



WESTMINSTER
COLLEGE

EDUCATED TO LEAD.
INSPIRED TO ACHIEVE.™



2014-2015 | STUDENT CATALOG

TABLE OF CONTENTS

Westminster at a Glance	2
Campus Map	3
The History of Westminster College	4
Mission, Goals, & Vision	6
Admissions	8
Tuition & Fees	11
Financial Aid	14
Student Life	20
Withdrawal Policy and Information	24
College-Wide Policies	27
Academic Programs	30
Academic Policies & Procedures	41
FERPA – Family Educational Rights & Privacy Act	48
Honors and Awards	50
Degree Requirements	51
Majors and Minors	54
Course Descriptions	95
Administration & Staff	147
Faculty	149
Department and Division Chairs	153
Board of Trustees	154
Alumni Council	155
Academic Calendar	158
Alma Mater	160

WESTMINSTER AT A GLANCE

Westminster College, a selective, 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 of the North Central Association of Colleges and Schools.

Westminster offers a wide variety of majors, minors, and pre-professional programs of study. In addition to these programs, on the Fulton campus, students may design a personalized program of study through the self-designed major. The College's Office of International & Off-Campus Programs 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. Roughly 88% of the College's full-time faculty hold a doctorate or an equivalent terminal degree; several have received Fulbright grants; others 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.

Small by design, the Westminster College enrollment at the Fulton campus was 1,016 students in Fall 2013. Most students come from Missouri, but many states and a large number of foreign countries are represented in the student body. International students make up over 15% of the student body, placing Westminster as one of the leading baccalaureate liberal arts colleges for proportionate diversity of our student body and #1 in the state of Missouri. The Westminster students are as illustrious as the faculty with an average ACT score of 24.7 and an average high school grade point average of 3.45. A substantial percentage of the students belong to one of the eight fraternities and sororities that keep the Westminster College social scene extremely active.

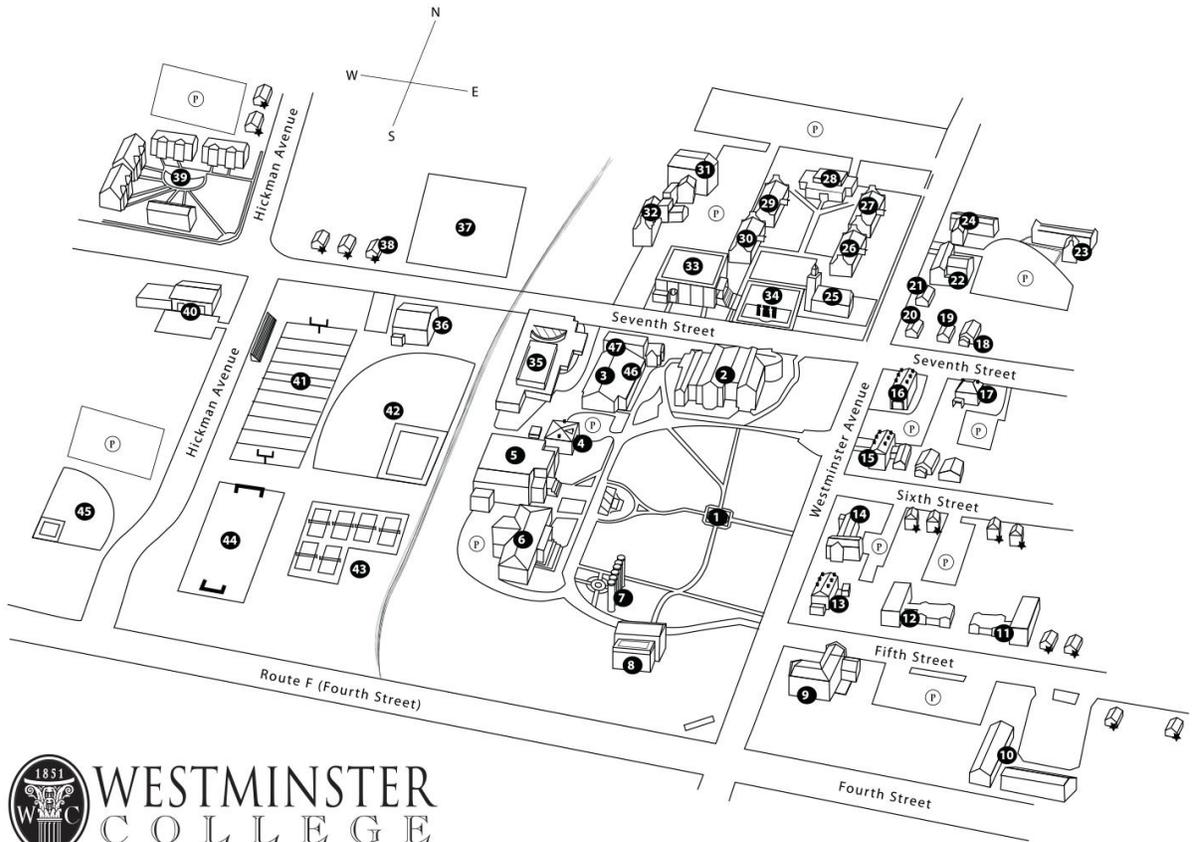
Lectures at Westminster College include the John Findley Green Lectures, a distinguished series on economics, social and international affairs; the endowed IBM Lecture Series, which brings to the campus leaders or professors in the area of business and finance, and the Crosby Kemper Lectures, in which authorities on British history and Sir Winston Churchill come to speak at the National Churchill Museum. Since 2006, the college has held an annual Westminster Symposium, now known as the Hancock Symposium for Democracy, 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, and tennis; women's varsity sports include basketball, golf, soccer, softball, tennis, track, cross country, and volleyball. More than 10 intramural sports are offered for men, women, and coed teams.

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

Westminster College is located in Fulton, Missouri. Fulton is a pleasant community of 12,000 people, located just off Interstate 70, 100 miles west of St. Louis, 150 miles east of Kansas City and 70 miles north of the Lake of the Ozarks. The Missouri School for the Deaf and William Woods University are also located in Fulton. The University of Missouri-Columbia, Stephens College, and Columbia College are 25 miles west of Fulton in Columbia. Jefferson City, the state capital and home of Lincoln University, is 20 miles to the south. The campus grounds encompass 86 acres, the heart of which is a lovely, tree-shaded area enhanced by the stately Greek revival architecture of the surrounding campus buildings.

Find additional information on Westminster news, press releases, special events, alumni connections, library resources, parent information, calendars, maps and community information online at www.westminster-mo.edu. Be sure to bookmark the page!



www.westminster-mo.edu

THE CAMPUS OF WESTMINSTER COLLEGE | FULTON, MO

- | | | |
|-----------------------------------|--|---|
| 1 Davidson Leadership Plaza | 18 Residential and Greek Life | 34 Latshaw Plaza/Breakthrough (Berlin Wall Sculpture) |
| 2 Reeves Library and Hazel Wing | 19 Remley Women's Center | 35 Coulter Science Center |
| 3 Hunter Activity Center | 20 Churchill Institute | 36 Wetterau Center for Field Sports |
| 4 Washington West House | 21 Campus Safety & Security | 37 Intramural/Practice Field |
| 5 Westminster Historic Gymnasium | 22 Wetterau Hall | 38 Football Coaches' Offices |
| 6 Westminster Hall | 23 Weigle Hall | 39 Westminster Grove |
| 7 The Columns | 24 Sweazey Hall | 40 General Services (Plant Operations) |
| 8 Newnham Hall | 25 Church of St. Mary, The Virgin, Aldermanbury/ National Churchill Museum | 41 Priest Field (Football) |
| 9 Sigma Chi Fraternity | 26 Marquess Hall | 42 Saucier Field (Baseball) |
| 10 Westminster Apartments | 27 Gage Hall | 43 Elder Tennis Courts |
| 11 Sigma Alpha Epsilon Fraternity | 28 Sloss Hall | 44 Westminster Field (Soccer) |
| 12 Emerson Hall | 29 Scott Hall | 45 Blue Jay Field (Softball) |
| 13 Phi Delta Theta Fraternity | 30 Rice Hall | 46 Johnson College Inn (JCI) |
| 14 Beta Theta Pi Fraternity | 31 Kent and Judith Mueller Student Center | 47 Mabee Gym |
| 15 Kappa Alpha Order Fraternity | 32 Mueller Leadership Hall | |
| 16 Delta Tau Delta Fraternity | 33 Champ Auditorium | |
- (P) = Parking ★ = Residential House

THE HISTORY OF WESTMINSTER COLLEGE

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 and the conflict of existing in a town with Southern sympathies occupied by Union troops. 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, Missouri and the Presbyterian Church were 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, museum, and library 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, and former CEO of MTV Networks International Bill Roedy.

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.

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.

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.

A list of Westminster alumni includes John R. Opel, former chairman of the executive committee of IBM Corporation; Dr. Hoyt Gardner, former president of the American Medical Association; Dr. Thomas Starzl, the first physician to transplant a human liver; Dr. Wallace Coulter, inventor of the Coulter Counter blood separator; Alfred C. Sikes, former chairman, Federal Communications Commission; George F. Gunn, Jr., judge of the U.S. District Court; Edward D. Robertson, Jr., justice of the Missouri Supreme Court; Ted C. Wetterau, former chairman, Wetterau, Inc.; B. A. Bridgewater, Jr., former chairman, The Brown Group, Bruce Smith, CEO of oil reigning giant, TESORO, and G. David Gearhart, recently selected as the Chancellor of the University of Arkansas.

In addition to accolades won by alumni and faculty, Westminster College is one of the top liberal arts colleges in the nation, according to the rankings of *U.S. News & World Report*. *Forbes* magazine selected Westminster as one of America’s Top 50 Colleges and Universities, the Best Liberal Arts College in Missouri, and one of the Best Liberal Arts Colleges in America. *The Princeton Review* named the college as one of the best colleges and universities in the. *Newsweek-Kaplan* named it “One of the 372 Most Interesting Schools in America,” and Westminster has also been recognized as one of the 240 Colleges of Distinction. Westminster College has been named in the top ten percent of Best Colleges for the Money across the nation and as one of the “most affordable private colleges” and one of the top twenty-five “best colleges that you can actually get into.”

These recognitions reflect Westminster’s ongoing commitment to providing a superior collegiate experience for its. This 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 educated to lead and inspired to succeed. Ninety-six percent of Westminster graduates start their first job or enroll in graduate or professional schools within six months of graduation.

MISSION, GOALS & VISION

The Columns Concept

At Westminster College, we excel at developing young men and women to be leaders in a global community. This concise statement of our institutional identity, which we refer to as the Columns Concept, captures the transformation that takes place for students at Westminster College between the Columns—from freshman convocation to senior commencement. It is a deep, internal, and collective understanding of what we do best. The Columns Concept expresses succinctly what we stand for, our enduring sense of mission, vision, goals, and values, and it gives focus and direction to everything we do at Westminster College. With this as our guidepost, the following mission, vision, and academic goals are set forth for Westminster College:

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, residential 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; and
- **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 the 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 diverse 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 arrange on-campus interviews with the Enrollment Services staff.

Admission to Westminster is 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 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 official 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.
3. Scores from either the ACT or the SAT.
4. A personal essay or writing sample.

The acceptance decision is normally made within two weeks 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 official secondary school transcript or official GED
3. Scores from either the ACT or the SAT (if available)
4. An official transcript from each post-secondary institution attended
5. A personal essay or writing sample

There is no upper limit to the number of hours that can be transferred from another accredited institution of higher learning, but 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 the complete Transfer Policy under the section Academic Policies and Procedures.)

Readmission

If a student interrupts his or her official attendance or withdraws from the College before the census date, he or she thereby ceases to be a Westminster student. In order to re-enroll, a student must re-apply and be granted acceptance for admission. Applications for readmission should be addressed to the Office of Enrollment Services. 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 Enrollment Services. 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.

Student 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 interview and tour. It is important to telephone or write ahead so arrangements can be made prior to arrival. The College also sponsors various visit programs for prospective students. These are either one or two day programs, which enable students to experience academic and student life first hand. Programs are offered in the fall and spring. The Office of Enrollment Services 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), email The Enrollment Services Office at admissions@westminster-mo.edu, or visit the college website www.westminster-mo.edu.

Dual Enrollment

Through dual enrollment, select high school juniors and seniors have the opportunity to 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 two courses (maximum of eight hours) per semester on a space available basis, and excludes developmental courses and courses for which necessary prerequisites have not been met. Those interested in dual enrollment should make arrangements with the appropriate secondary school officials and, in consultation with them, identify a course for study. They then make an appointment with the Associate Dean of Faculty in Westminster Hall. Tuition for the dual enrollment program is \$100 per credit hour. 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. In order for the student to receive credit for AP, CLEP, or IB examinations, official documentation must be submitted to the Registrar's office before the end of a student's first semester 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 Advanced Placement (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.

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 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 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, or CLEP credit.

If a student does not present a full IB diploma, credit will be awarded for subjects in which the student has scored a five or higher on the final exam. 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 our Associate Dean of Faculty, Dr. David Jones, at: (david.jones@westminster-mo.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, 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 and Dean of Faculty 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. Students who have completed three years of study of a single foreign language in high school should take a foreign language placement examination. On the basis of their performance, they may be allowed to continue their study of the language at a level higher than the first course. They will receive full or partial credit, depending on the level at which they are placed, for the course(s) preceding the one in which they first enroll at Westminster only if they pass the course in which they first enrolled with the grade of C or better and submit a Foreign Language Advanced Placement request form to the Office of the Registrar. If, however, such a student wishes to seek advanced placement, he or she may do so by taking a locally administered placement test at his or her own expense. International students cannot receive advanced placement credit by completing a higher level course in their primary language.

Upon entering Westminster, students who transfer college-level foreign language credit for courses taken during high school must take a foreign language placement examination before being allowed to enroll in Westminster courses in that foreign language. Their performance will determine whether they may enter the Westminster foreign language program at the level that the transfer credit would indicate.

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.

For charges for advanced placement and credit by examination, see the list of special fees.

Credit for Military Service

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

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.

TUITION & FEES

Required Deposits:

Student Deposit _____ \$200.00

Each student must submit a \$200 deposit at the time he/she decides to attend Westminster College. The deposit is held by the College until the student graduates or fully withdraws. Deposits will be applied to any outstanding charges on the student account, including student charges of any kind or housing damages. Any remaining deposit will be refunded to the student.

**This deposit must be paid in full prior to a student being issued keys for campus housing.

Tuition and Fees Per Semester:

New full-time student _____ \$10,680.00

Summer & Winter Sessions per credit hour, Early Registration (deadline April 17 for May Term, May 15 for Summer Online) _____ \$275.00

Late Registration _____ \$375.00

Summer Internship per credit hour _____ \$275.00

Per credit charge for excess of 19 credit hours per semester _____ \$800.00

Per credit hour for part-time students registered for fewer than 12 hours _____ \$800.00

Dual Enrollment Fee per credit hour _____ \$100.00

Tuition and Fees for Academic Year (max. of 19 credit hours per semester):

New full-time students _____ \$21,360.00

Student Activity Fee _____ \$300.00

Student Services Fee _____ \$900.00

Housing Charges Room (double occupancy) _____ \$4,940.00

Dining Services (19 meals per week) _____ \$4,220.00

Single room occupancy and Apartment style rooms will be available at an increased rate. Fifteen meals per week cost \$4,010.00, and ten meals per week cost \$3,795.00 per academic year. Semester charges are one-half amount shown above for an academic year. In order to estimate the total cost of a year at Westminster College, required deposits, special fees, and personal expenses must be added to the charges listed above.

Special Fees (non-refundable):

Apostile Fee for Transcript/Diploma (per document) _____ \$25.00

Application Fee _____ \$0.00

Auditing Charge (per credit hour) _____ \$40.00

Communication Skills Workshop

On a space-available basis, spring semester _____ \$200.00

Convenience Fee (per credit card transaction) _____ 2.75%

Credit by Examination

Per credit hour for credit granted on the basis of examinations administered by Westminster College _____ \$25.00

Graduation Fees

Charged to all seniors during the spring semester for caps, gowns, diploma folders, dinners and other graduation and ceremonial costs _____ \$125.00

Learning Disabilities Program Fee

For each of the first two semesters the student is in the program _____ \$2,400.00

For each semester thereafter _____ \$1,500.00

Myers Briggs, Strong Interest Inventory and Strengths Quest assessments _____Varies

Motor Vehicle Registration and Parking Fee

Required of all students who have not filed the appropriate waiver form by 15th day of classes EACH Semester _____\$25.00

Official Transcript

To be paid before transcript is issued _____\$10.00

This is a per copy price. Students who request multiple copies in the same request will be charged \$10 each for 1st – 5th requested copy, \$5 for each additional requested copy.)

