

Several integrative tier courses are available annually. These courses will be team-taught by faculty from different disciplines where possible; some may be regular departmental offerings. These courses require students to address contemporary issues and problems using a higher level of integrative and analytical skills than in previous general education courses. Further, integrative tier courses require students to share insights and conclusions about issues at hand in research papers, essays, projects, and/or presentations.

- **Criteria:** Courses satisfying this requirement must:
  - address an issue involving the perspectives of two or more disciplines;
  - include an explanation of the disciplinary methodologies and how they interface to enhance the understanding of course material;
  - show how interdisciplinary investigation yields an empirical or theoretical integration of knowledge.

### **SUMMARY OF BACHELOR OF ARTS DEGREE REQUIREMENTS**

The general education program are integrated with other requirements for graduation so that in order to earn a degree a student must:

- Earn 122 hours of course credit with a minimum GPA of 2.00 in courses presented for graduation.
- Earn credit in two courses designed as writing intensive, one of which must be at the upper level.
- Earn credit in one physical education activity course.
- Complete one upper-level course that is housed in a division other than that of the student’s major department. that is housed in a division other than that of the student’s major department.
- Complete at least four semesters as a full-time Westminster student, including the two semesters immediately prior to graduation.
- Be certified by a department as having met the department’s requirements for a major.
- Earn the following credits in the Foundational Tier courses<sup>5</sup>:
 

-ENG 103 Academic Writing	3 hrs
-MAT 114, MAT 121, or MAT 124 Statistics, Precalculus or Calculus	3-5 hrs
-WSM 101 Westminster Seminar	3 hrs
-FL101 initial semester of foreign language	<u>4 hrs</u>
	13-15 hrs
- Earn the following credits in the Context Tier courses:
 

-Scientific Inquiry	7-8 hrs
-Historical Awareness	6 hrs

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<sup>5</sup> Students entering Westminster College typically must enroll in these courses or, in the case of the Math courses, an appropriate prerequisite, in the first year.

-Fundamental Questions and Values	3 hrs
-Artistic Expression and Critical Appreciation	6 hrs
-Human Behavior and Social Institutions	9 hrs
-Cultural Diversity and Global Interdependence	<u>6-7 hrs</u>
	37-39 hrs

The majority of Contexts Tier courses are taken in the freshmen and sophomore years.

- Complete an Integrative Tier course 3 hrs

The integrative course would be taken in the junior or senior year.

- ***Total General Education Requirements:*** 53-57 hrs

### **RELATED PROPOSITIONS**

In the opinion of the Curriculum Reform Task Force, which originally coordinated the formulation of New Foundations, the eleven educational goals articulated on proceeding pages of this document should influence the program of study offered by individual departments for their majors. In particular, departments should be responsible for:

- developing critical thinking skills needed for the major and providing a senior capstone experience in which students apply these skills
- insuring that students take a writing intensive course in the major
- providing for practice in speaking skills
- developing technological skills needed for the major with appropriate experiences using research tools and presentation technology

As part of the General Education Program, student accomplishments in leadership and service will be noted on transcripts.

## **APPENDIX A: THE FOUNDATIONAL TIER**

### **The Westminster Seminar**

The Westminster Seminar, a semester-long course and required of all new enrollees, is designed to help incoming students develop the intellectual skills associated with the study of the liberal arts. The Foundational Tier of Westminster's general educational program consists of:

- 1) The Westminster Seminar
- 2) English 103 (Academic Writing)
- 3) one of the following math courses
  - a. MAT114 (Elementary Statistics)
  - b. MAT 121 (Pre-Calculus)
  - c. MAT 124 (Calculus)
- 4) an initial course in a foreign language

Through rigorous study of a particular topic, the Westminster Seminar helps students to develop their capacities to listen actively, and to comprehend, synthesize, analyze, evaluate, and apply knowledge. In addition, each seminar includes a variety of exercises and experiences that involve students actively in learning and familiarizes them with methods of developing and expressing new knowledge.

Although individual seminars differ in the subject matter they study, all are linked by a common theme, some common readings, and a model of learning that stresses individual responsibility. In addition, the seminars provide a common intellectual and social experience to new enrollees that will acquaint them with what it means to be a student at Westminster College. They also create a positive environment in which mentoring relationships between new students, upper-class students, and faculty members can develop and thrive.