Returning Student Advance Payments

An advance payment of \$50 is required of all returning Westminster students and must be paid to the Business Office before July 1 each year the student intends to return in the fall semester. This Advance Payment will be applied to the next year’s tuition charges, will confirm a student’s pre-registration for the fall semester, and will acknowledge the student’s acceptance of their financial aid award. _____\$50.00

Special Course Fee

For materials, travel and accommodations, admission charges, labs, music, Education, etc., as specified in course announcements _____Varies

Student Teaching Fee (per credit hour) _____\$35.00

Transcription of CLEP or AP Credit

A per credit hour fee for all such credit reported to the Registrar before the end of the first semester as a full-time Westminster student _____\$25.00

Payment Policy

Payment is due on or before the first day of class each semester. A payment plan is available if desired. The payment plan must be completed once each semester. Payments are for a term of five months (July through November for the Fall semester and December through April for the Spring semester) and are available for enrollment through the MyWC student portal on the College website (www.westminster-mo.edu). Payment plans are available for enrollment through September 15 in the Fall or February 15 in the Spring. Enrollment fees are \$60 per semester. A student may not attend classes until all charges and fees are paid or a payment plan has been completed.

Winter Term, May Term and Summer Online Refund Policy:

Prior to First day of Class	100% refund
Class Days 1 through 5	All tuition except \$275 per course
Class Days 6 and beyond	No Refund

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 cancelled. Miscellaneous fees will not be refunded.

Withdrawals and Refunds

All requests for withdrawal from Westminster College must be initiated by the student and made through the office of the Dean of Student Life. The official date of withdrawal will be the date the student notifies the Office of Student Life of the withdrawal by written statement. Failure to attend class does not constitute an official withdrawal. If a student receiving Federal Title IV assistance fails to attend class, the college may be required by Federal regulation to perform an unofficial withdrawal. In this case, the midpoint of the semester, or the last date of attendance that can be documented will be the withdrawal date. When the withdrawal forms are completed, the financial accounts of the student will be settled based upon the following policies:

Institutional financial aid will be adjusted accordingly. (Ex: If a student withdraws during the second to fifth day 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.

Institutional Refund Policy

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

Fall/Spring Semester Refund Policy:	
First day of classes	100% refund
Class Days 2 through 3	75% refund
Class Days 4 through 5	50% refund
Class Day 6-7	25% refund
Class Day 8	No Refund

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.

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 "Withdrawals and Refunds" section. If there is a credit balance remaining on the student account after all calculations are complete, a refund will be issued to the student.

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

The preceding policy is part of the financial contract the student makes with the College. Westminster College assumes that by entering the College and registering the student accepts these terms. No other contract or promise is binding on the College unless it is in writing and signed by the President, Vice President and Dean of Faculty, or Vice President for Business and CFO.

FINANCIAL AID

SCHOLARSHIPS AND FINANCIAL AID

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

The Director of Financial Aid determines whether a student satisfies the stated conditions for eligibility for financial aid. However, mitigating circumstances are taken into consideration when eligibility is determined. Students may appeal the Director's decisions regarding their eligibility for financial aid to a committee composed of the Dean of Students, the Vice President and Dean of Faculty, Dean of Enrollment Services, the Director of Academic Advising, 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 four categories: grants, loans, employment and scholarships. The remainder of this section deals with each individual category. A student's total award 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 Perkins Loan is the submission of the Free Application for Federal Student Aid. Priority for Supplemental Educational Opportunity Grant (SEOG) and Perkins Loan funds are given to students who are accepted for admission and whose financial aid application results have been received by the Office of Enrollment Services on or before February 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 approximately \$602 to \$5730 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 February 15th.

Access Missouri Award

Missouri residents who file the FAFSA by April 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 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.

Westminster Out-of-State Grant

Students who are not residents of Missouri can be considered for this institutionally funded need-based grant by demonstrating financial aid based on the FAFSA results. These grants are awarded for one academic year based on funding appropriations, and can be renewed if the student files the FAFSA and maintains satisfactory academic progress.

Breakthrough Award

To be considered for this non-need, non-merit, institutionally funded award, students must file the FAFSA. These grants are awarded for one academic year based on funding appropriations, and can be renewed if the student files the FAFSA, demonstrates financial need, and maintains satisfactory academic progress.

Westminster Grant/Loan

The Westminster Grant/Loan program is designed to help the student who needs extra assistance to attend Westminster College. The award is considered a Westminster grant if the student maintains status as a full-time student. If the student ceases to be enrolled as a full-time

student, the grant immediately becomes a loan with an interest rate equal to that of the current Federal Perkins Loan. A promissory note is signed before crediting the award to the student's account. If a student graduates from Westminster College, the award remains a Westminster grant and need not be repaid. This offer is usually made when an upper-class student has not achieved the required cumulative grade point average to renew an academic award.

LOANS

Federal Perkins Loan

The Perkins Loan program is authorized by the Higher Education Act as amended in 1972 and 1976 and re-authorized by the subsequent Educational Amendments. The act provides for the creation of loan funds from the federal government, matched in part by the College, from which students may borrow on reasonable terms for the purpose of completing post-secondary education. Eligible students must be enrolled full-time, in need of the loan and maintain satisfactory progress throughout the course of study.

Students may not borrow more than \$5,500 in one year or exceed a total of \$27,500 during their entire undergraduate collegiate career. The borrower must sign a promissory note for this loan, evidencing an obligation and agreeing to the interest and repayment terms established by law, Perkins Loan Data Sheet, and complete on-line Entrance Loan Counseling. The law establishes certain basic considerations covering student loans; repayment of the loan, at a minimum of \$40 per month, must begin nine months after the borrower ceases to be a half-time student and be completed within ten years thereafter. No interest on the student loan may accrue prior to the beginning of the repayment schedule and interest thereafter is to be paid at the rate of 5 percent per year. The borrower's obligation to repay this loan is to be canceled in the event of death or permanent and total disability of the borrower. There are also cancellation and deferment provisions for teaching in low-income areas and military or related services. Detailed information is provided to students at the time of signing the promissory note or may be obtained from the Business Office. These loans require an Exit Interview prior to graduation. Failure to do so will result in the diploma and/or transcript being withheld.

Federal Direct Subsidized Stafford 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 4.66%. 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 1.072% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

Federal Direct Unsubsidized Stafford Loan

Students, who are determined to be ineligible for the maximum subsidized amount of the Federal Stafford Loan, may borrow under the Federal Unsubsidized Stafford Loan Program. The combination of Federal Subsidized Stafford Loan and Federal Unsubsidized Stafford Loan may not exceed the annual and aggregate limits for loans under the Federal Stafford Loan program. The interest rate of the Federal Unsubsidized Stafford Loan is 4.66%; the interest, however, begins

accruing at the time of disbursement. An origination fee of 1.072 % will be deducted from the proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

Federal Direct PLUS Loan

Parents of dependent students may borrow funds under the Federal PLUS Loan program, provided they do not have an adverse credit history. The cost of attendance at the institution where you are enrolled and the amount of financial assistance awarded to each student determine the maximum amount that may be borrowed. The fixed interest rate for borrowers is 7.21%. An origination fee of 4.288% will be deducted from the loan proceeds prior to disbursement. Further information is available from the Office of Financial Aid.

Short Term Emergency Loan

The College has a short-term emergency loan fund to assist students in meeting immediate educational expenses. Amounts vary and usually will not exceed \$100. Details regarding procedures, interest rates and repayment terms are available from the Office of the Dean of Student Life.

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 fund the FWSP. College Employment is funded entirely by Westminster. It is the student's responsibility to secure a position. The Office of Financial Aid will assist with this 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.

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. Complete

details are available from the Army ROTC Enrollment Office, 221 Crowder Hall, Columbia, MO 65211 (573) 882-2657.

Air Force Reserve Officer Training Corps (AFROTC) Scholarships

The Air Force Reserve Officer training Corps (AFROTC) provides you the opportunity to become a United States Air Force officer while completing your college degree. The program combines traditional undergraduate education with military instruction and will prepare you to tackle the leadership challenges awaiting the Air Force in the 21st century. Each semester you will enroll in an AFROTC class in conjunction with a two-hour Leadership Lab in which your classroom learning will be put to the test. You may also earn a minor in Aerospace Studies by completing 12 semester hours taught by Aerospace Studies instructors and 3 additional semester hours of course work approved by the Department of Aerospace Studies in the academic area of history, political science, sociology, military science disciplines, or peace studies.

High School Seniors: Air force ROTC offers an excellent scholarship program for highly qualified students. Many of these scholarships pay full tuition. All of the scholarships include an annual textbook allowance and a tax-free monthly stipend of \$250-400 each month during the academic year. The high school scholarship application period runs from May of your junior year until Dec 1 of your senior year. Competition is based on the whole-person concept. Please visit www.afrotc.com for the most current scholarship information.

In-College Students: You can join AFROTC your freshman or sophomore year and compete for one of the many scholarship offers that 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 of \$250-400 per month during the academic school year. Visit www.afrotc.com for the most current In-College scholarship information.

To enroll in AFROTC your freshman/sophomore year you 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

Starting salary of approximately \$45k, increasing to over \$64K in four years (salary varies depending on location and dependent status)

- 30 days vacation with pay each year
- Free medical and dental care
- Up to 100% of postgraduate tuition paid
- World-wide travel opportunities

After graduation from college and successfully completing all Air Force ROTC requirements, you 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 you graduate 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 Enrollment Services. 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 package.

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 enables the College to award its merit-based Westminster scholarships. Criteria for the following awards may be obtained from the Office of Financial Aid.

- Dick Ault Scholar-Athlete Scholarship, Endowed
- Claiborne L. Barber Endowed Scholarship, Endowed
- Sam and Susan Barnes Scholarship Endowed
- William T. & Christopher Warren Barnes Endowed Scholarship, Endowed
- Barrow Family Memorial Scholarship, Endowed
- Barthel Scholarship Endowment, Endowed
- Bates Family Scholarship Endowment, Endowed
- Bennett Family Scholarship, Endowed
- Beta Theta Pi, 125th Celebration Endowed Scholarship Fund, Endowed
- Dr. William Bleifuss Memorial Scholarship, Endowed
- Bloom Family Scholarship Endowment, Endowed
- Walter A. Boyd, Jr. Award, Endowed
- Mary Burton Bridgewater Scholarship, Endowed
- Hugh M. Briggs Scholarship Endowment, Endowed
- Brookby Family Scholarship, Endowed
- Robert Michael Brown Memorial Scholarship Fund, Endowed
- Chase A. Brumm Memorial Scholarship, Endowed
- Peter Allan Childs Endowed Scholarship, Endowed
- Joe B. Clarke, Jr. Endowed Scholarship, Endowed
- Class of 1956 Endowed Scholarship, Endowed
- Brevator J. and Mary Richards Creech Memorial Scholarship Endowment, Endowed
- Bill Cross Endowed Scholarship, Endowed
- Crump/Detweiler/Baker Scholarship Endowment, Endowed
- Dr. John Rood Cunningham Endowed Scholarship, Endowed
- Leif C. Dahl Memorial Endowed Scholarship, Endowed
- Westminster Dames Endowed Scholarship, Endowed
- Edith and Harry Darby Scholarships, Endowed
- James L. Darling Memorial Scholarship Fund, Endowed
- Robert L.D. and Lois B. Davidson Scholarship Endowment, Endowed
- Cameron and Jessie Day Prize in Biology, Endowed
- John Dorsch Scholarship, Endowed
- A. Randle Elliott Memorial Scholarship, Endowed
- Sara Elliott Memorial Scholarship, Endowed
- Robert L. Epperson - Phi Kappa Psi Scholarship, Endowed
- Stephen Leigh Bransford Frailey Memorial Scholarship Endowment, Endowed
- Robert Porter Galloway Memorial Scholarship, Endowed
- Hoyt D. Gardner Scholarship in Premedical Education, Endowed
- Andrew S. Glaze Scholarship, Endowed
- Frank N. and Louise Gordon Endowed Scholarship, Endowed
- Jane Maughs Grant Memorial Scholarship Endowment, Endowed
- Dr. John B. Grow Endowed Scholarship, Endowed

- Allen D. and Jane B. Harper Endowed Scholarship, Endowed
- Ramey Wilson Harper Memorial Scholarship, Endowed
- S. Rodney Hastings Endowed Scholarship, Endowed
- Ernest Hazel, III Endowed Scholarship, Endowed
- William Randolph Hearst Endowed Scholarship, Endowed
- E. C. "Slick" Henderson, Jr. Scholarship Fund, Endowed
- Judy and Thomas H. Hicks Endowed Scholarship, Endowed
- James B. Hight Endowed Scholarship, Endowed
- Dr. Paul S. Hoe Memorial Scholarship Fund, Endowed
- Robert G. and Ruth H. Hoerber Scholarship, Endowed
- James P.V. Howell Endowed Scholarship, Endowed
- Margaret McDonald Jaeger Psychology Endowed Scholarship, Endowed
- John R. Johnson Endowed Scholarship, Endowed
- Christopher S. and Joyce T. Jones Memorial Scholarship Fund, Endowed
- Kappa Alpha Order Endowed Scholarship, Endowed
- Kappa Alpha Theta Founders Scholarship, Endowed
- Zeta Zeta Alumni Endowed Scholarship, Endowed
- Kavanaugh Family Scholarship, Endowed
- Dr. John B. Kelly Endowed Scholarship, Endowed
- Coach Don Kuhn Endowed Scholarship, Endowed
- Clarence C. Lang Memorial Scholarship Endowment Fund, Endowed
- Ross Livermore Memorial Scholarship, Endowed
- Jack Marshall Scholarship, Endowed
- J. Layton & Isabelle Matuze Endowed Scholarship, Endowed
- P. Nicholas McDaniel Endowed Scholarship, Endowed
- McFarland Family Scholarship, Endowed
- Dr. Karl V. McKinstry Memorial Scholarship, Endowed
- Connie Jean Meyer Scholarship Fund, Endowed
- Neel Trustee Scholarship, Endowed
- Mr. and Mrs. T. J. Neukomm Scholarship Endowment, Endowed
- Nierenberg Family Scholarship Fund, Endowed
- Panettiere Family Foundation Scholarship, Endowed
- Jarrett Kellogg Parker Scholarship, Endowed
- C.H. and Martha Parkins Endowed Scholarship, Endowed
- Dr. William E. Parrish Academic Scholarship, Endowed
- William E. Pearce Endowed Scholarship, Endowed
- Paul M. and Mildred E. Peterson Scholarship Fund, Endowed
- Vernon W. and Marion K. Piper Scholarship for Overseas Study Endowed Scholarship, Endowed
- Jim Reed Family Endowed Scholarship, Endowed
- Sally W. Reynolds Endowed Scholarship, Endowed
- Dr. Ralph and Mrs. Eleanor Rinne Pre-Medicine Scholarship, Endowed
- W. Philip and Mildred M. Ross Lewis County and Knox County, Missouri Scholarship, Endowed
- Harry L. Ryburn, Jr. Memorial Scholarship Fund, Endowed
- Harry N. Schweppe, Jr. Memorial Scholarship, Endowed
- Shields Family Scholarship, Endowed
- John E. Simon Fund, Endowed
- F. Brooke Sloss Memorial Endowed Scholarship, Endowed
- Lieutenant Raymond E. Smallwood Memorial Scholarship Fund, Endowed
- Robert Lee Smyth Memorial Scholarship Fund, Endowed
- Southwestern Bell Telephone Company Endowed Scholarship, Endowed
- Sweazey Family Scholarship Endowment, Endowed
- Taylor Family Endowed Scholarship, Endowed
- L. Norman Thornton Memorial Athletic Scholarship Fund, Endowed
- William H. Tyler Internship Scholarship, Endowed
- Barclay Van Dyke Scholarship Endowment, Endowed
- Gupton A. and Grace S. Vogt Scholarship Endowment Fund, Endowed
- Dr. Robert G. Volz Scholarship Fund, Endowed
- Linda Doolin Ward Endowed Scholarship, Endowed
- Frank W. Wayne Family Scholarship Endowment, Endowed
- Dr. and Mrs. Marion A. Webb Scholarship Endowment, Endowed
- Frank B. Whitbeck Scholarship Fund, Endowed
- H. Clinton White Memorial Scholarship Endowment, Endowed
- White Family Scholarship, Endowed
- W. C. Whitlow Outstanding Senior Phi Delta Theta Scholarship, Endowed
- Ron & Dianne Winney Endowed Scholarship, Endowed
- Woodward Family Endowment Fund, Endowed
- Philip H. Young Memorial Scholarship, Endowed
- Dr. Peter and Jane Yu International Student Scholarship, Endowed
- Marvin O. and Sue C. Young Endowed Scholarship, Endowed
- Davis United World College Scholars Program, Endowed
- John R. Elrod Endowed Scholarship, Endowed
- The Judge E. B. Adams Memorial Scholarship, Endowed
- The Chester and Helena Alexander Award, Endowed
- The John James Alexander Scholarship, Endowed
- The James W. Allison Scholarship, Endowed
- The Nancy M. Anderson Scholarship, Endowed
- John J. Andrews and Anna K Andrews Mathematics Award, Endowed
- The George Aull Memorial Scholarship, Endowed
- The Raimer L. Baltzell Memorial Scholarship, Endowed
- Barbee Scholarship Fund, Endowed
- The Barnette Scholarship, Endowed
- George W. Bartley and George A. Campbell Scholarship Fund, Endowed
- The Alan C. Beck Memorial Scholarship Fund, Endowed
- The General M.F. Bell Scholarship, Endowed
- The Mrs. J.W. Blackburn Scholarship, Endowed
- The C. F. and Blanche Bloker Scholarship, Endowed
- Reese Bowen Boyce Endowment Scholarship, Endowed
- The Orlando Bradley Memorial Scholarship, Endowed
- The Edward David Brand Memorial Scholarship, Endowed
- The W.J. and Virginia Briggie Scholarship Endowment, Endowed
- The Brooks Bible Prize Endowment, Endowed
- The Ella E. Brown Memorial Scholarship, Endowed
- The G.H. Brown Scholarship, Endowed
- The Philip Bury Scholarship, Endowed
- The C. Trigg Campbell Scholarship, Endowed
- The Given Campbell Memorial Scholarship, Endowed
- James Angus Carr Memorial Scholarship, Endowed
- The John M. Cave Award, Endowed
- The J.P. Cayce Scholarship, Endowed
- The Claggett Memorial Scholarship Fund, Endowed
- The William H. Clark Scholarship Endowment, Endowed
- The Samuel Clelland Memorial Scholarship, Endowed
- The John H. Converse Scholarship, Endowed
- The Catherine Baker Coons Scholarship, Endowed
- Samuel John Coultas Memorial Scholarship, Endowed
- The Elizabeth Swan Craig Memorial Scholarship, Endowed
- The R.B. Craig Memorial Scholarship, Endowed
- The Culver Scholarship, Endowed
- The Clara A. (Phoebe) Dalton Fund, Endowed
- The Harry E. Darr Scholarship, Endowed
- The Forrest DeBernardi Memorial Scholarship Fund, Endowed
- The Claude Luverne Duff Memorial Scholarship, Endowed
- The Mrs. Oliver Eitzen Scholarship, Endowed
- The Marie Ellis Estate Fund, Endowed
- The Mr. and Mrs. E. E. Elsea Scholarship, Endowed
- The John William Faessler Scholarship, Endowed
- The J. G. Finley Scholarship, Endowed
- The Anna Foster Ford Scholarship, Endowed
- The Rev. John Preston Foreman Scholarship, Endowed
- The Thomas Henry Forrester, Jr. Scholarship Endowment, Endowed
- The George W. Foster Scholarship, Endowed
- Helen C. Foster Scholarship Fund, Endowed
- The James N. Foster Scholarship, Endowed
- The Reverend Thomas Gallaher, D.D., Memorial Scholarship, Endowed
- The John Samuel Garth Scholarship, Endowed
- The William E. Garvin Memorial Scholarship, Endowed
- The L.E. and Lawrence Gault Scholarship, Endowed
- The Clifford Willard Gaylord Foundation Scholarship, Endowed
- Dr. C. Stewart Gillmor and Dr. William L. Gillmor Endowed Scholarship, Endowed
- The Darius Gittings Scholarship, Endowed
- The Lucy A. and J.G. Goodwin Scholarship, Endowed
- E.C. Gordon Memorial Scholarship, Endowed
- The B.G. Grant Scholarship, Endowed
- The A.P. Green Scholarship, Endowed
- James D. Grigsby Endowed Scholarship, Endowed
- The A.C. Harriman Scholarship, Endowed
- The H.A. Harris Scholarship, Endowed
- Frances Rebecca Harrison Memorial Fund, Endowed
- The Sue N. Hatcher Scholarship, Endowed
- The W.A. Hurt Scholarship, Endowed
- The Mrs. Eugene Jaccard Scholarship, Endowed
- The Franklin R. Jackes Memorial Scholarship, Endowed
- The James M. Johnson Scholarship, Endowed
- The Andrew J. Jordan Scholarship, Endowed
- The Charles Wayne Julier Memorial Scholarship, Endowed
- The George W. Kemp Scholarship, Endowed
- The Charles Krueger Scholarship, Endowed
- The John B. LaMar Endowed Scholarship, Endowed
- The Henry John Latshaw, III Memorial Endowment Fund, Endowed
- The Dr. S.S. Laws Scholarship, Endowed
- The J.B. Leinweber Scholarship, Endowed
- The Robert B. Lowary III Scholarship Fund, Endowed
- The H.W. MacCarthy Memorial Scholarship, Endowed
- Judge George B. and Charles R. Macfarlane Scholarship, Endowed
- The William Jefferson Marshall Scholarship, Endowed
- The D.E. McArthur Scholarship, Endowed
- The J.A.B. and Cordelia McElroy Scholarship, Endowed
- The McQueen/Sweazey Award for Mathematics, Endowed
- Edmund F. and Irene B. Miller Endowed Scholarship, Endowed
- The Eva Scott Miller Scholarship, Endowed
- The John N. Miller Scholarship, Endowed

- Ned O. Miller Memorial Leadership Scholarship, Endowed
- The Mary J. Milster Scholarship, Endowed
- The Modern Litho Print Company Scholarship Endowment, Endowed
- The Amanda A. Morgan Scholarship, Endowed
- The Nancy Murphy Scholarship, Endowed
- George W. F. Myers Endowed Scholarship, Endowed
- The Lewis C. Nelson Bible Scholarship Fund, Endowed
- The Donald Nordmeyer Memorial Scholarship, Endowed
- The Annie R. Page Scholarship, Endowed
- The William and Susan Parker Scholarship, Endowed
- The Pasley Scholarship, Endowed
- The William S. Potts Scholarship Fund, Endowed
- The Reader's Digest Foundation Scholarship Fund, Endowed
- The Mrs. Sarah Reid Scholarship, Endowed
- The Rimmel History Award, Endowed
- Frederick Randolph Rosser Scholarship Fund, Endowed
- William Sausser Scholarship Fund, Endowed
- The Ira S. Schreiber Memorial Scholarship, Endowed
- The John Liggett Scott Memorial Scholarship, Endowed
- The John B. Shepherd Scholarship, Endowed
- Elizabeth Foster Smiley Scholarship Fund, Endowed
- The Ada L. Smith Scholarship, Endowed
- The Joseph A. and Catherine M. Smith Scholarship, Endowed
- The Lee Smith Scholarship, Endowed
- The T.C. Smith Scholarship, Endowed
- Frank Woolford Sneed Memorial fund, Endowed
- The Gladys Sommers Memorial Scholarship, Endowed
- The South Dardenne Presbyterian Church Scholarship, Endowed
- The Andrew Sproules Scholarship, Endowed
- The St. Charles 1st Pres. Church Scholarship, Endowed
- The James D. Street Memorial Scholarship, Endowed
- The David Sutherland Scholarship, Endowed
- The Mrs. Eliza T. Taylor Scholarship, Endowed
- The Littell-Thomas Schlp. of Walkup Grove Chr., Endowed
- The Jessamine Wallace Scholarship, Endowed
- The Judge and Mrs. W.H. Wallace Scholarship, Endowed
- The Charles Wiggins Scholarship, Endowed
- George H. Williams Endowment Fund, Endowed
- The Sarah A. Young Scholarship, Endowed
- John S. Penney Endowed Scholarship, Endowed
- Jane Elizabeth Roche Webb Endowed Scholarship, Endowed
- Dr. Ernest H.K. Hillard Scholarship, Endowed
- June McAllister Fowler and Flint Woodruff Fowler Endowed Scholarship, Endowed
- Greg Richard Internship Endowed Scholarship, Endowed
- Kenyon S. Latham Endowed Science Scholarship, Endowed
- Dr. John E. Schultz Endowed Scholarship, Endowed
- Dr. Therese A. Miller Endowed Scholarship, Endowed
- Dr. John G. Campbell Memorial Endowed Scholarship, Endowed
- Edward Jones Endowed Scholarship, Endowed
- Homer E. Backer Annual Scholarship, Annual
- Fulton Colleges - Board of Associates Annual Scholarship, Annual
- Cranshaw Annual Scholarship, Annual
- William D. Felder Leadership Grant, Annual
- Freedom Internship Annual Scholarship, Annual
- Christopher B. Ghan and Family Annual Book Scholarship, Annual
- Randy Hendrix Annual Books Scholarship Fund, Annual
- Metro St. Louis High School Annual Scholarship, Annual
- Morton Family Annual Scholarship, Annual
- Price Family Scholarship for Students from Louisiana, Annual
- Robinett Family Association Annual Scholarship, Annual
- Jane Elizabeth Roche Webb Annual Scholarship, Annual
- Art and Kitty Rueck Annual Scholarship, Annual

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, as long as the scholarship recipient maintains the required cumulative grade point average specified for his or her scholarship. No scholarship will be renewed for an amount greater than the original award. Scholarship renewals are determined annually following the spring semester.

Churchill, Trustee's, and President's Scholarships

Students who have at least a 26 ACT or 1800 SAT and at least a 3.25 high school grade point average will receive an invitation to participate in the scholarship interview competition to be considered for the

Churchill, Trustee's and President's Scholarships ranging from \$7,500 to full tuition. The interview competitions will be held in the Spring, and recipients will be notified after the third competition has been completed. In order for a scholarship to be renewed in "part" or in "full", recipients must achieve a cumulative grade point average of 2.50 or higher. A cumulative grade point average of 3.30 or higher is required for full renewal of a Churchill Scholarship. Full renewal of a President's, or Trustee's Scholarship requires a 3.00 cumulative grade point average. A student with a cumulative grade point average of at least 2.50 but below the minimum required grade point average for full renewal would receive a revised scholarship at a percentage of the original. In the event that a scholarship recipient subsequently receives financial aid from another source, the total aid package will be re-evaluated.

Dean's Scholarship

To be considered for a Dean's Scholarship ranging from \$4,000 - \$7,000, students must have at least a 23 ACT or 1590 SAT and at least a 3.00 high school grade point average. Awards will be made on a competitive basis, taking into consideration standardized test scores, high school grade point average, class rank and participation in extra-curricular activities. The Dean's Scholarship requires a 2.50 cumulative grade point average for renewal. No partial renewal will be made of a Dean's Scholarship. In the event that a scholarship recipient subsequently receives financial aid from another source, the total aid package will be re-evaluated.

Transfer Scholarship

Transfer students who have a college cumulative grade point average of at least 2.75 can be considered for a Transfer Scholarship ranging from \$5,000 to \$8,500. Full renewal of a Transfer Scholarship requires a 3.00 cumulative grade point average. A student with a cumulative grade point average of at least 2.50 but below the minimum required grade point average for full renewal would receive a revised scholarship at a percentage of the original.

Maintaining Financial Aid Eligibility

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

Total hours completed and recognized by Westminster College for degree completion	0-26	27-56	57+
Minimum Cumulative GPA	1.65	1.85	2.00
Minimum % of total hours completed (Measured as hours earned ÷ hours attempted)	67%	67%	67%
Maximum total hours attempted allowed to complete degree requirements for current primary program of study	150% of the specific degree programs published length of 122 hours completed, which is 183.		

Standards of Academic Progress (SAP) Evaluation

1. SAP is calculated annually after the spring semester following the student's first term of enrollment as a regular degree-seeking student, including new students who are admitted on academic probation.

2. Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured.
3. Changes in major may alter your SAP status, which is based upon the current degree level pursued; therefore, if you change majors, you may be permitted to go beyond the 183 attempted hours.
4. Students meeting the standards listed above when calculated will be in SAP Good Standing.
5. SAP Suspension will be imposed for students not meeting the requirements shown above, and they will be ineligible for financial aid during the period of suspension. (See Appeals.)
6. Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been received previously.
7. Students who are on academic dismissal will be on SAP Suspension (See Appeals.)
8. Eligibility is reestablished after the student improves their academic record to meet the minimum standards or an appeal due to unusual and/or mitigating circumstances is approved.
9. Students are held responsible for knowing SAP eligibility criteria and their status at the end of each academic year. Please contact the Office of Financial Aid if questions arise.

Grades

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

Additional Earned Credits

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

Transfer Students

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

Re-admit Students

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

Appeals and Reinstatement

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.
2. To appeal, the student must submit a letter to the Office of Financial Aid no later than 15 business days before the beginning of the semester for which reinstatement is desired. This should explain in detail why they failed to meet the minimum SAP standards, what unusual and/or mitigating circumstances caused the failure, and how their situation has improved to allow the student to meet the SAP standards at the next evaluation.
3. The SAP Appeal Committee's decision will be sent to the student by mail or electronic means. Approvals will be granted for students who will be able to meet SAP standards by the end of the next payment period, or the student will be placed on an academic plan that will ensure the student is able to meet SAP standards by a specific point in time.
4. Appeal approval notifications will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be 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.
6. SAP Appeals Committee decisions cannot be appealed to another source.
7. Students who raise their cumulative standards to equal or exceed the minimum requirements should contact the Director of Financial Aid to see if they may be reinstated to SAP Good Standing from that point forward.
8. The SAP Appeals Committee members are the Dean of Student Life, Associate Dean of Faculty, and Registrar.

STUDENT LIFE

A Westminster education is much more than the completion of a series of courses. While learning about physics, psychology, and history is critically important, so is learning how to lead, work with others, and apply your classroom knowledge to your profession. These lessons are often learned outside formal classes, in student organizations, campus activities, service projects, and internships.

Westminster's Student Life staff and programs are devoted to your success and learning. The key is that if you need help, want a certain experience, or have a question – ASK! That's why we're here.

Following are brief explanations of some of our programs. Much more detail is available on the web site and in the Student Handbook, available at:

www.westminster-mo.edu/studentlife/Documents/handbook.pdf.

Residential & Greek Life

The Office of Residential & Greek 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 Life Handbook at <http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>.

Westminster College has a long, rich tradition of Greek Life dating back to the late 1800's. Currently there are approximately 45% of our student body active in fraternities and sororities. The Office of Residential & 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, doing community service and promoting academic success.

Westminster hosts six men's organizations on campus, in addition to three chapters for women. The Interfraternity Council (men's governing board) and Panhellenic Council (women's governing board) both host a formal 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 success of our Greek organizations, and determine whether Greek Live 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 five dimensions: social, emotional, physical, vocational, and mental. Education and prevention-oriented programs are available on campus to encourage students to make good decisions regarding nutrition; exercise; tobacco, alcohol and other drug use; sexual behavior and other lifestyle issues. 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 problems, including relationship and family problems, stress and anxiety, substance abuse, eating disorders, educational and career alternatives, communication skills, GLBT issues, depression, and spiritual concerns. Consultative services are available to student groups concerned with issues that arise from the college environment. Also, staff members are available for consultation with any of the 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. Emergencies are handled at the Callaway Community Hospital where a physician is always on duty.

Wellness Program

Helping students make informed, responsible lifestyle decisions is the primary aim of our **Wellness Program**, which is comprised of the **HealthTrek Fitness Program; Nutrition Services; Peer Health Educators; and Outreach Programs**. All of these services are offered at no charge to Westminster's students. Students have plenty of opportunities to improve their fitness through **HealthTrek**, which offers 1) a variety of fitness classes, such as step aerobics, pilates, yoga, martial arts, kickboxing, and "ab lab"; 2) Days of Fitness Incentive Program, in which students work towards a goal of 25 or 50 days of fitness in a certain time frame; and 3) Get F.I.T. appointments with our Registered Dietitian to receive a personalized workout plan, body fat testing, BMI charting, and workout machine instruction. In addition to HealthTrek, our Wellness Program also offers **Nutrition Services**. Students may schedule a one-on-one nutrition session with a registered dietitian. Session topics can include developing a healthier eating plan, weight management, sports nutrition, food

allergies/sensitivities, eating disorders, digestive problems, and chronic health conditions (diabetes, high blood pressure, high cholesterol, etc.) Outreach Programs are also available for classrooms or student organizations on many health and wellness topics.

Student Health Forms and Required Immunizations

All new students entering Westminster College must have documented proof of measles, mumps and rubella and Tdap immunity and a questionnaire screening for tuberculosis. 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. These exemptions will be granted only after written evidence is submitted to the Dean of Student Life or his/her designated staff member. 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, the meningococcal vaccine or the HPV vaccine; however, we strongly encourage students to receive these vaccinations.

A student taking medication should indicate on the Student Health Form the specific medication and the reason for the medication. All medication in the student's possession must be clearly labeled with the name of the drug, dosage and number of pills, as well as the name of the doctor prescribing the drug. Students are encouraged to purchase lock boxes in order to secure their medication in their room.

The Student Health Clinic treats information contained on the Student Health Form as confidential, and it is the first item placed in the student's health chart. These charts are kept in locked cabinets and are not to be opened by student workers. The Health Form is required and must be completed before enrollment.

Any significant change in a student's health should be brought to the attention of the Executive Director of The Wellness Center or the Dean of Student Life.

Required Health Insurance

Effective with the start of the 2007-2008 academic year, Westminster College joined a growing number of the nation's institutions of higher education in requiring 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 at <http://www.westminster-mo.edu/optout> before the deadline established each semester. Please note: Students will automatically be billed for the insurance premium unless they opt out.

Peer Health Educators (PHE) is a group of student leaders that actively promotes healthy, safe and responsible living on Westminster's campus and in our community. These students go through a national certification training through the BACCHUS Network. PHE addresses topics such as healthy relationships; tobacco, alcohol and other drug use; sexual responsibility; fitness and nutrition. PHE coordinates events such as Wellness Week, Alcohol Awareness Week, and Safe Spring Break Week. One very popular and major health education effort of PHE is **Healthy Graffiti**, a weekly health information bulletin that is placed in all campus restrooms.