### **Possible Exemption from Westminster Seminar**

Students who transfer in 30 or more college credits to Westminster College shall be exempted from having to take the Westminster Seminar unless the seminar is required as a condition of admission by the Admissions Committee (11/16/99 faculty meeting)



***Advising Tips for English 103 Registration***  
***Prepared for Freshmen Advisors***

Students are required to take one three hour academic writing course as part of the general education program at Westminster. Students may complete this requirement by taking ENG 103 at Westminster, transferring in a 3 credit hour composition course from another college (including dual enrollment) or completing an AP composition course with a grade of 4 or better.

The English department offers multiple sections of academic writing in the fall and spring semester. The largest number of sections take place in the fall, and the majority of students should plan to take academic writing at this time. Students who are enrolled in LDP 101 in the Fall semester should plan to take ENG 103 in the Spring semester. To determine whether other students should be enrolled in ENG 103 in the Fall or Spring semester, the English department offers the following guidelines:

- Two of each three students should enroll in ENG 103 in the Fall semester.
- If students have an ACT Reading and/or English score of  $\leq 21$  they should take ENG 103 in the fall semester.
- If students generally have high school grades of  $\leq$  'C', they should take ENG 103 in the fall semester.
- If the student's high school English grades have dropped from freshman to senior year, they should take ENG 103 in the Fall semester.

If a student will not be taking ENG 103 at Westminster because of dual enrollment or AP credit, the advisor should suggest that the student enroll in ENG 270 to solidify their writing skills at the college level. Please send a list of your advisees who fall into this category to the Associate Dean to allow for monitoring of the need for extra sections of this course.

Remember, the main guide to enrollment should be student driven, with the caveat that 2 of 3 students should enroll in the Fall semester. We need to fill the sections in the Fall because we will not be able to add sections in the Spring semester above the 5 already scheduled to be taught.



## *Advising Guidelines for Tier One Math Courses Prepared for Freshmen Advisors*

The General Education Program at Westminster requires each student to take MAT 114 Elementary Statistics, MAT 121 Pre-Calculus or MAT 124 Calculus as part of Tier One.

- **MAT 114** is a study of the organization and analysis of data including the normal, binomial, chi square, and t distributions; hypothesis testing; random sampling; large and small sample theory and methods; regression and correlation.
- **MAT 121** is the study of trigonometric and algebraic functions and their applications. Precalculus is a course for students planning to take either MAT 122 or MAT 124.
- **MAT 124** focuses on the major concepts of beginning calculus such as limits, continuity, the derivative, Riemann sums, the definite integral, and the application of those concepts. Students should have background in trigonometry, natural log functions and exponential functions (typical pre-calculus content) before taking this course. Students who do **not** have the appropriate background should enroll in MAT 121 (Pre-Calculus) before taking MAT 124.

**To choose between these courses:** students should consider their intended major, as well as their current level of math skills. Students intending to major in the Natural Sciences generally would take MAT 124; other students would normally complete MAT 114. Westminster's math department has established some prerequisite guidelines to help students determine the best fit between math courses and student's skill level.

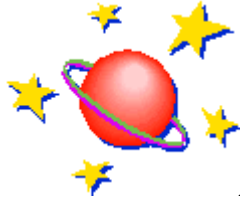
- For MAT 114, the prerequisites are: an ACT math score of  $\geq 23$  or SAT math score  $\geq 540$  and at least 4 years of high school math, including 2 years of algebra with at least B's.
- For MAT 121, the prerequisites are: an ACT math score of  $\geq 22$  or SAT math score  $\geq 540$  and at least 4 years of high school math, including 2 years of algebra with at least B's.
- For MAT 124, the prerequisites are: an ACT math score of  $\geq 25$  ( $\geq 27$  preferred) or SAT math score  $\geq 600$  ( $\geq 630$  preferred) and at least 4 years of high school math, including 2 years of algebra and some precalculus.

### **The Math department feels that following these guidelines is critically important.**

It does not matter if the student is “really smart” if they haven't had the prerequisite course(s) they will struggle and hurt their GPA. For students who do not meet the above prerequisites, other math courses are offered to help students prepare to take a math course that meets the Tier One requirement. There are three possible courses that could function in this way, they are listed below along with the prerequisites for each.

- **MAT 090 Intermediate Algebra:** This is a two credit hour course that emphasizes the mathematical principles and operations which are necessary background for a college algebra course. Enrollment is by permission from the mathematics department at Westminster. Prerequisites: an ACT math score of  $\leq 18$  or SAT math score  $\leq 400$ .

- MAT 111 College Algebra: This course includes the study of linear, quadratic, exponential, and logarithmic equations, inequalities, functions and graphs and their applications. Prerequisites: ACT math score between 19 and 23 or SAT math score between 410 and 530 and at least 2 years of high school algebra with at least C's.



***Advising Tips for Foreign Language Study***  
***Prepared for Freshmen Advisors***

**Procedures**

1. Students who have taken 2 or more years of French or Spanish in high school will take the language placement test before their appointment to register. They will be able to take this test online and their scores will be sent to the chair of the Foreign Languages and Literature Department. Those who studied a language other than those listed above will be handled on a case-by-case basis (for example, Latin students will interview with the Latin professor for a placement determination.)  
Students who are exempt from taking the placement test are:
  - Those who did not study a second language in high school
  - Those who took less than two years of a second language in high school
  - International students for whom English is a second languageStudents who have studied French or Spanish for two years or more will not be allowed to enroll in a foreign language course until they have taken the placement test.
2. Placement test results will be given to the registrar who will pass on the placement recommendation to you. If a student intends to use placement test results to “waive” the first course (i.e. they placed into 102 and want to only take the culture course) s/he will have to retake the placement test on campus to be certain that their score is valid.
3. If a student will be waiving the first language course based on three years of high school language, the advisor must copy the final high school transcript and give the original to the registrar. The registrar will mark the requirement as completed and place the transcript in the student’s permanent file.

**Advising Tips**

1. Students are encouraged to begin language study early in their college careers. Students planning to major in International Studies, International Business, or a Foreign Language should certainly begin language study in their first (for placement into courses numbered 101 or 203) or second (for placement into courses numbered 102 or 204) semester at the college. In most cases, students who are considering studying off-campus in a French or Spanish speaking country need to complete the 204 course by the end of their sophomore year.



2. Students who place in the 102, 203, or 204 courses of language should enroll in the appropriate course in their first year at the college to assure that they receive optimum benefit from their high school language study. 203 courses are offered in the Fall; 102 and 204 courses are offered in the spring. (Placement test results are only valid for the academic year in which the test was taken. While this may seem somewhat severe, research demonstrates that language skills deteriorate rapidly—and that this deterioration is particularly swift at the lower levels of proficiency, i.e. 102 and 203.) Upon completion of 102, 203, or 204 with a grade of C or better, students placing in these courses will also receive up to 10 hours of advanced placement credit for previous courses in the sequence.
3. Students who place above the 204 level should consult with the foreign language faculty member in that language to determine the most appropriate next course.
4. Students who have received college credit for an introductory college-level foreign language course as part of a high school program will usually waive the first course requirement on the basis of three years of high school study. They should take the placement test, however, and consult with a member of the foreign language department about future study. (Although these students may have up to two years of college credit, they often place in 102 or 203. Most of them are enthusiastic about continuing their language study and will do well if placed in the appropriate course for their skill level. The best way to determine their level is the placement test, since different programs focus on different skills. Because students completing 102, 203, or 204 receive credit for the courses they skipped, students usually lose no more than 3 credit hours.)
5. Students who place in 102, 203, or 204 may elect to enroll in the course which immediately precedes the course in which they placed. For example, a student placing in 102 may choose to begin college language study at the 101 level, but a student who places in 203 or 204 may not enroll in 101 unless this decision is made in consultation with the appropriate member of the language department.
6. Students who believe that the placement test results do not accurately reflect their ability and that they should have been placed in a more advanced course should consult with the member of the language department who teaches that language. Every year we talk to a small number of students who were dissatisfied with the placement test results. In a brief individual consultation with the student, we are usually able to come to a mutual agreement on the most appropriate course.
7. Since at least one semester of foreign language is required as part of the general education program, all students must either (a) take 101, (b) place into a higher level course and pass that course, or (c) receive waiver credit for 3 years of high school language study. Since the general education requirements include either a second semester of language study, or a culture course about the language previously studied, students should carefully consider their academic goals when deciding which courses they will take. If a student has taken three years of high school language study and

places into 101, they waive the first course of the language requirement based on their high school work, but then must complete the second course requirement. They may do this by taking a culture course related to their high school language or by completing a semester of study abroad. If they wish to continue language study, they must take both 101 and 102 after placing into 101. If they place into 102, they can receive credit for 101 after completing 102 with a grade of C or better and will thus have completed the foreign language study component of the general education program.