Center for Career Development

The Center for Career Development offers students a wide range of programs that are designed to prepare them for 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 on-line and print resource library, job searching assistance, and a centralized internship program are career-related services available to all students. Every year workshops are presented on Job Searching, Resume Writing, Interviewing, Networking, and the Application Process to Graduate School, among others. Additionally, the center also hosts a Professional Etiquette Dinner in the fall and includes business and community leaders as Table Hosts.

Every year a career fair is held - an event that typically attracts around 50-60 employers, study abroad programs and graduate schools. Throughout the year additional employers and graduate programs recruit on campus; these local, regional, and national opportunities are open to all qualified students. Services are provided by professional staff to all levels of students, freshmen through seniors, with the majority of services offered free of charge.

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 she or he is learning throughout the experience. The intern is the chief architect of his or her 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 faculty sponsor that the student is making his/her internship a true learning experience.

# credits	Site hours	Academic hours	Total hours	"per week" average* (based on 15 weeks)
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
11	385	110	495	25h 40m + 7h 20m
12	420	120	549	28 + 8

*This is an average – some weeks may be heavier than others.

The following assignments are recommended at the discretion of the faculty sponsor and count toward the academic hours:

- Weekly or bi-weekly learning journals
- Meetings with faculty sponsor to discuss internship and future plans
- Applicable readings
- Applicable events (on- or off-campus)
- Relevant research
- Informational interviews with professional(s) in the field
- Resume review/update with WC Center for Career Development
- Mock interview with WC Center for Career Development
- Additional assignments at the discretion of the faculty sponsor

The Emerson Center for Leadership & Service

The Emerson Center for Leadership & Service is committed to providing developmental opportunities, programs, and services that will lead students to become leaders of character who are committed to the values of integrity, fairness, respect, and responsibility and prepared to live a life of success, significance, and service. The six primary components of the Emerson Center for Leadership & Service include:

Leadership Studies and Leader Development

Students may elect to participate in an academic program leading to an Organizational Leadership Minor, or they may enroll in a variety of leadership classes or labs. A major in Organizational Leadership Studies can be obtained through the self-designed major option. Through a combination of course work and experiential learning opportunities, students will learn leadership theory and apply it in real-world situations. Leadership training is also available to individuals and campus organizations.

Community Engagement and Service-Learning

This office spearheads a variety of service-learning and community service opportunities. Community service is incorporated into many academic courses in all three academic divisions – these are considered *service-learning courses*. With over 0 active community service partnerships in Fulton and the surrounding area, community service opportunities are plentiful. Students may participate in one-day service projects, Alternative Spring Break service trips, and ongoing, long term options. Students are also able to develop and lead their own group service projects with the support of student service organizations like Westminster Service Corps, CIVICUS, Habitat for Humanity, and Blue Jay Buddies.

Intercultural Engagement Program

Learning to value the similarities and differences between people is an important lesson to learn during college. The Office of Intercultural Engagement is charged with providing opportunities for members of the Westminster College community to learn about the variety of people who make up the world around them.

Spiritual Life

The Office of Spiritual Life contributes to the holistic education and development of the Westminster community. Students, faculty, and staff are encouraged to explore their own faiths, values, and beliefs within our global context through service, study, worship, dialogue, and other experiential learning opportunities. Weekly Spiritual Life programming provides opportunities for conversation about core values, self-reflection and purposeful practices. The Spiritual Life office engages the existing campus culture of service and diversity and asks members of the community to reflect on their own beliefs and engage those of others. The Director of Spiritual Life also serves as campus chaplain for a diverse, interfaith community and works in collaboration with the Emerson Center for Leadership and Service. The Church of St. Mary the Virgin Aldermanbury Chapel is an important component of campus life and reflects the religious heritage of Westminster College. The Interfaith Advisory Board works to offer diverse programming relevant to our entire student body while the Christian Leadership Council strives to offer fellowship, study, and worship services to students on campus. The R & R space, offered in partnership with Reeves library, serves as an interfaith space for meditation, prayer, rest and reflection.

Student Involvement

This office is charged with advising student organizations, developing organizational leaders, and providing fun and engaging activities for the entire campus. Westminster currently offers over 60 student clubs and organizations. Student Government Association is also based out of the Student Involvement Office. Every student should have the experience of participating in student organizations and student activities.

International Student Services

International students represent over fifteen percent of the student body at Westminster College. This office encourages the internationalization of the College and works in collaboration with other campus offices to promote and foster the diverse community that makes our college so unique. The office provides support to prospective and incoming international students, international students currently attending Westminster, as well as those who have graduated. The Office of International Student Services is also an advocate for the international students to make sure all issues and needs are heard and addressed.

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 your course load. For any semester in which you intend to reduce your course load, you must complete an **Application for Reduced Course Load** (available from the Office of International Student Services) and have your academic advisor sign the form. Student and advisor will be notified if this request is denied.

Intercultural Engagement

The ability to communicate and work with people who are both different and similar to ourselves is a leadership skill that is becoming increasingly important, not only in the professional world but in our personal lives. The Office of Intercultural Engagement is charged with

creating the opportunities where members of the Westminster College community can gain the tools to thrive in a diverse environment and to connect with people who are different from themselves. Our programming is centered on diversity education, the celebration of different cultures and traditions, open discussion of diversity topics, and leadership development from a cross-cultural perspective.

This office also supports the needs and concerns of historically underrepresented student populations and those of the diversity and multicultural student organizations at Westminster. Together with these student populations and organizations, the office creates awareness and celebrates the similarities and differences among the members of the Westminster community.

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, and tennis. Women compete in basketball, cross country/track and field, golf, soccer, softball, tennis, and volleyball. Football is a member of the Upper Midwest Athletic Conference.

Intramurals

Also a part of the Athletic Department, the intramural program provides exercise, recreation, and the practice of good sportsmanship in an atmosphere of healthy, spirited competition. This program sponsors both men's and women's intramural sports programs throughout the fall and spring semesters at Westminster. This program also offers the annual Jingle Bell Bash held during finals weekend of the fall semester.

Student Publications

Students may earn college credit while gaining practical experience in journalism and campus publications.

The Columns campus newspaper publishes several issues each year with funding from Student Government Association.

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. Students play an active role in the enforcement of college rules and regulations by their participation on the Student Judiciary Board and the Honor Commission. More specific information is contained in the Student Life Handbook, which is located on the Westminster website at <http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>.

WITHDRAWAL POLICY AND INFORMATION

The deadline to drop classes without transcript notation is the seventh day of classes in the fall and spring semester. Students who withdraw **from school** during the 8th-17th day of classes will receive the grade of W for their courses. In the fall and spring semesters, a student may withdraw from a course during the period which begins after the 17th day of classes and ends fifteen class days after midterm (see the academic calendar for dates.) For the summer online session a student can drop a course within the first three class days and withdraw within the first 21 class days. During the winter or May terms students have two days to drop or 11 days to withdraw from a course. No change of schedule is effective until the Academic Advisor has approved the schedule change.

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. 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.

If a student withdraws from the College, he or she must apply and be accepted by admissions to re-enroll. It is not possible to withdraw from a course after the end of the withdrawal period except for military activation or medical reasons (see Medical Withdrawal Policy below.) A student may withdraw for medical reasons up to two weeks before the beginning of finals week. After this point a student may be eligible to receive incomplete grades. Withdrawal for medical reasons does not relieve a student of any financial obligations at 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 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 you want to request a medical withdrawal – whether it be from all or just some courses – you should involve your academic advisor, the Vice-President/Dean of Student Life, and the Executive Director of The Wellness Center.

Who Qualifies for a Medical Withdrawal

A student must be significantly affected by a health-related problem to the degree that s/he is unable to successfully engage in academic work. The types of problems that qualify for a medical withdrawal range from situations affecting one's physical capabilities (i.e. significant and/or chronic physical ailments/illnesses) to severe mental health concerns. It is important to note that each medical withdrawal is determined on a case-by-case situation and having one of these challenges may not, alone, qualify individuals for this policy since many students are able to manage these health problems and succeed in their courses. However, a medical withdrawal is appropriate when the level of challenge exceeds one's ability to continue with the present course load.

Verification by a Health Care Professional

A health care professional (i.e. medical doctor, nurse practitioner, licensed psychologist, licensed clinical social worker, etc.) must provide a statement that verifies that a significant physical or mental health concern exists and specifically how this is affecting the student's level of academic engagement. This letter should be sent directly to the Vice-President/Dean of Student Life; however, if the nature of the health concern is such that the student does not want to share this with the Dean, the letter can be sent to the Executive Director of The Wellness Center. The Wellness Executive Director will then give a recommendation to the Vice-President/dean of Student Life. This verification letter must include the following information: a) a medical rationale/diagnosis and date initially seen; b) the extent and timing of contact with the student (e.g., family physician, one-time visit, inpatient treatment, six-weeks of counseling) which must be more than 1 session or appointment to documents progress; c) the extent to which the physical and/or mental health concern is directly impacting the student's academic engagement; and d) a short prognosis/treatment recommendation and an estimate of future/potential missed class days due to treatment/rehabilitation, etc.

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 his/her 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 in order 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: It is important for international students 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

These forms are available in the Office of Student Life. If you are certain that you will be withdrawing from all courses, use the *Notification of Withdrawal* form that requires you to collect five signatures (Advisor, Financial Aid Officer, Business Office representative, Residential Life Office representative, and Vice-President/Dean of Student Life), to state your reason for withdrawing, and to indicate if your withdrawal will be for medical reasons. If you are choosing to withdraw from one or more courses, but not all of your courses, you should submit a *Medical Withdrawal* form for each class you are leaving. This form requires three signatures: advisor, the course instructor and the Vice-President/Dean of Student Life. These forms, along with the verification of your health care provider, provide enough information on which the Vice-President/Dean of Student Life and the Dean of Faculty can decide on whether to grant your withdrawal request. These completed forms should be returned to the Office of Student Life. When a student is physically unable to initiate the process and gain the necessary signatures, they may designate a parent or other representative to do so.

NOTE TO STUDENTS WITHDRAWING FROM ONE OR MORE COURSES, BUT NOT ALL COURSES: Until ALL signatures have been obtained for each course from which you are choosing to withdraw and documentation has been received for a health care provider, you should continue attending the class(es). You are considered enrolled in the class until you 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), s/he will be dropped from the class(es) without a transcript notation. If a student withdraws from school during the 8th-17th day of classes, s/he will receive a grade of W for their course(s). If a student withdraws after the 17th day, s/he will receive withdrawal grades (WP or WF) unless s/he is 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" on their transcript.

Financial Implications/Refunds

It is very important that students 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, s/he may receive a refund based on the refund schedule in the Tuition & Fees section of this catalog. Questions regarding the refund should be directed to the Business Office and Financial Aid Office.

Re-Admission Due to Medical Withdrawal

Regardless of the length of their absence, students receiving a complete medical withdrawal must complete two requirements before re-entering Westminster College. The first is to formally apply for re-admission through the Admissions Office. This is a very simple procedure but required. Secondly, former students will provide evidence that those factors upon which the medical withdrawal was granted are now diminished to the point that the student can become fully engaged in his/her academic work. In order to document this change of circumstances, the student must:

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

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

Factors that Positively Influence Your Receiving a Medical Withdrawal

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

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

*Parents or guardians are involved in the 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 guardian to be contacted and involved in this process;
- The student's health is endangered to the point that s/he is unable to understand the gravity of the situation or is incapable of making an informed and responsible decision regarding his/her academic and/or healthcare options.

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 from the College if they determine that the student cannot successfully complete the semester. In addition, when, in the judgment of the Dean of Student Life and the Executive Director of The Wellness Center, 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 behavioral incident or somewhat less severe but persistent dangerousness or disruption over a more extended period of time. At the time of the involuntary withdrawal, the instructor for the course must submit a grade for the student's work in the course to the date of withdrawal. 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.

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 determine 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.

Involuntary Medical Withdrawal

Likewise, when a student is physically or psychologically incapacitated to the degree that s/he is not able to make reasoned health care

decisions, the College reserves the right to mandate immediate medical care 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. The college will make every effort to provide support and counseling within the scope of its mission but may deem the student's needs are beyond the capabilities of the services we provide. In the case of an involuntary medical withdrawal, decisions made by the Vice President/Dean of Student Life and the Director of The Wellness Center may be appealed to the Dean of Faculty. 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.

Disruptive Student

When, in the judgment of the Vice President/Dean of Student Life and the Executive Director of The Wellness Center, a student, for whatever reason, has been deemed disruptive to the point of negatively affecting the college community, that student may be removed from college housing, suspended/dismissed/involuntarily withdrawn from the college, or otherwise limited in their classes or activities. At the time of an involuntary withdrawal, the instructor for the course must submit a grade for the student's work in the course to the date of the withdrawal. 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 Life and Director of The Wellness Center may be appealed to the Dean of Faculty.

COLLEGE-WIDE POLICIES

Policy on Complaint Resolution

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

The Missouri Department of Higher Education serves as a clearinghouse for postsecondary student complaints. The MDHE complaint policy may be found at: <http://www.dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION.pdf>.

This webpage contains information about the complaint process and includes instructions for how to file a formal complaint. Note that the policy provides that a student who wishes to file a complaint with the department must first exhaust all formal and informal avenues provided by the institution to resolve disputes.

The Higher Learning Commission, the accrediting agency for Westminster College, may be contacted at: The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411; Phone 800-621-7440/312-263-0456; Fax 312-263-7462; info@hlcommission.org

Westminster College Smoking Policy Effective July 1, 2010

Westminster College is committed to providing its students, employees, and visitors with a safe and healthy environment.

The 2006 U.S. Surgeon General's report on Involuntary Exposure to Tobacco Smoke concluded:

- Secondhand smoke exposure causes disease and premature death in children and adults who do not smoke.
- Exposure to secondhand smoke has immediate adverse effects on the cardiovascular system and causes heart disease and lung cancer.
- There is no risk-free level of exposure to secondhand smoke.
- The simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to environmental tobacco smoke.

Numerous studies, including studies from The National Cancer Institute, World Health Organization, Environmental Protection Agency, and U.S. Centers for Disease Control and Protection, have found that secondhand smoke is a toxic air contaminant, there are no safe levels of exposure, and **implementing smoke-free environments are the only effective way to protect the population** from the harmful effects of exposure to secondhand smoke.

In light of these findings, the Westminster College Smoking Policy – established on July 1, 1993* and amended in 1999** -- is revised as follows:

1. Smoking shall be prohibited in all college buildings, college-owned residences, and fraternity houses*.
2. Smoking is prohibited in college-owned vehicles**.

3. Smoking shall be prohibited in all outdoor areas of campus. The “campus” includes all owned facilities, athletic venues and college owned residential units***. This includes the campus areas from Jefferson St. to Hackberry (west of Hickman). and W. 8th Street to W. 4th Street.
4. In order to support this policy the campus shall make smoking cessation programs available to students, faculty and staff.

Campus Non-Smoking Areas:

Smoking is prohibited in all indoor and outdoor areas of the Westminster campus. “Campus” is defined as all areas on the campus map from Jefferson Street to Hackberry St. (west of Hickman) and W. 8th Street to 4th Street. Campus map is available on the Westminster College home page: www.westminster-mo.edu, or on page 3 of this catalog.

Fraternity houses will follow national fraternity guidelines and remain smoke-free indoors. Fraternity houses that opt to allow smoking on their property will designate one outdoor smoking area that is away from main entrances, walkways and windows and has an appropriate cigarette disposal container.

For the purpose of this policy, “smoking” is defined to include any lighted cigarette, cigar, pipe, hookah, bidi, clove cigarette, and any other smoking product.

All college employees, students, visitors and contractors are required to comply with this policy, which shall remain in force at all times.

Faculty, staff, students, and visitors who wish to smoke may only do so outside of campus boundaries or in personal vehicles. Questions and problems regarding this procedure will be handled through existing administrative processes and should be addressed by the Dean of Student Life.

It is not the intention of this procedure to isolate or stigmatize any person because they choose to smoke. The success of this procedure will depend on the thoughtfulness, consideration, and cooperation of smokers and nonsmokers.

Policy Enforcement:

Enforcement of the smoking policy is the shared responsibility of the entire campus. The success of this policy depends upon the courtesy, respect, and cooperation of all members of the Westminster community -- smokers and non-smokers, students and employees. Any members of the college community may take the initiative to inform individuals of the policy and politely ask for their compliance. Established disciplinary procedures will be applied to individuals who violate this policy.

ADA/Equal Access Policy

Under the Americans with Disabilities Act, the College must provide a reasonable accommodation requested by a student to insure access to instructional programs, unless it would present an undue hardship to

the College. A student who feels he or she may need an accommodation based on the impact of a disability should contact the Director of the Learning Opportunities Center located in Room 34 of Westminster Hall (573-592-5304). At that time, the Director will discuss possible curricular and co-curricular accommodations and may make appointments with all 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* at:

<http://www.westminster-mo.edu/explore/offices/business/hr/other/Pages/ADAPolicy.aspx>

Honor Code

No Westminster student shall commit any act of academic dishonesty in order to advance her or his own academic performance, or to impede or advance the academic progress of others. Refer to the Academic Honor Code section within the Academic Policies and Procedures section of this catalog. This policy can also be found in the Student Life and the Faculty Handbooks.