## **APPENDIX B: THE CONTEXTS TIER**

### **Cultural Diversity and Global Interdependence Context Requirements**

Two courses required - one course each from the following categories:

*Language and/or Culture:* (The language or culture course must relate to the language studied in Tier I or in high school.)

*Non-Western courses:*

*Note:* One course cannot count for both requirements. For example, if you take HUM 294 as a language or culture course, you cannot also count it for the non-western requirement.

*Note:* Satisfactory completion of two or more courses as part of an approved semester-long study abroad experience may fulfill either one or both courses within this context. The Curriculum Committee, in consultation with relevant faculty, staff and/or administrators, will decide whether the experience counts toward the regular culture course and/or the non-Western culture course requirement.

*Note:* The linkage is waived for a student who through high school study has met the Tier I requirement in a language other than French, Latin, or Spanish.

### **Study Abroad Experience**

“A study abroad experience, approved by the Curriculum Committee is defined as an experience that meets one of the following standards:

1. Successful completion of a Westminster College travel course of three or more hours (including the sum of the hours awarded for the travel portion as well as the pre-travel portion of the course) in which students travel to another country or countries;
2. Successful completion of the pre-departure orientation course and the on-site heritage course of the Westminster Semester at an educational institution with which Westminster College has a formal affiliation;
3. Identification and successful completion of a course on an exchange or affiliated program which meets the standards for the second course as described in New Foundations;
4. Submission to the Curriculum Committee or their designee of a learning journal by a student who has participated in an international study, international homestay, or international internship experience. Students who want to pursue this option will need to obtain written permission from the Curriculum Committee prior to departure for the study abroad experience.”

### **Foreign Language Waivers**

At its meeting on April 10, 2003, the faculty approved the following policy regarding the waiver of the first course in a foreign language.

Students must provide a final, official high school transcript to the College before a foreign language waiver can be granted.

### **The Meaning of Culture**

The Curriculum Committee resolved that we do in fact believe that a “culture” course within this context can include history components as well as other possible components, such as language, social and political institutions, artistic heritage and/or religion (i.e., in accordance with language used in the criteria given in New Foundations). The language of the context indicates that the first course can be one of the following: a second language course, an approved study-abroad experience, or a “course focusing on a culture in which the language studied is spoken.” There is nothing to preclude an instructor from another discipline from teaching a culture course within this context. If anything, the New Foundations document provides the means to move away from strictly defined department-based contexts. In keeping with that thought, the committee concluded that the culture course within this context does not have to be language- based, and we currently have courses within the context that are not language based (HUM278, 275, 292). (9/26/00 meeting of the Curriculum Committee)

### **Clarification of Cultural Diversity and Global Interdependence Context As It Pertains to International Students**

The Dean of Faculty in consultation with the Off-Campus Advisory Committee will determine how an international student should fulfill the first two requirements of the Cultural Diversity and Global Interdependence context. Nevertheless, all international students will fulfill the third, non-language component of this requirement as specified for regular Westminster students. (1/18/2000 faculty meeting)

### **Challenges to Policies Relating to the Cultural Diversity and Global Interdependence Context**

If a student or an advisor should raise questions about, or challenges to, a policy relating to the Cultural Diversity and Global Interdependence context on the basis of an individual student’s status or special circumstances as an international student, a resident alien, or a non-native English speaking U.S. citizen, the dispute will be remanded to the Curriculum Committee, in consultation with the Off Campus Advisory Committee, for adjudication. (1/18/2000 faculty meeting)

## **APPENDIX C: THE CONTEXTS TIER**

### **Integrative Courses**

The fundamental purpose of an integrative course is to give students, in their junior or senior years, an opportunity to achieve a culminating or capstone experience within the Westminster General Education Program. In pursuing this goal, an integrative course requires students to employ a wide array of “foundational” skills and “contextually-based” insights in order to form intelligent judgments about and rational responses to some complex issue, problem, or concern they will confront as citizens in the 21<sup>st</sup> century. Ultimately, an integrative course encourages students to put into practice the deepest values and highest capacities imparted by a liberal arts education.