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.

Student Respect Policy

Since *respect* is one of the four cited core values of Westminster College, students are held to a high standard of respecting their professors in all forms of classroom behavior and in communication outside of class. Neither the professor nor the College will tolerate disrespect from any student.

Students should show deference and respect for their professors for three basic reasons:

1. Respect for individuals is one of the cornerstone values of ethical conduct;
2. Professors have worked diligently to earn advanced degrees and distinguish themselves as scholars and teachers in their fields, and are, therefore, entitled to students' respect;

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

Emergency Procedures

In case of fire or other situation that indicates emergency evacuation, students, staff, and faculty proceed to the appropriate Safe Zone. (Please see below for Safe Zone areas.) If the Safe Zone is the site of the problem or is unavailable, report to the Secondary Safe Zone. Be sure to report to your professor, RA, or other person in charge when you reach the Safe Zone.

In the case of a lockdown situation: if your area is in imminent danger, call 911 and then call Campus Security (573-592-5555). If you hear the campus siren, check a cell phone or email for text information. (Students are encouraged to sign up for emergency text messaging at www.westminster-mo.edu. Select IT Services; then select Emergency Alerts.) A voice page will be sent to all campus phones from Security. Lock or barricade yourself in the safe room away from direct range of an act of violence, and stay put until given clearance by police or an administrator.

Primary and Secondary Safe Zones for Building Evacuation:

- Champ: HAC Gym or Mueller Leadership Hall
- National Churchill Museum: HAC Gym or Mueller Leadership Hall
- CSC: HAC Gym or Champ parking lot
- Development Center: Development Center/Delt House Parking lot or Residential & Greek Life
- GSB: Football field or WCS
- Hazel: HAC Gym or AV room of Champ
- HAC: AV room of Champ or NH
- Historic Gym: HAC Gym or NH
- Mueller Leadership Hall: Champ parking Lot or AV room of Champ
- NH: Historic Gym or toward Westminster Avenue
- Reeves: HAC Gym or AV room of Champ
- Res/Greek Life: Development Center Parking Lot or Hazel lower level
- WWH: HAC Gym or NH
- WH: HAC Gym or NH
- Wett. Center for Sports: Parking lot or GSB

Safe Zones for Tornado or Similar Shelter

- Champ: Stairwells, restrooms, and lower level hallways
- National Churchill Museum: Tunnel or restrooms
- CSC: Lower level halls and stairwells
- Development Center: Basement
- GSB: Basement of Grove or creek or restroom areas
- Hazel: Lower level stairwells, restrooms, or Reeves basement

- HAC: Lower level stairwells
- Historic Gym: Lower level stairwells or restrooms
- Mueller Leadership Hall: Lower level restrooms or storage area
- NH: Basement

- Res & Greek Life: Basement
- WWH: Basement
- WH: Basement
- Wetterau Center for Sports: Stinson Creek or restroom/locker area

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 staff of the center offers assistance through Supplemental Studies courses, the Learning Disabilities Program, the Academic Enrichment Program, the Peer Tutoring Program, the Academic Achievement Program, and an Online Academic Resource Center. In addition to these programs, the Director of the LOC serves as the academic ADA coordinator for those students who need to seek reasonable academic accommodations.

ADA Accommodations

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

1. Present current documentation to the Director of the Tomnitz Family Learning Opportunities Center before any accommodations can be discussed. This documentation must include a diagnosis, an explanation, and recommended accommodations. Individualized Education Plans are acceptable documentation, and will be accepted. Documentation must come from a professional source with verifiable credentials.
2. Complete the accommodation request form, and set up a meeting with the Director to discuss the requested accommodations.
 - a. If the request form includes testing, then the student must also complete the LOC Testing Agreement Form.
 - b. If the request form includes note takers, then the student must also complete the Note Taker Accommodation Form.
3. Students should also discuss the approved accommodations with their instructors, and notify these instructors of their needs.

Academic Support Services

Westminster College offers a wide array of academic support services to assist students in developing those skills they will need in the classroom and in their profession and personal lives after College.

Academic Achievement Program

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 Coordinator while they are on probation.

Academic Enrichment Program

The Academic Enrichment Program is a 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. Students are also required to take in their initial semester of college a one-semester study skills course.

Learning Disabilities Program/College Transition Workshop (LDP/CTW)

The Learning Disability Program is a comprehensive disability support program that provides individualized learning 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. Another program that has grown out of the LDP is the College Transition Workshop, which came to Westminster College because of the longstanding reputation of the Learning Disabilities Program and the growing success of the College's work with students diagnosed with Autism Spectrum Disorder, which has largely been shared through word-of-mouth. Students diagnosed with ASD now represent about 40% of the entering freshmen in the Learning Disabilities Program.

Online Academic Resource Center

Students that want extra assistance or strategies for developing academic success across the disciplines can join the Academic Resource Center group on the Moodle Course Management System. This online center provides a student access to the Peer Tutor Schedule, links to various web pages, the Purdue University videos on a variety of academic success strategies, and other academic success tools. To join the group, students will need to visit <http://moodle.westminster-mo.edu>, and then opt to join the group called Academic Resource Center.

Peer Tutoring Program

The LOC's Professional Academic Staff coordinate 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 on the lower level of Reeves Library, are open Sunday through

Thursday from 6 to 10 pm, and 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 2014 (with the updated renewal in progress) by the College Reading and Learning Association (CRLA) and embraces the International Tutor Program certification requirements.

Study Strategies and Supplemental Studies Courses (SSC)

The study strategies and supplemental instruction 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, Biology, Literature, History and occasionally other courses

No more than two credit hours of developmental courses may be counted toward the minimum hours required for graduation. Therefore, students who take the CLS 090 and/or 091 classes and MAT 090 will need to complete additional hours to achieve the minimum required to graduate. The number of additional hours will depend on where the student places into the CLS sequence and the student's math placement, but these additional hours could total to as many as 6 credit hours.

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

INTERNATIONAL & OFF-CAMPUS STUDY

Westminster College encourages international and off-campus study by its students as well as study by international students in Fulton. 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. Interested students should contact the Director of International & Off-Campus Programs for more information.

Off-campus study programs include:

ACM Chicago Program in Arts, Entrepreneurship & Urban Studies. Students selected for this program earn a semester's credit (16 hours) while working, living in and studying in the city of Chicago. The primary areas of emphasis are Arts, Entrepreneurship, and Urban Studies – students have the opportunity to explore one of these topics in depth, or participate in coursework and projects across these disciplines. The program offers an innovative mix of academic work,

including an internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice. Students are able to explore the vital issues facing cities and the people who live and work in them, while digging deeper to relate these issues to their personal lives, education, and career aspirations. For more information, contact the Director of Study Abroad & Off-Campus Programs, or see www.acm.edu/programs/28/urbaneducation/index.html.

ACM Urban Education in Chicago. In this 16-credit-hour program, students engage in an urban student teaching experience with support and guidance – both inside and outside the classroom – as they work alongside mentor teachers in Chicago schools. In the weekly seminar, they connect educational theory to their experiences teaching in the classroom. The program emphasizes collaborative learning, as students conduct an ongoing an informal discussion with a network of peers who share similar situations in their teaching placements. Throughout the semester, student teachers participate in all activities at their placement schools, including faculty and parent meetings, in-service workshops, and school-related community meetings. They fulfill all requirements for the final practicum stage of their teacher certification program, along with the creation of a compelling Professional Portfolio. For more information, contact the Director of Study Abroad & Off-Campus Programs, or see www.acm.edu/programs/28/urbaneducation/index.html.

International Student Exchange & Direct-Enrollment Programs. Westminster maintains exchange programs with the following:

- Beijing Union University in Beijing, China
- 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'Universite Catholique de l'Ouest in Angers, France
- University of East Anglia in Norwich, UK
- University of Winchester in Winchester, UK

These programs are bilateral 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. Students at the Universite Catholique must have at least an intermediate level mastery of French. Students who wish to study at Kansai Gaidai are not required to have prior knowledge of the Japanese 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.

Students may also choose our direct-enrollment programs with the Dublin Business School in Dublin, Ireland; La Universidad de Oviedo in Oviedo, Spain; La Universidad Adolfo Ibanez in Vina del Mar, Chile; or the London School of Economics. A variety of programs are available for one semester or one academic year with transfer credit. Special rates apply for Westminster College students.

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 International Politics and POL 305 International Law and Organizations are recommended. Learn more at: http://www.depts.drew.edu/offcamp/UN_page.htm.

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, see www.washingtonsemester.com and contact the Director International & Off-Campus Programs, or the faculty campus advisor for the Washington Semester.

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. For further information regarding a complete list of program affiliations, together with funding opportunities listed for this section, see the Director of Study Abroad & Off-Campus Programs.

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. Additional information can be found at www.aifsabroad.com.

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, see www.arcadia.edu/abroad

Central College Abroad. Westminster is affiliated with Central College (Iowa), which offers a variety of opportunities to study around the world. Locations for yearlong, semester, and summer programs include cities in Austria, China, England, France, Mexico, Netherlands, Spain, and Wales, to name a few. For the latest information, see www.central.edu/abroad.

Cultural Experiences Abroad (CEA). Westminster's affiliation with Cultural Experiences Abroad includes language programs in a variety of cities in Argentina, China, Costa Rica, Czech Republic, France, Germany, Italy, Mexico, and Spain among others. English language programs are also available in England and Ireland. For complete information, see www.gowithcea.com.

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, see www.iesabroad.org.

International Studies Abroad (ISA) & 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, see www.studiesabroad.com.

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. Learn more at <http://studyabroad.sit.edu/studyabroad>.

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 www.semesteratsea.com.

For further information about any of these study abroad opportunities and to inquire about a complete list of programs, contact the Director of Study Abroad & Off-Campus Programs.

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.

Internship Program

Westminster College offers a centralized Internship Program through the Center for Career Development that encourages students to take advantage of experiential learning opportunities on and off campus. Internships allow students to earn academic credit while undertaking planned, professionally-supervised work experiences related to their on-campus academic programs and career interests.

Major and Minor Programs of Study

Major Programs

In order 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. Westminster offers majors in the following subjects:

- Accounting
- Biochemistry
 - Biological Emphasis
 - Chemical Emphasis
- Biology
- Business Administration
 - Entrepreneurial Studies
 - Finance
 - Management
 - Marketing
- Business Communication
- Chemistry
- Chiropractic, Dual Degree Program
- Computer Science
- Early Childhood Education
- Economics
 - Economics
 - Economics with Honors
- Elementary Education
- Engineering, Dual Degree Program
- English
 - Creative Writing
 - English Education
 - Journalism/Publication
 - Literature
- Environmental Science
- Environmental Studies
- Exercise Science
- Finance
- French
- Health & Wellness
- History
- Information Technology
- International Business
- International Studies
 - Asian & Middle-Eastern Studies
 - European Studies

- Latin American Studies
- Mathematical Sciences
- Middle School Education
- Nursing, Dual-Degree Program
- Philosophy
- Physical Education
- Physics
- Political Science
 - General Political Science
 - Pre-Law
 - Security Studies
- Psychology
- Religious Studies
- Secondary Education
 - Biology
 - Business
 - Chemistry
 - English
 - French, K-12
 - General Science
 - Mathematics
 - Physical Education, 9-12 or K-12
 - Physics
 - Social Studies
 - Spanish, K-12
- Self-Designed
- Sociology and Anthropology
- Spanish
- Sports Management
- Transnational Studies

A complete statement of the requirements for each of the above major programs may be found in the *Majors and Minors* section. Students are bound by the degree requirements published in the College Catalog for the academic year of the student's first degree-seeking enrollment at Westminster College. Exception (for academic major requirements only): If changes have been made to major requirements since the student's first year of degree-seeking enrollment, the department may require the student to change to the degree requirements in place at the time of his/her 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 have declared a major by pre-registration for the first semester of their junior year. A student's choice of a major is not recognized by the college until the student has submitted to the Office of the Registrar a completed Declaration of Major form, signed by both the chair of the major department and the student's former 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.

Dual-Degree Programs

- Chiropractic Dual Degree Program with Logan College of Chiropractic
- Nursing Dual-Degree Program with Goldfarb School of Nursing,

Minor Programs

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 in one of the following areas:

Accounting
Aerospace Studies
American Studies
Asian Studies
Biology
Business Administration
Chemistry
Classics with Latin Component
Classics without Latin Component
Coaching
Criminal Justice
Economics
Education
English
Entrepreneurial Studies
Environmental Science
European History
European Studies
French
Geology
Health Professions
History
International Business
International Economic Development
Management Information Systems
Mathematical Sciences
Museum Studies
Music
Organizational Leadership
Philosophy
Physics
Political Science
Pre-Engineering
Pre-Law
Psychology
Public Health
Religious Studies
Security Studies
Self-Designed
Sociology and Anthropology
Spanish
United States History
Women and Gender Studies

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 his/her 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 to the Office of the Registrar a completed Declaration of Minor, signed by both the coordinator of the minor 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 numbers of minors that may be completed.

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. 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, completion will satisfy the general degree requirement for a major. All other general education requirements must be fulfilled.

To complete an individualized degree program through the Self-Designed Major program, a student identifies a faculty advisor and two other faculty members, representing at least two academic divisions; this group constitutes the "committee." The student, with the aid of the committee, develops a proposal for a major under the Self-Designed Major. One of the members of the committee must be designated as the student's primary academic advisor. The proposal will consist of a general description and justification of the alternative major and will 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.

The committee 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. A similar process is required for a Self-Designed Minor. Self-Designed Major and Minor Forms are available in the Office of the Registrar.

The student must secure the approval of the Associate Dean of Faculty for the proposed course of study. All proposals and revisions must have the approval of the Associate Dean. 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 or minor.

SPECIAL ACADEMIC PROGRAMS

Air Force Reserve Officers' Training Corps (AFROTC) Scholarships

The Air Force Reserve Officer training Corps (AFROTC) provides you the opportunity to become a United States Air Force officer while

completing your college degree. The program combines traditional undergraduate education with military instruction and will prepare you to tackle the leadership challenges awaiting the Air Force in the 21st century. Each semester you will enroll in an AFROTC class in conjunction with a two-hour Leadership Lab in which your classroom learning will be put to the test. You may also earn a minor in Aerospace Studies by completing 12 semester hours taught by Aerospace Studies instructors and 3 additional semester hours of course work approved by the Department of Aerospace Studies in the academic area of history, political science, sociology, military science disciplines, or peace studies. For more information, contact the Air Force Reserve Officer Training Corps (AFROTC), 213 Crowder Hall Columbia, Mo 65211-4110, (573) 882-0554 or check online at airforce.missouri.edu and www.afrotc.com.

High School Seniors: Air Force ROTC offers an excellent scholarship program for highly qualified students. Many of these scholarships pay full tuition. All of the scholarships include an annual textbook allowance and a tax-free monthly stipend of \$250-400 each month during the academic year. The high school scholarship application period runs from May of your junior year until Dec 1 of your senior year. Competition is based on the whole-person concept. Please visit www.afrotc.com for the most current scholarship information.

In-College Students: You can join AFROTC your freshman or sophomore year and compete for one of the many scholarships offers that 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 of \$250-400 per month during the academic school year. Visit www.afrotc.com for the most current In-College scholarship information.

After graduation from college and successfully completing all Air Force ROTC requirements, you 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 you graduate from pilot training. A few additional career fields require a six-year commitment.

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. Application deadlines for the Army ROTC scholarships are as follows: Early Decision deadline is July 15 following the student's junior year. Regular Decision deadline is November of the student's senior year. There is a February 1 deadline for both three- and two-year scholarships. 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. Complete details are available from the Army ROTC Enrollment Office, 221 Crowder Hall, Columbia, MO 65211 (573) 882-2657, 221 Crowder Hall, Columbia, MO 65211 and online at <http://armyrotc.missouri.edu/>.

Bryant Scholars Pre-Admissions Program

Westminster College students who come from rural backgrounds and have an interest in practicing rural medicine can seek pre-admission to the School of Medicine at the University of Missouri in Columbia under a new agreement. The Bryant Scholars Program gives pre-med students pre-admission and a scholarship for the fourth year of medical school (if requirements are met), plus it benefits rural Missouri communities by encouraging more new physicians to answer need in those areas.

Previous studies have recognized rural background students are substantially more likely to practice in rural areas than students from urban backgrounds. Access to quality health care in small towns and rural areas of Missouri has steadily declined over the past few years and the Bryant Scholars Program is an initiative to help remedy that problem. Fifty-five percent of the Bryant Scholar participants end up practicing in rural areas and 80% end up practicing in Missouri.

In order to apply for the Lester R. Bryant Pre-Admissions Program, students must be completing their sophomore year of college; have an ACT score of 28 or SAT score of 1260; minimum 3.3 GPA both cumulative and in math/science; and have an A or B in required lecture/lab courses taken at time of application.

Students applying for the Bryant Pre-Admissions Program must also show leadership and interest in extracurricular activities; be a Missouri resident and have graduated from a rural Missouri high school; and be a full time student at Westminster or one of the other participating schools in the program.

Students accepted into the pre-admission program are assigned their particular entering class of the MU School of Medicine and entrance is contingent on them achieving certain academic standards, demonstrating ongoing professional conduct and participating in required activities.

They must achieve a minimum Medical College Admissions Test score, attend three of four transitional retreats scheduled biannually, spend 20 hours a year with a rural physician mentor as a junior, write two reflection papers annually about their shadowing experience and log 20 hours of other health related experiences and eight hours of community service every year.

Once admitted, Bryant Scholars are required to complete six weeks of a Summer Community Program, three Rural Track clerkships and one Rural Track Elective. Students who complete all medical school requirements of the Bryant Scholars Program receive a scholarship during their fourth year in medical school.

Visit the MU School of Medicine website http://medicine.missouri.edu/docs/BryantProgram_WebViewing.pdf for more detailed information on the program.

Applications and supporting materials are due June 1 to the University of Missouri School of Medicine.

Chiropractic Dual Degree Program

Based upon a mutual respect for the integrity of parallel academic programs and in an effort to better serve students intending to pursue the chiropractic profession, Logan College of Chiropractic/University Programs and Westminster College have entered into an agreement 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.

Under the provisions of this program, a “3+3 Program student will graduate from Westminster with a baccalaureate degree with a minimum of 93 credit hours in course work at Westminster and a minimum of 35 credit hours in coursework at Logan.”

Engineering Dual Degree Program

The Dual Degree Engineering Program is a study designed for students who wish to become professional engineers or applied scientists. Participants may follow either a “3-2” or a “4-2” schedule, transferring to the engineering institution of their choice after their junior year or senior year. 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 or applied science 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 and Missouri S&T. Bachelor’s degrees offered by the School of Engineering and Applied Science at Washington University include biomedical, chemical, computer, electrical and mechanical engineering, as well as computer science, and systems science and engineering. Programs of study leading to an optional minor include computer science, environmental engineering, manufacturing, and robotics. Bachelor’s degrees offered by Missouri S&T include aerospace engineering, architectural, ceramic, chemical, civil, computer, electrical, environmental, geological, mechanical, metallurgical, mining, nuclear, and petroleum engineering as well as engineering management. Programs of study leading to an optional minor include bioinformatics, energy technology, explosives engineering, and mineral process engineering.

In order 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 – Two-course sequence, including laboratory
- Computer Science – One course or certified proficiency in a high-level language.
- Physics – Physics I and II
- All Tier 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. Students who have completed a Bachelor Arts degree at

Westminster also may participate in the program. The liaison for the Dual Degree Engineering Program is Dr. Erin Martin of the Department of Mathematics.

Health Professions Program

Since a substantial number of students are interested in careers in the health professions, Westminster College supports a Health Professions Program (HPP). With guidance and support from the College’s Medical Professions Advisory Committee, students interested in the health professions have access to career counseling, academic advising and pre-professional experiences intended to prepare them for the additional steps needed for careers in medicine, dentistry, osteopathic medicine and veterinary medicine.

Typically, Westminster students major in a natural science in preparation for a career in the medical professions. In recent years though, a number of Westminster graduates entering professional schools include students whose majors were English and history. Medical, osteopathic and dental schools usually do not stipulate a specific undergraduate major as a prerequisite for admission but expect a solid background in science that is obtained by taking eight hours in general biology, physics, chemistry and organic 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 or the Medical Professions Advisory Committee and extracurricular activities.

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).

Legal Professions Program

Westminster College has historically graduated 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 assisted by the pre-law advisors who work closely with students, advising them regarding their academic programs, administering practice Law School Admission Tests (LSAT) and writing committee letters of recommendation to law schools. A special concern of the advisors 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 New Student Experience

All entering freshmen participate in the College’s distinctive “Freshman Experience” which features New Student Days as well as a “Westminster Seminar,” and a course titled “The Leader Within”,

which continues throughout the semester. Transfer students also take a Westminster Seminar course, designed specifically for transfer students. New Student Days begin approximately four days before all classes begin and provide an opportunity for new students to meet classmates, learn the rules, expectations and traditions of the College and begin the transition to campus life. During the Westminster Seminar, students work closely with a faculty member, upper-class student mentors and a small group of new students.

Organized around a specific academic topic, the seminars are integrated by common objectives and shared readings. The seminar is designed to help students read analytically, think critically and communicate effectively. The Westminster Seminar courses also often involve students in field trips, service projects, concerts and lectures at Westminster College and occasional meals in the home of the faculty member who serves as the seminar leader. In addition to teaching the course, each seminar leader serves as academic advisor for students in their seminar and remains in that capacity until the students declare majors. "The Leader Within" course introduces students to the traditions and mission of the college and helps them to adapt to college life.

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; (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. For degree requirements, please see the "Majors and Minors" section of the Catalog under Nursing, Dual-Degree Program.

Northcentral University

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.

Price Leadership Program

Westminster College is committed to providing students with an outstanding liberal arts education, grounded in rigorous classes that stress intellectual development and critical thinking, interdisciplinary problem-solving, effective communication, and skills for life-long learning. At the same time, Westminster acknowledges that a true liberal arts education inspires action, as our students apply their knowledge to real-world issues, actively participate in their communities and develop into the leaders and shapers of the world to come.

The Price Leadership Program will be the backbone for one of the most innovative, cutting-edge college leader development programs in the country. It will be the mechanism through which Westminster students integrate their classroom learning, their co-curricular learning, and their community/world-based learning.

The Price Leadership Program combines technology with mentoring, short-term planning with long-range envisioning, individualized treatment with total student body involvement, and character-based learning with a liberal arts education.

The Price Leadership Program will consist of five elements:

- Character Education Through Guided Leadership-Learning Mentoring
- Reflective Activities on Leadership & Learning
- Intentional Short & Long Term Goal-Setting Related to Westminster's 5 Domains
- Development of Individual Leadership-Learning Archives
- Campus-Wide Assessment, Evaluation & Program Development of Leadership-Learning

Westminster students will reflect on their learning and leadership experiences eight times during their four years at Westminster College.

- Reflection & Goal-Setting: At the end of each semester, every Westminster student will assess his or her classroom learning and the integration of learning across the curriculum. They will then respond to a series of questions targeting learning in and out of the classroom that occurred over the previous semester; plus, students will set personal goals for the next semester and identify predictable challenges that will face them and how they will confront those challenges.
- Feedback & Support: The student's reflection on the past semester and his/her goals for the future will be reviewed by a faculty/staff or alumni who will provide feedback, suggestions, and encouragement. Once per year, the reflections and goal-setting will be discussed during a personal interview with either a faculty/staff member or an alumnus serving on the Alumni Mentoring Corps.

- **E-Portfolio:** The reflections and goal-setting will take place via each student's leadership-learning e-portfolio, and therefore accessible by anyone given access permission by the student.

Participation: All Westminster College students will participate in the program. During their first week on campus, all students will be introduced to the program, its goals, methods, and how full participation will benefit them during their four years, as they seek employment or pursue graduate studies, as they enter the work world. Students will also learn that successful completion of this program is required for graduation and that those achieving at a superior level will be recognized with the honor of receiving The Price Leadership Certificate.

Students will receive training on establishing their unique Leadership-Learning Portfolio through their LST 101 The Leader Within course. Upper-class mentors, their LST 101 instructor, and staff of the Emerson Center for Leadership & Service will continue to guide them through the creation, development, and maintenance of their online portfolio.

All students will participate in four annual reviews/mentoring sessions with either faculty/staff or college alumni (we may consider other "friends of the college" to serve as mentors, including selected trustees and community members). These annual reviews will focus on the students' reflective essays completed at the end of each semester, their progress in each of the five student development domains, and their future academic/career plans.

Students underachieving in their progress will receive extra mentoring by college staff. The minimum achievement level for successful completion of this program will be established by a special task force assigned to develop these standards and those used to identify "superior" achievement in the completion of the program.

Selection, Training & Debriefing of Mentors: During two of the four years of each student's Westminster experience, faculty/staff will serve as mentors – Westminster Seminar instructors/advisors will serve this role during the freshman and junior years; alumni will serve as mentors during the sophomore and senior years. With the assistance of the Alumni Council and the Alumni Development Office, 50 alumni will be recruited for the sophomore class program and 50 for the senior class program. These mentors will commit two days each year in order to participate in a half-day training session and one and a half days of meeting with small groups and individual students. These dates may be scheduled prior or following Alumni Weekend to help defray their personal travel costs.

The training will be conducted by Emerson Center for Leadership & Service staff and will include the goals of the program, a review interviewing skills and processes, and the assignment of students to be interviewed. A feedback form will be completed by the mentors on each of their students that summarizes the student's progress along the five domains, the student's involvement and satisfaction with their overall Westminster experience, any concerns expressed by the student or observed by the mentor, and mentor recommendations regarding assistance the student may need to be more successful and/or satisfied. The mentors will provide this feedback to Price Leadership Development Program staff and they will be encouraged to continue

contact with their "mentees" over the course of the next year in which they will express interest, support, and assistance.

Special Leadership Certification: Those students achieving exemplary progress in the five domains will receive The Price Leadership certificate that they may use on their resume, job applications, and professional/graduate school candidacy materials. The minimum standards for reaching this honor will be determined by a group of faculty/staff/alumni involved in the program. At a minimum, it will include reaching the "Integrated" level in at least three of the five student development domains. Students will receive the certification at a special pre-graduation event held each spring.

Still Scholars Early Acceptance Program

Non-Participating School Applicant Guidelines: 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. Students will be awarded reserved admissions to ATSU-KCOM at the beginning of their junior year at Westminster College, pending the completion of additional requirements for full admission to medical school. Students must commit to completing their junior and senior year at Westminster College, earning a BA degree prior to matriculating to ATSU-KCOM.

The advantage for those students accepted at the end of their sophomore year is to have a reserved seat in ATSU-KCOM's entering class upon graduation from Westminster College. The Medical College Admission Test (MCAT) is not required. After acceptance to the program, the student can spend the last two years at Westminster College meeting graduation major/minor requirements, taking electives, fulfilling internship and/or service opportunities and otherwise broadening his/her life experiences. Scholars will be awarded an academic scholarship for A.T. Still University, Kirksville College of Osteopathic Medicine.

Program Requirements: Westminster College students may enroll in any major, provided the ATSU-KCOM entry requirements are met by the designated year of enrollment. Westminster College students will apply for admissions to this program after completing three semesters (approximately 45 credit hours) as a Westminster College student. Applicants will be available through the pre-Health advisor at Westminster College in January of the student's sophomore year and will be due to the advisor on April 1 (or date determined reasonable by Westminster College). Applications of students selected for nomination by Westminster College must be submitted by Westminster College's faculty designee to ATSU-KCOM by June 1. Applicants will interview during the summer following their sophomore year. Selected students will be awarded reserved admissions to ATSU-KCOM at the beginning of the junior year. Eligibility criteria for this program include:

Applicant Criteria

- Minimum grade point average (GPA) of 3.4 overall and 3.4 in the sciences (B or above required in all pre-requisite coursework)
- Submission of application and official transcripts by specified date
- Demonstrated commitment to osteopathic medicine
- Clinical exposure in a healthcare environment
- Involvement in extra-curricular activities

Application Process

- Submit application to the A.T. Still University, Kirksville College of Osteopathic Medicine Admissions Office by specified date.
- Application must forward a minimum of three letters of evaluation
 - One must come from a science faculty member or advisor of the student's academic program
 - One must come from an advisor of a student organization or community organization
 - One must come from a physician
- Complete the specific academic degree plan, as required for degree completion, for the remaining two years at Westminster College

Selection Criteria

Selection committee will rank the top students using the following criteria:

- Fulfillment of all undergraduate academic and course requirements
- Commitment to osteopathic medicine
- Community service/leadership positions held
- Successful interview with the ATSU-ATSU-KCOM selection committee

Participant Criteria

- Maintain a minimum 3.4 overall and science GPA (B or above required in all pre-requisite coursework)
- Continue to gain clinical experience/exposure
- Continue community service/leadership opportunities
- Demonstrate a continued commitment to osteopathic medicine
- Participate in ATSU-KCOM Still Scholars activities and events
- Complete required coursework at the Westminster College
- Earn BA degree from Westminster College
- Maintain up-to-date contact information with ATSU Admissions
- Participation in an interview for full medical school acceptance in a ATSU-KCOM final pre-matriculation review
- Complete AACOMAS application by July 1 prior to senior year
- Complete ATSU-KCOM secondary application by August 1 prior to senior year
- Successfully complete prerequisite coursework at undergraduate institution

- Shadowing Experience
- Competitive Applications and Professionalism Webinars
- Alumni Ambassador Shadowing Experience

All prescribed courses in the baccalaureate program of the applicants' choice must be taken at an accredited college or university in the United States. Any deviation from the required courses requires written approval from ATSU Admissions. Participants must complete their undergraduate degree's graduation requirements within one year of matriculating to ATSU-ATSU-KCOM A.T. Still University's Kirksville College of Osteopathic Medicine reserves the right, at any time, to reject a student deemed unsuitable for the program. In addition, acceptance will be withdrawn if application is made to another medical/osteopathic school, if student fails to follow participation criteria, if academic, ethical, or moral violation occurs, or if a personal change in career choice is made.

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.

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. Reeves Library has an excellent collection of books, periodicals, and electronic resources that support the liberal arts curriculum. The knowledgeable and experienced staff of Reeves Library enjoys the personal assistance they offer students with their academic research needs.

The library collection exceeds 100,000 volumes, in-house, with access to over 750,000 volumes in the regional ARTHUR collection and 23 million items in the MOBIUS system, a statewide academic library consortium. MOBIUS provides a two - three day delivery of library resources across the state. Students can place their own requests for materials through the Arthur catalog or may borrow materials not in the statewide system from out-of-state libraries through interlibrary loan. In addition to books, the collection also includes multimedia materials—informational and music CDs, videotapes, DVDs, and slides. The library subscribes to over 200 periodicals for in-house use and provides access to over 30,000 full-text journals through multiple online databases. Electronic library resources are available 24/7 from any location:

<http://www.westminstermo.edu/academics/resources/library/Pages/default.aspx>

The library staff includes four professional librarians that stay connected to students through instruction, individual appointments, monthly sponsored study breaks, Twitter (IL2GO), on-line Skype™ reference (Reeves Reference) and Facebook. LibUX, the student library

Participant Opportunities

- Still Scholars Book/Article Review Online Forum

group, administers a free book exchange for leisurely reading. LibUX also sponsors evening coffee in the library for mid-terms and finals.

The Hazel Wing of Reeves Library includes two multimedia classrooms, two general use computer labs, and the I.T. Help Desk (x5169).

Hours during the academic year are:

Days	Fall & Spring Semester	Over Breaks & Holidays
Monday, Tuesday, Wednesday, Thursday	HZ 6:30 am – 2:00 am LIB 7:30 am – 4:30 pm	HZ 8:00 am – 10:00 pm LIB 8:00 am – 4:30 pm
Friday	HZ 6:30 am 11:00 pm LIB 7:30 am – 4:30 pm	HZ 8:00 am – 10:00 pm LIB 8:00 am – 4:30 pm
Saturday	HZ 9:00 am – 11:00 pm LIB 12:00 pm – 6:00 pm	HZ 9:00 am – 10:00 pm LIB Closed
Sundays	HZ 9:00 am – 2:00 am LIB 1:30 pm – 12:30 am	HZ 9:00 am – 10:00 pm LIB Closed

ACADEMIC POLICIES & PROCEDURES

Academic Advising

Westminster College regards academic advising by full-time faculty as an important part of the undergraduate experience. Entering freshmen are typically paired with the faculty member who leads their Westminster Seminar; 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. If necessary, the advisor will refer the student to other persons on campus.

Academic Resource Center

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

ACADEMIC WARNING, PROBATION, AND DISMISSAL

Academic Warning

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

Academic Probation

A student is placed on academic probation when his or her academic progress is insufficient enough to necessitate a final warning prior to dismissal. Students are placed on academic probation when they fail to earn a 1.0 GPA in a single semester or fail to meet a specified minimum standard with respect to their cumulative GPA. The applicable standard varies with the number of hours the student has completed and is given in the table below.

Standards for Academic Probation

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

When a student is placed on academic probation or continued on probation, an appropriate notation is made on the student's transcript, and the following are notified: the student, his or her advisor(s), Dean of Faculty, Dean of Students, and as appropriate the Academic Assistance Coordinator, Director of the Learning Opportunities Center, Executive Director of The Wellness Center, and Coach.

To be removed from academic probation, a student must demonstrate that he or she is capable of meeting 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 his or her cumulative GPA to at least the minimum acceptable level according to the standards above. Students on academic probation will be offered special support services.

When a student is removed from probation, transcript notations related to academic probation are removed from the student's transcript, and the following are notified: the student, his or her advisor(s), Dean of Faculty, Dean of Students, and as appropriate the Academic Assistance Coordinator, Director of the Learning Opportunities Center, Executive Director of The Wellness Center, and Coach.