Integrative courses are thoroughly interdisciplinary, even though they may be taught as regular courses within particular departments. For this reason, these courses focus on subjects or topics that require students to become conversant with facts, concepts, methods and or principals derived from several tier-two contexts. They will be team taught where appropriate and possible.

Integrative courses are not only systematic and rigorous; they are also critical and practical. Thus, an integrative course not only asks a student to attain a sophisticated understanding of a topic, but also to formulate and defend a plan of action for or response to one or more of its controversial facets.

### **Tier III Policy**

Require students to take one integrative course as currently defined, but allow students to enroll in the course regardless of his/her major. Students may count this course for either Tier III or toward their major, but not both. Students who successfully complete majors in any approved program of interdisciplinary study which is not housed in a single department, or who have more than one declared major, will have automatically satisfied the Tier III requirement if one of the courses successfully completed to satisfy major requirements is an approved Tier III course. (April 8, 2003)

Existing students wishing to apply the new Tier III policy can continue to petition the Executive Committee on a case-by-case basis.

### **Criterion for Approval**

After considering issues raised by the Tier III Task Force and the General Education committee, the Curriculum Committee proposes the following criteria to be used by the General Education Committee in endorsing proposals for Tier III integrative courses:

1. Tier III integrative courses must have a prerequisite of at least one specific Tier II course. Other prerequisites are left to discretion of the faculty teaching a particular Tier III integrative course. (Exception: MAT courses proposed as Tier III integrative courses must have a prerequisite of at least one specific math Tier I course).

2. Tier III interactive courses should ordinarily be seminar or laboratory type courses in which students are actively involved in research and presentation throughout the semester. However, different teaching styles and different disciplines will be reflected in Tier III integrative courses. It should be recognized that the use of lectures by instructors (and guests) will be more appropriate in some Tier III integrative courses than others.
3. All students (in Tier III integrative courses must complete at least one research paper or project and make at least one in-class presentation.
4. The interdisciplinary perspective of a Tier III integrative course should be demonstrated by the inclusion of such factors as:
  - Reading lists which include works by authors representative of two or more disciplines:
  - Use of explanatory models reflective of different disciplinary perspectives
  - Incorporation of speakers and/or other resources in the course reflective of different disciplinary perspectives:
  - Research projects in the course drawing on different disciplinary perspectives.
5. The “contemporary issues” upon which Tier III integrative courses focus may be construed broadly to include conceptual or theoretical questions, historical events with ongoing ramifications, diverse explorations of the human condition or phenomena of nature as well as problems centered on social institutions or public issues. These courses should address the types of problems or concerns that Westminster graduates may expect to face as citizens and leader in their community, state, nation, and world in the 21<sup>st</sup> century.
6. Experimental courses (at the 300 or 400 level) may be approved as Tier III integrative courses before the Curriculum Committee has approved them for inclusion in the permanent curriculum of the college.
7. Syllabi must be submitted to the Curriculum Committee and must demonstrate how the course is integrative.
8. Courses remain designated as integrative only so long as the professors teaching the courses do not substantially change their courses as approved by the Curriculum Committee.
9. A list of integrative courses approved by the Curriculum Committee and the semesters in which they will be taught will be published in the Schedule of Classes.

### **Cross-Listing of Tier III courses**

Since the description of Tier III requirements includes the option for students to take a course as part of their major requirements or to satisfy Tier III requirements, but not both, the intent of students taking these courses should be indicated at the time of registration. In order to clarify the intent of students taking courses in Tier III, these courses will be cross-listed and the student will register for the course using the appropriate prefix. The possible prefixes are IDV for interdisciplinary—to fulfill the Tier III requirement, and a Department Code (e.g., BIO for Biology) to designate the course as part of the major. For example, History of American Foreign Relations would be listed as IDV/HIS 348 in the schedule of classes. If a student intended for this course to count as their Tier III interdisciplinary course, he or she would register for IDV 348. If the student wished to count this course as a History course, he or she would register for HIS 348. When the student has received a grade for the course, the registrar will record it in the appropriate category on the student's transcript. In the event that a student's purpose for taking the course changes, the prefix designation of the course can be altered with written approval from the student's academic advisor.