Students on probationary status must meet with the Associate Dean of Faculty or designate prior to the first day of classes to discuss a plan for their future academic progress. Terms of academic probation may include but are not limited to restriction in participating in the following:

- College athletic competition
- 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

These restrictions become active when a student enters his/her second consecutive semester on probation.

If part of a student's plan includes restrictions on co-curricular involvement, the student may appeal to the Vice President for Academic Affairs and Dean of Faculty for further consideration.

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. Students have the right to appeal their dismissals to the Vice President for Academic Affairs and Dean of Faculty. Any student whose appeal of academic dismissal is

granted by the Dean is automatically placed on Academic Probation. Academic dismissal is noted on the student transcript.

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

Academic Review Board

The Academic Review Board (ARB) is a group (Dean of Students, Associate Dean of Faculty, 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 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 Honor Code

Every student at Westminster College is bound by the Westminster College Academic Honor Code. Both faculty and students are subject to the provisions of the Honor Commission Constitution. The students of Westminster College believe that a major purpose of higher education is to develop habits of honesty and independence of thought. They also recognize that the integrity of the degrees granted by Westminster College depend in large measure upon each and every student's sense of personal honor. The Academic Honor Commission was established to promote habits of academic honesty and to uphold the Academic Honor Code embodied in this Constitution. To these ends the Honor Commission shall endeavor to educate the student body, secure the cooperation of the faculty, and, when necessary, conduct hearings for those persons charged with acts of academic dishonesty.

The Westminster Honor Code is as follows: No Westminster student shall commit any act of academic dishonesty in order to advance her or his own academic performance or to impede or advance the academic progress of others (see Student Life Handbook, Honor Commission Constitution, Section VIII <http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>.)

Any student, faculty or staff member who has reason to believe that an act of academic dishonesty has been committed is obligated to report the act. Acts of dishonesty that are not academically related are addressed through the college disciplinary system (see Student Life Handbook, Disciplinary Procedures, at: <http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>.)

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 of the North Central Association.

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.

Attendance

Although there is no College-wide policy regarding absences, regular attendance is expected, and instructors are free to establish absence policies for their classes. 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 his or her 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 Dean of Faculty at least two weeks in advance of an absence. Under exceptional circumstances, the Dean of Faculty 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.

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 Registrar (the Dean's designate) 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 Registrar (the Dean of Faculty's designate) 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 Registrar's Office a minimum of two (2) weeks in advance of travel. Under exceptional circumstances, the Dean 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 Registrar's 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 he/she 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 Registrar'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.
3. **Under exceptional circumstances, the Dean of Faculty 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. In this case no record is kept and there are no fees applied. 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 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 seventh day of classes in the fall and spring semester. Students who withdraw from school during the 8th-17th day of classes will receive the grade of W for their courses. In the fall and spring semesters a student may withdraw from a course during the period which begins after the 17th day of classes and ends fifteen class days after midterm (see the academic calendar for dates.) For the summer online session, a student can drop a course within the first three class days and withdraw within the first 21 class days. During the winter or May terms, students have two days to drop or 11 days to withdraw from a course. 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 Dean of Faculty. 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).

Students Enrolling in Online Courses

In keeping with the guidelines for online learning approved by the faculty in April 2009, Westminster students must complete a minimum of 62 hours in traditional classroom instruction at Westminster College and must fulfill the residency requirement established by the College. The College recognizes that while some transfer and online coursework may be essential for degree completion, the traditional classroom remains the norm for our students.

Full-time students must be enrolled in 12 credit hours of traditional classroom courses each regular semester; students enrolling in more than 12 credit hours may take up to seven hours online in any regular semester.

A student with a cumulative GPA of less than 2.5 may enroll in more than four hours of summer online courses only with the approval of the Dean of Faculty. In addition, no student may enroll in more than eight hours without the approval of the Dean of Faculty.

Travel courses or online courses may be offered between fall and spring semesters. A student with a GPA of less than 2.5 may not enroll in more than four hours of courses during the winter session without the approval of the Dean of Faculty.

Part-time students may enroll in up to eight hours online during a regular semester.

All students may enroll in up to three hours during the winter term, take up to four hours during the May term (only traditional courses will be offered during this term), and take up to eight hours of online courses during the summer online term. Any exceptions to these terms must be approved by a student's advisor and by the Dean of Faculty.

Non-degree-seeking students (students from other colleges/universities, alumni, high school students, etc.) are allowed to enroll in online courses. However, as with traditional courses, preference will be given to degree-seeking students, who will be

allowed to register first (exception: students attending Westminster as part of an exchange program).

Credit Hour

Westminster College adheres to U.S. Department of Education requirements on the award of academic 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 the Campus WEB. 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 at <http://www.westminster-mo.edu/academics/index.asp>)

Grades and Quality Point System

A (4.0), A- (3.7)	OUTSTANDING
B+ (3.3), B (3.0), B- (2.7)	SUPERIOR
C+ (2.3), C (2.0), C- (1.7)	SATISFACTORY
D+ (1.3), D (1.0), D- (0.7)	PASSING
F (0.0)	FAILING (0 quality points/credit hour)
WF	Withdrew Failing
WP	Withdrew Passing
W	Medical, Military or other Withdrawal
CR	Earned credit, by an examination or in a course which CR-F grading is mandatory, or "C-" or higher in a course taken on an optional CR-D-F basis
TR	Transferred to Westminster with a grade of "C-" or higher
IN	Incomplete
AU	Audit

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

Credit-D-F

In any given semester, 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 his or her 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 form in the Office of the Registrar 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 classes in the semester immediately following the incomplete grade. The Vice President and Dean of Faculty is authorized to grant an extension if one is sought by both the student and the course instructor and the Dean is satisfied that circumstances merit a special accommodation. The maximum extension permitted is to the last day of final examinations; in no case is an IN allowed to remain on a student's record after grades are posted for the semester immediately following the semester the student was registered for the course.

Registration

New students register for the first semester classes during the spring or summer preceding the beginning of their first semester. They are encouraged to participate in the on-campus registration process, which provides an opportunity for students to communicate directly with their academic advisors. If students cannot participate in the on-campus process, they may register by telephone with their advisor. 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 he or she has 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

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

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

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

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

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

May Term

Tentative course offerings will be announced at 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. No student may enroll in more than four hours during the May term without the approval of the Dean of Faculty.

Summer On-Line Session

On-line classes provide the opportunity for students to complete course work from home or another location during a six-week period beginning the first week of June. Students enrolling in on-line classes will work closely with their faculty instructor via the computer to complete their assignments on-line. Students who enroll for online classes should carefully review the course description and information for on-line classes before enrolling. On-line classes will also receive letter grades that will be calculated in the Westminster GPA unless noted otherwise. A student with a cumulative GPA of less than 2.5 may enroll in more than four hours of summer online courses only with the approval of the Dean of Faculty. In addition, no student may enroll in more than eight hours without the approval of the Dean of Faculty.

Winter Session

Travel courses or online courses may be offered between fall and spring semesters. A student with a GPA of less than 2.5 may not enroll in more than four hours of courses during the winter session without the approval of the Dean of Faculty.

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 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 New Foundations course will be awarded appropriate Tier 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 Tier context. 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 at least 48 credit hours as a full-time student here 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 New Foundations 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 New Foundations, but meet the college-wide learning goals associated with the New Foundations 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.
- For transfer students who have completed an Associate of Arts (A.A.) degree from a regionally accredited community college, the graduation requirements for successful completion of one physical education course and one upper-level course outside the division of one's major will be waived. Two of the three required writing intensive courses will also be waived, but students must successfully complete one upper-level writing intensive course (can be a Tier III or major requirement course). In addition, the New Foundations General Education requirements will be waived except for the following requirements: 1) the Westminster Transfer Seminar (1 hr.), 2) the Tier I Foreign Language requirement OR a course from the Tier II Cultural Diversity and Global Interdependence Context (3-4 hr.), 3) a Tier III course.
- 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.
- 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.
- 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. Appeals regarding transfer equivalencies may be made to the Dean of Faculty.

For Current Westminster Students: Current Westminster students who wish to take courses at another institution 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.

In order 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 Associate Dean of Faculty, 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 he/she 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.
- The Registrar's office will be responsible for informing a student's advisor of any transfer credit awarded.

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

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 inderdivisional 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
- Grantham University
- Houston Community College
- Maricopa County Community Colleges
- Metropolitan Community College
- Moberly Area Community College
- 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.

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 at www.educationusa.state.gov. Students should contact the Director of International Student Services for more information regarding international transcripts.

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

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 is required and 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.

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 10% up to 33% of the course instruction is online, with classroom time reduced accordingly; 3) online – all instruction is online. Like online 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 that will be available in Fall 2014 which will allow 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 Kathy Neal, Missouri Reverse Transfer Coordinator for Westminster College at kathy.neal@westminster-mo.edu.

FERPA

Westminster College institutional policy on the family educational rights and privacy act of 1974

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 the Westminster Web Site at www.westminster-mo.edu or by requesting a copy of the policy available in the Registrar's Office at Westminster College.

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

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

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

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

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

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

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

Fees for Copies of Records: The fee for copies will be \$2.00 per page. The fee for an official transcript will be \$5.00 per transcript.

Correction of Education Records: After inspecting his or her educational records, a student has the right to request the amendment of such records. He or she 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 his or her educational record. The comment will be maintained as a permanent and integral part of his or her 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 Dean of Faculty and the Registrar in Westminster Hall;
2. records on student life including records on student housing, organizations, and disciplinary matters are kept by the Dean of Student Life in Westminster Hall;
3. health records are kept by the Executive Director of The Wellness Center in Westminster Hall;
4. records on student financial affairs are kept by the Vice President for Business & Finance in Westminster Hall and by the Director of Financial Aid in the Enrollment Services/Financial Aid offices in Champ;
5. career service records are kept by the Director of Career Services in Newnham Hall;
6. internship records are kept by the internship coordinator in Newnham Hall; and
7. 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 officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported 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 of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

Parental Access to Children's Education Records: Records may be released to parents under the following circumstances:

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

Grade Reporting: Westminster faculty report midterm and final grades for all enrolled students to the Registrar's Office. **Westminster College does not mail grade reports.** By entering their confidential I.D. and PIN number, 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 the Campus WEB for hard copy access. Letters regarding academic ineligibility and academic probation will be sent to the student at their legal, home, permanent address.

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

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

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

1. maintaining, monitoring, or evaluating the record-keeping system itself;
2. implementation, monitoring, or evaluating the academic curriculum;
3. counseling, advising, or otherwise assisting a particular student; or
4. evaluating particular students with respect to financial or academic awards, honors, or achievements.

A student is defined as any person who attends or has attended Westminster College. An educational record is any record (in handwriting, print, tapes, film, or other medium) maintained by Westminster College or an agent of Westminster College, which is directly related to a student.

E-Mail or Other Electronic Communication: FERPA does not provide information on, or prohibit the use of e-mail for non-directory information. Therefore, it is the policy of Westminster College to authorize 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*). Due to the sensitive nature of non-directory information and the likelihood of inadvertent disclosure to someone other than the intended recipient, e-mail containing non-directory information is not a safe means of communication and should be used only if office hours are not available or the student is unable to meet with the faculty/staff in person.

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

A student has the right to object to e-mail correspondence including non-directory information and may do so by presenting his/her 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 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 Economics, English, French, History, Psychology, Sociology, 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 3-WEEK WINTER TERM** are acknowledged at the commencement ceremony.

Special Awards

The James H. Brooks Bible Prize.

The Mrs. Edwin Curd Catechism Prize for memorizing the Westminster Shorter Catechism.

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

The C. Douglas Smiley Memorial Prize for proficiency in freshman chemistry.

The E. P. Lamkin Prize in Latin.

The McQueen/Sweazey Prize in mathematics.

The Dobyns Prize in oratory.

The Harmon L. Rimmel III Prize in history for the best senior thesis.

The Wall Street Journal Award for the outstanding senior student majoring in economics and business.

The John A. Gates Memorial Prize in Philosophy for the best essay on a philosophical topic.

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

DEGREE REQUIREMENTS

In order to receive a baccalaureate degree, students must:

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

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

A student who fails to complete all the requirements for a Westminster degree within eight calendar years of his or her enrollment as a first-time student will be required to meet degree and major requirements in effect one of the four academic years immediately preceding graduation. The student selects which year within the four-year period that will affect his or her 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 his or her 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: (1) complete at least two of the required introductory courses in his or her major by the end of the sophomore year, (2) formally declare his or her major before the end of the sophomore year, (3) continue in the major initially declared, and (4) 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. Therefore, students who take the CLS 090 and/or 091 classes and MAT 090 will need to complete additional hours to achieve the minimum required to graduate. The number of additional hours will depend on where the student places into the CLS sequence and the student's math placement, but these additional hours could total to as many as 6 credit hours.

Staff in the Offices of the Registrar and the Vice President and Dean of Faculty 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 insure 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 check their progress toward completing a degree. All students must review their academic records with the Office of the Registrar during the spring semester of their junior year to be sure they understand correctly where they stand with respect to meeting graduation requirements.

Students who wish to participate in commencement exercises must submit an application to the Registrar's Office no later than the first week of classes in the spring 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) (a) Earn credit in ENG 103, a three-hour course in composition. All students entering Westminster College must enroll in (and remain enrolled in) ENG 103 every semester until this requirement is satisfied.
(b) 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.

This writing requirement has been established in conjunction with Westminster's Writing Across the Curriculum Program, which views critical thinking and clear writing as integral to a liberal arts education and as essential to life beyond college. WI courses are not composition courses per se, but rather courses in various subject areas that pay particular attention to writing as a learning tool. While all courses at Westminster involve writing to some extent, each WI course assures that students will use writing as a means of learning the course material. During writing intensive courses students will produce written assignments at various times throughout the course and revise some portion of their work, they will study and practice writing in the discipline, and have individual conferences with the professor. These courses are specially designed to offer students the opportunity to learn about writing in the fields

that interest them the most. WI courses are offered in almost every department. While courses are not designated WI in the catalog, they are noted as such in the Schedule of Classes published each semester.

- 3) Earn credit in one physical education activity course.
- 4) 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 Dean of Faculty.
- 5) Be certified by a department as having met the department's requirements for a major. No more than 40 credit hours in any one major subject may be counted toward the 122 credit hours required for graduation.
- 6) Complete one 3-hour, upper-level course that is housed in a division other than that of the student's major department. A student with more than one major will have fulfilled the requirement if two majors are housed in different academic divisions. A student with an interdisciplinary major will have fulfilled the requirement if he or she has successfully completed upper-level coursework for that major from an academic division other than the one in which the major is housed. A student with an interdisciplinary self-designed major will have fulfilled the requirement if he or she has successfully completed at least one upper-level course in two different academic divisions.
- 7) All students must complete the College's "New Foundations" general education program. (See detailed requirements below.) This distinctive three-tiered curriculum provides the initial learning experience for all students, regardless of intended major or career objectives. New Foundations consists of seventeen 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 **New Foundations Program** reflects Westminster's commitment to liberal learning in the arts and sciences. This 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 promise 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.

The New Foundations Program seeks to foster:

- skills in critical thinking, communication, quantitative reasoning and the use of computer technology
- understanding of theories and methods of science
- historical perspective
- awareness of fundamental questions and values

- sensitivity to artistic expression and critical appreciation
- knowledge of human behavior and social institutions
- appreciation of cultural diversity and global interdependence

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, the student will have additional experiences that enhance their abilities relative to several of these educational goals.

Though the General Education Program consists of courses from many departments, these courses share many characteristics. They introduce key concepts and terminology; persons, works, events, key issues and ideas. They teach students to think critically about texts they read, arguments they hear, and situations they observe. They 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 and they demonstrate to students how to connect knowledge gained inside the classroom to the world outside.

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 encourages 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 multi-disciplinary analysis of a significant practical or theoretical issue is undertaken.

With the exception of PE activity courses and the Leader Within course, 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 freshmen 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 breadth of knowledge needed for success in major and minor programs of study.

Tier I: The Foundational Tier

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, and competence with technology. 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 more 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 word processing, presentation, and statistical software and for accessing resources on the Internet, enables students to gather, analyze, and express ideas effectively and persuasively. Course work here provides the core of the Westminster General Education Program, as it is required of all students. Students are required to complete the following courses:

- 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 (3 hrs.) or MAT 124 Calculus I (5 hrs.): 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.

- WSM 101 or 102 Westminster Seminar (1-3 hrs.): The Westminster Seminar investigates ways of knowing, showing students at the basic level how liberally-educated 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.
- 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.
- FLG101 (4 hrs.): An introduction to a foreign language for the purpose of gaining insight into diverse languages and cultures.