## **APPENDIX D: GENERAL EDUCATION POLICIES AND PROCEDURES**

### **General Education Procedures**

As of January 10, 2001, the Curriculum Committee will assume the duties of the General Education Committee, which has been phased out. In this capacity, the Curriculum Committee will:

1. Coordinate needed faculty workshops related to the general education program or procedures;
2. Work with individual faculty members to facilitate the revision of existing courses, the development of new ones, and the review of existing courses for the General Education Program; and
3. Review and recommend appropriate courses for inclusion in the General Education Program.

The Chair of the Curriculum Committee will provide information upon request to faculty members wishing to propose courses for inclusion in the New Foundations curriculum. Faculty members are encouraged to speak with the Chair of the Curriculum Committee regarding expected proposals. The Curriculum Committee members will work with faculty to refine proposals if necessary.

Upon receipt of a formal proposal, the Curriculum Committee chair will notify all faculty of the proposal, by proposed context. Faculty will have seven working days on the academic calendar prior to Committee review, to examine the material submitted. The material for the course(s) under review will be on reserve at Reeves Library for examination. During the seven working days, faculty will have the opportunity to express any concerns/reservations they may have about approval of a course within the proposed context to the Curriculum Committee. These reservations or concerns should be sent, in writing, to the Chair of the Curriculum Committee. Reflecting on the data it has and on the concerns/reservations expressed, the Curriculum Committee will make its recommendation for or against inclusion of a course into the general education program and notify the general faculty of that recommendation through an e-mail announcement.

Faculty will then have seven working days to appeal the recommendation of the Curriculum Committee regarding General Education proposal(s) to the Executive Committee. Individuals filing an appeal with the Executive Committee must do so in writing, with copies sent to the Chairs of both the Executive and the Curriculum committees and one copy to the Dean of Faculty. It is the responsibility of the faculty member(s) filing the appeal to review the course materials pertaining to the course in question and to document specifically where he/she believes the course in question does or does not meet the criteria published in New Foundations.



Once the appeal is received, the Chair of the Executive Committee will schedule a hearing as soon as possible, consisting of the members of the Executive Committee, a representative of the Curriculum Committee selected by that committee, the faculty member(s) whose course is being reviewed, and the faculty member(s) filing the appeal.

Faculty who are directly involved with the case, either as the individual(s) whose course is in question or the individual(s) who have initiated the appeal, or as members of the Curriculum Committee who have already rendered their judgment will not be eligible to participate in the deliberations following the hearing by Executive or to vote to recommend/not recommend inclusion of the course. Departmental colleagues of those who file an appeal or whose course is in question, and who also sit on the Executive Committee, will not participate in any of the proceedings.

Should the above exclusions prevent Executive from having a quorum, the matter will be forwarded to the full faculty for resolution. In this case, the Dean of Faculty has the responsibility to prepare the issue for the meeting of the full faculty.

Should the faculty member(s) filing an appeal or those whose course is in question not wish to accept the decision of the Executive Committee, they will have seven working days to appeal the decision directly to the faculty. An appeal of the Executive Committee decision should be sent, in writing, to the Dean of the Faculty, with a copy going to the Chair of Executive. It is the responsibility of the faculty member(s) filing the appeal to document in writing why he/she believes the decision of the Executive Committee to be flawed.

Should no formal appeal be made to the Executive Committee within the time frame noted above, the decision of the Curriculum Committee for or against inclusion of a course in the general education program will automatically be interpreted as having the approval of the entire faculty.

Should no appeal be made of the decision of the Executive Committee, that decision for or against inclusion of a course in the general education program will automatically be interpreted as having the approval of the entire faculty.

A faculty member(s) who wishes to challenge either the actual intent or the wording of the New Foundations document or of the Curriculum Committee policies and procedures with respect to General Education courses should direct their concerns directly to the Executive Committee for consideration. Executive will address those concerns following its normal procedures.

### **Means of Submitting General Education Proposals**

If a faculty member wishes to propose an existing course for inclusion in either Tier I or II, he or she must send to the chair of the Curriculum Committee a letter explaining how the course meets the established criteria for the Tier and/or Context. In addition, the faculty member making the proposal must submit a syllabus for the course that includes an appropriate general education statement. In order for a course to be considered for

inclusion in Tier I or II, it must have a permanent number. If the faculty has not already approved the course for permanent number status, a separate proposal must be submitted to the Curriculum Committee for this purpose.

If a faculty member wishes to propose an existing or new course for inclusion in Tier III, he must submit a Tier III proposal form along with a syllabus for the course to the Curriculum Committee. The syllabus must contain an appropriate general education statement in order to be considered.

### **Travel Courses**

At the Curriculum committee meeting on March 13, 2003, we approved the following policy for travel courses at Westminster College. This policy is new and will make it possible for travel courses to satisfy requirements in other areas of the general education program. It is not necessary that travel be outside the United States for purposes of this policy. Departments will have to submit proposals to the Curriculum committee indicating how the course(s) will satisfy appropriate criteria. In addition, the departments will still have to submit information to the Off-Campus and International program office as well.

“An approved Westminster College travel course of three or more hours (including the sum of the hours awarded for the travel portion as well as the pre-travel portion of the course(s)), may satisfy a course requirement in the general education program provided it has met the stated criteria and has been approved in the normal manner by the faculty through the Curriculum and Executive Committees.” (Approved by faculty on April 29, 2003)

### **Transfer Credit Policies**

**Transfer Credit from Summer School and Correspondence Courses:** Students may elect to take courses for transfer credit from other accredited institutions during the summer or by correspondence with the prior approval of their advisors and the chair of the department concerned. Written approval assures that the credit will be accepted for any course in which the student earns a grade of C or better. All Westminster students who attempt course work at another college or university must request, in writing, that official copies of their transcripts be sent to the Office of the Registrar at Westminster. Credits earned elsewhere are entered on the student's record upon receipt of an official transcript, but the grades for transferred courses are not used in computing the grade point average. While there is no limit on the number of hours that can be earned in summer school, no more than twelve hours of credit by correspondence may be applied toward a Westminster degree.

**Transfer of Credit from Dual Enrollment and Dual Credit Programs:** Westminster will treat credit in dual enrollment programs offered by other institutions and dual credit programs as transfer credit so long as it is presented on an official transcript from an accredited college or university. 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.

**Transfer of Credit and Grades from Foreign Institutions:** 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 GPA and only grades of "CR" will be recorded on the Westminster transcript. The students interested in participating in the Chicago Urban Studies Program, United Nations Semester Program, and the Washington Semester Program, their 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.

## APPENDIX E: MISSION, EDUCATIONAL GOALS & 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.

***Educational Goals (February 1996):*** 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 listens 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
- ***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:*** awareness and appreciation of diverse cultures, languages, philosophies, religions and methods of understanding them
- ***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
- ***Global Interdependence:*** awareness of the increasing complexity and interconnectedness of our world and the implications for our economic, political, social and cultural systems.

▪***Vision for the Institution:*** Westminster College will retain and enhance its reputation as a premier liberal arts college. During 2001-2006, the quality of our liberal arts curriculum, the quality of our students and their retention rate, our financial resources, our alumnae/alumni giving rate, and the "value added" from the Westminster experience will be enhanced significantly. Through this enhancement Westminster College will join the ranks of the top 100 Baccalaureate I national liberal arts colleges. From 2006-2011, 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, and the region.

▪***Vision for Institutional Programs:*** Westminster College will offer a high quality, innovative, liberal arts curriculum that is supplemented by appropriate professional education. Through the strength of this curriculum graduates will acquire the educational foundation for leadership, service, and professional fulfillment in the 21st Century. The academic program will be complemented and reinforced by dynamic student life activities where social, service, and athletic organizations will enhance the personal development of our students.

▪***Vision for the Faculty and Staff:*** Westminster will be known as a campus that cares. Our staff and faculty will be dedicated to the success of our students and committed to student welfare and development both in and out of the classroom. 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 Churchill Memorial will be an integral part of the campus scene and will idealize the leadership and selfless service of Churchill himself. In turn, it will bring to reality the vision of free and open thought and speech that was instituted through the Green lecture series.

▪***Vision for the Student Body:*** Westminster College will be a selective, traditional, residential liberal arts college that attracts and retains high quality students primarily from the mid-west, but also from throughout the nation and overseas. The Full time enrollments will exceed 800 students by 2006 and 1000 by 2011. Students will be challenged to grow intellectually, morally, and spiritually. The combined effects of the academic, social, and athletic 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.

▪ ***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.