Tier II: The Contexts Tier

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. However, the aim 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. Specific courses approved to fulfill each context requirement are listed in the Schedule of Classes each semester. No course shall satisfy more than one context. Students must complete the following requirements in the Contexts Tier:

- Scientific Inquiry Context: Two courses required; at least one course will include both a lecture and a laboratory.
- Historical Perspectives Context: Two courses required.
- Fundamental Questions and Values Context: One course required 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.
- Human Behavior and Social Institutions Context: Three courses required with courses in three disciplines.
- Cultural Diversity and Global Interdependence Context: Two courses are required to fulfill this context. First, a second

course of study in a foreign language, an approved study abroad experience, or a course focusing on a culture in which the language studied is spoken. In addition, students must complete a course with a significant non-Western (e.g., African, Asian, Latin American, or indigenous) component.

Tier III: Integrative Tier

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 to be 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. Several courses will be offered annually. These courses require students to address contemporary issues and problems using a higher level of integrative and analytic skills than in previous general education courses. Further, integrative tier courses require students to share insights and conclusions about the issues at hand in research papers, essays, projects, and/or presentations.

Students must complete one integrative course (3 hours) approved by the Curriculum Committee. Students who successfully complete majors in any approved program of interdisciplinary study which is not housed in a single department 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. A student taking an integrative course taught by a member of his or her major department may apply the course to satisfy 1) major requirements, or 2) the integrative requirement of the new Foundations General Education program, but not both.

Following is a summary list of New Foundations General Education Requirements:

- Earn the following credits in the Foundational Tier courses (students entering Westminster are expected to enroll in these courses or, in the case of MAT 114 or MAT124, an appropriate prerequisite, in their first semester):
 - ENG 103 Academic Writing 3 hrs.
 - MAT 114 Elementary Statistics or MAT 124 Calculus I 3-5 hrs.
 - WSM 101 or 102 Westminster Seminar 1-3 hrs.
 - LST 101 The Leader Within 1 hr.
 - FLG 101 initial semester of foreign language 4 hrs.

11-16 hrs
 - Earn the following credits in the Context Tier courses:
 - Scientific Inquiry 7-8 hrs.
 - Historical Perspectives 6 hrs.
 - 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 6-7 hrs.

37-39rs.
 - Successfully complete an Integrative Tier course 3 hrs.
- Total New Foundation Credit Hour Requirements: **51-58 hrs.**

MAJORS AND MINORS

ACCOUNTING MAJOR AND MINOR

Assistant Professor: E. Bartley
Instructors: F. Carter Campbell, S. Rozansky

Contact: Assistant Professor Elise Bartley
Phone: (573) 592-5215
Email: Elise.Bartley@westminster-mo.edu

The John E. Simon Department of Accounting, Business Administration, Economics and Management Information Systems offers core course work leading to a major or a minor in accounting. Course offerings in the accounting major prepare graduates for careers in accounting by helping them to create a base upon which continued lifelong learning can be built. Graduates are well prepared for continuing on to graduate or professional school, or for careers in public, private, or governmental accounting. Basic courses are designed for non-majors as well as majors as students from many other areas will benefit from an understanding of accounting theory and practice.

The accounting major provides a thorough grounding in the fundamental concepts and theory of accounting and intensive practice in applying these concepts and theories to the preparation, analysis, and evaluation of financial statements for a variety of types of profit, not-for-profit, and government institutions. Westminster's accounting major is built upon the understanding that the technological advancement of the computer system and the global economic system, while making accounting less labor-intensive, has also made the field of accounting much more sophisticated and more complicated. Consequently, a primary goal of the major is to help students learn how to learn, to develop analytical and conceptual skills along with communication and interpersonal skills, while at the same time, to acquire a strong fundamental understanding of accounting theory and practice.

The accounting minor provides advanced accounting knowledge for students from other majors, such as Business Administration or Management Information Systems. With the new laws recently passed, it is becoming more and more important for those who want to climb the corporate ladder to have additional background in accounting. Students must either have sophomore standing or be in their third semester as full-time Westminster students to enroll in any course in accounting.

Requirements: All accounting majors must complete the 17-hour core program (ECN 211 and 212, ACC 215 and 216, and MAT 114) and achieve junior standing before registering for any 300- or 400-level courses in accounting, business administration, or economics.

Requirements for the Major in Accounting:

ACC 215 Principles of Financial Accounting	4 hrs.
ACC 216 Principles of Managerial Accounting	4 hrs.
ACC 312, 322 Intermediate Accounting I and II	8 hrs.
ACC 307 Government and Non-Profit Accounting	3 hrs.
OR ACC 300 Accounting Elective	
ACC 308 Managerial and Cost Accounting	4 hrs.
ACC 319, 419 Federal Income Tax I and II	8 hrs.
ACC 320/321 Accounting Information Systems/Lab	4 hrs.
ACC 418 Advanced Accounting	4 hrs.
ACC 421 Auditing	4 hrs.

Total hours **43 hrs.**

BUS 318 Corporate Finance OR	
ECN 325 Money and Banking	3 hrs.
BUS 223 Business Law	3 hrs.
ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles of Microeconomics	3 hrs.
MAT 114 Elementary Statistics	3 hrs.
MIS 201/202 Introduction to Information Systems/Lab	
OR MIS 210 Microcomputer Applications	3-4 hrs.
SPE 101 Introduction to Speech Communications	
OR SPE 203 Interpersonal Communication	3 hrs.

Total Hours **21-22 hrs.**

MAT 122 Business Calculus is highly recommended for students planning to go to graduate school.

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

Requirements for the Minor in Accounting

ACC 215 Principles of Financial Accounting	4 hrs.
ACC 216 Principles of Managerial Accounting	4 hrs.
ACC 312 Intermediate Accounting I	4 hrs.
ACC 322 Intermediate Accounting II	4 hrs.

Total Hours **16 hrs.**

TWO of the following courses must be completed:

ACC 300 Accounting Elective	3 hrs.
ACC 307 Govt. & Non-Profit Accounting	3 hrs.
ACC 308 Managerial and Cost Accounting	4 hrs.
ACC 319 Federal Income Tax I	4 hrs.
ACC 320/321 Accounting Information Systems/Lab	4 hrs.
ACC 418 Advanced Accounting	4 hrs.
ACC 419 Federal Income Tax II	4 hrs.
ACC 421 Auditing	4 hrs.

Total Hours **7-8 hrs.**

Total Hours for Minor **23-24 hrs.**

AMERICAN STUDIES MINOR

Professor: W. Zade

Contact: Wayne Zade Phone: (573) 592-5287
Email: Wayne.Zade@westminster-mo.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 within the Western cultural tradition, identifying points of commonality and departure.

Requirements for the Minor in American Studies:

HIS 103 or HIS 104	3 hrs.
ENG 238 or ENG 239	3 hrs.
POL 211 or SCA 111	3 hrs.
Total Hours:	9 hrs.

Electives

Three courses from at least two of the following categories:

Religion & History: REL 319, REL 322, HIS 332, HIS 336, HIS 348, HIS 349, HIS 350

English & Fine Arts: ENG 315*, ENG 325*, ENG 330*, ENG 335*, ENG 340*, ENG 345*, ENG 350*, ENG 355*, MUS 303,

Political Science, Sociology & Anthropology: POL 301, POL 304, POL 311, POL 319, POL 362, SCA 230,* SCA 304,* SCA 355.*

Total hours **18 hrs.**

*When focused primarily on the United States.

Students who major or minor in United States History, English, Political Science, and/or Sociology/Anthropology 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 courses to the electives, provided the course lies outside their major or minor.

ASIAN STUDIES MINOR

Professors: C. Cain, W. Guinee, W. Zade
Associate Professor: J. McRae – Coordinator
Assistant Professors: C. Brown
Visiting Instructor: H. Landry

Contact: Dr. James McRae
Phone: (573) 592-6229
Email: James.McRae@westminster-mo.edu

This minor will give the student a much broadened knowledge of the Asian continent; its long and fascinating history; its economic and political importance to the world; and the deep richness of Asian cultures. The Asian Studies Minor seeks to prepare students for the future as Asia gains a greater importance in world affairs.

Requirements for the Minor in Asian Studies:

ASN 201 Asian Studies	3 hrs.
SCA 230 Specific Cultures and Civilizations or HIS 250 History of Modern East Asia *	3 hrs.
* if both SCA 230 and HIS 250 are taken, one will count as an elective course (see below)	

Elective Courses (three courses, two of which must be upper division):

ECN/SCA 300 Culture and Economic Development	3 hrs.
HIS 300 East Asian History and Culture	3 hrs.
HIS 348 History of American Foreign Relations	3 hrs.
HIS 350 The Vietnam Wars 1945-1995	3 hrs.
MUS 305 Jazz in Japan	3 hrs.
PSY 405 International and Cross-Cultural Psychology	3 hrs.
PHL 410 Major Areas of Philosophy (with an Asian topic)	3 hrs.
REL 102 World Religions	3 hrs.
REL 330 Religions & Cultures of India	3 hrs.

Total hours **15 hrs.**

BIOCHEMISTRY MAJOR

Professor: M. Amspoker, G. Frerichs
Associate Professor: B. Hansert, J. Mayne, I. Unger
Assistant Professors: D. Holliday, J. Kenney-Hunt, G. McNett
Visiting Assistant Professor: R. Zumwalt
Visiting Instructor: A. George

Contacts:
Biological Emphasis:
Dr. Jeff Mayne
Phone: (573) 592-5272
Email: Jeffrey.Mayne@westminster-mo.edu

Chemical Emphasis:
Dr. Glen Frerichs
Phone: (573) 592-5205
Email: Glen.Frerichs@westminster-mo.edu

The Departments of Biology and Chemistry offer an interdisciplinary major program of study leading 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 which emphasize 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 a minor in Biology or Chemistry.

Requirements for the Major in Biochemistry (Biological Emphasis):

Biology Required Courses:

BIO 124/125 Biodiversity	4 hrs.
BIO 114/115 Biological Processes	4 hrs.
BIO 404 Biochemistry	4 hrs.
Total	12 hrs.

Chemistry Required Courses:

CHM 114/115 General Chemistry I	4 hrs.
CHM 124/125 General Chemistry II	4 hrs.
CHM 314/315 Organic Chemistry I	4 hrs.
CHM 324/325 Organic Chemistry II	4 hrs.
Total	16 hrs.

Biology Electives:

Three of the following:

BIO 300 Developmental Biology	4 hrs.
BIO 301 Genetics	4 hrs.
BIO 325 Molecular Cell Biology	4 hrs.
BIO 330 Virology	3 hrs.
BIO 370 Human Physiology	4 hrs.
BIO 398 Independent Research Projects in Biochemistry	1-4 hrs.
BIO 403 Microbiology	4 hrs.
Total	8-12 hrs.

Chemistry Electives:

Two of the following:

CHM 300/300 Environmental Chemistry (lab optional)	3-4 hrs.
CHM 304 Inorganic Chemistry	3 hrs.
CHM 334/335 Analytical Chemistry I (lab required)	4 hrs.
CHM 344/345 Analytical Chemistry II (lab required)	4 hrs.
CHM 404 Physical Chemistry for the Life Sciences	3 hrs.
Or CHM 424/425 Physical Chemistry I	4 hrs.
CHM 410 Advanced Projects in Chemistry	3 hrs.
CHM 434/435 Physical Chemistry II (lab required)	4 hrs.
Total	6-8 hrs.

Total Hours: 42-48 hrs.

The Departments strongly recommend that students majoring in Biochemistry (Biological Emphasis) take Calculus through Calculus II (MAT 124 and MAT214) 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 Research Projects, may be counted towards the major. Students must earn a letter grade of C- or better in all courses needed to satisfy major requirements.

Requirements for the Major in Biochemistry (Chemical Emphasis):

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.

All majors must earn a letter grade of C or better in all courses needed to satisfy the major requirements.

Requirements for Major in Biochemistry (Chemical Emphasis):

Core courses:

Biology Required Courses:

BIO 124/125 Biodiversity	4 hrs.
BIO 114/115 Biological Processes	4 hrs.
BIO 404 Biochemistry	4 hrs.
Total	12 hrs.

Chemistry Required Courses:

CHM 114/115 General Chemistry I	4 hrs.
CHM 124/125 General Chemistry II	4 hrs.
CHM 314/315 Organic Chemistry I	4 hrs.
CHM 324/325 Organic Chemistry II	4 hrs.
CHM 334/335 Analytical Chemistry I	4 hrs.
CHM 404 Physical Chemistry for the Life Sciences	3 hrs.
Or CHM 424/425 Physical Chemistry I	4 hrs.
Total	23-24 hrs.

Physics Required Courses:

PHY 201 Physics I	4 hrs.
PHY 212 Physics II	4 hrs.
Total	8 hrs.

Mathematics Required Courses:

MAT 124 Calculus I	5 hrs.
MAT 214 Calculus II	4 hrs.
Total	9 hrs.

Electives:

Two of the following:

BIO 300 Developmental Biology	4 hrs.
BIO 301 Genetics	4 hrs.
BIO 325 Molecular Cell Biology	4 hrs.
BIO 330 Virology	3 hrs.
BIO 370 Human Physiology	4 hrs.
BIO 403 Microbiology	4 hrs.
Total	7-8 hrs.

Chemistry Electives:

One of the following:

CHM 304 Inorganic Chemistry	3 hrs.
CHM 334/335 Analytical Chemistry II	4 hrs.
CHM 410 Advanced Projects in Chemistry	3 hrs.
CHM 434/435 Physical Chemistry II	4 hrs.
Total	3-4 hrs.

Total Hours

62-65 hrs.

BIOLOGY MAJOR AND MINOR

Professor: M. Amspoker

Associate Professors: J. Mayne (Chair), I. Unger

Assistant Professors: D. Holliday, J. Kenney-Hunt, G. McNett

Visiting Instructors: A. George, E. Lockwood, S. Vanderpool

Contact: Dr. Jeff Mayne

Phone: (573) 592-5272

Email: Jeff.Mayne@westminster-mo.edu

The Department of Biology 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. The Introduction to Biological Principles, Biological Processes and Biodiversity courses fulfill the general degree requirement for a course in laboratory science as well as serving as foundation courses for students considering a major in biology. However, the Introduction to Biological Principles course is intended primarily for non-majors.

Students who successfully complete the minor program in biology will have a broad introduction to the diversity of organisms and biological processes on Earth. This program is designed to give students who are interested in non-human biology the basic tools to appreciate the complexity and ecological significance of various life forms and biological processes, which are integral to the success of our species and our planet's environment. Students who are particularly interested in the biology of humans are encouraged to complete the Health Professions Minor.

Requirements for the Major in Biology:

Level One: Introductory Courses (8 hrs)

BIO 124/125 Biodiversity	4 hrs.
BIO 114/115 Biological Processes	4 hrs.

Level Two: Intermediate Courses (8 hrs)

Two of the following:

BIO 203 Human Anatomy	4 hrs.
BIO 204 Animal Behavior	4 hrs.
BIO 208 Functional Plant Morphology	4 hrs.
BIO 301 Genetics	4 hrs.

Level Three: Advanced Courses (18-20 hrs)

Five courses with at least one from the "lab" assemblage and one from the "field" assemblage. At least three of the courses must have a laboratory component. Two of the courses may be selected from the Level Two selections.

"Lab"

BIO 300 Developmental Biology	4 hrs.
BIO 325 Molecular Cell Biology	4 hrs.
BIO 370 Human Physiology	4 hrs.
BIO 398 Independent Research (with a laboratory focus)	3-4 hrs.
BIO 403 Microbiology	4 hrs.
BIO 404 Biochemistry	4 hrs.

"Field"

BIO 205 Ecology & Field Biology	4 hrs.
BIO 318 Ornithology	4 hrs.
BIO 308 Taxonomy and Systematics of Flowering Plants	4 hrs.
BIO 309 Phycology	4 hrs.
BIO 315 Entomology	4 hrs.
BIO 320/321 Biology in Belize (or other equivalent travel courses)	4 hrs.
BIO 398 Independent Research (with a field focus)	3-4 hrs.

"Other"

BIO 210 Biogeography (non-lab)	3 hrs.
BIO 220 Evolution (non-lab)	3 hrs.
BIO 300 Developmental Biology (non-lab)	3 hrs.
BIO 300 Ecotoxicology (optional lab)	3-4 hrs.
BIO 322 Vertebrate Biology (non-lab)	3 hrs.
BIO 307 Biology of Social insects (non-lab)	3 hrs.
BIO 314 Vertebrate Histology	4 hrs.
BIO 330 Virology (non-lab)	3 hrs.

BIO 340 Wetlands (non-lab)	3 hrs.
BIO 345 Forest Resources & Mgmt. (non-lab)	3 hrs.
BIO 350 Conservation Biology (non-lab)	3 hrs.
BIO 398 Independent Research	3-4 hrs.
BIO 415 Human Gross Anatomy	4 hrs.

Total Hours: 34-36 hrs.

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

The Department strongly recommends that students majoring in Biology take Chemistry courses through Organic 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 Research Projects, may be counted towards the major. Students must earn a letter grade of C- or better in all biology courses needed to satisfy major or minor requirements.

Requirements for Minor in Biology:

Required courses: (8 hrs.)

BIO 114/115 Biological Processes	4hrs.
BIO 124/125 Biodiversity	4hrs.

Elective Courses: (11-12 hours)

BIO 203 Human Anatomy	4 hrs.
BIO 204 Animal Behavior	4 hrs.
BIO 205 Ecology & Field Biology	4 hrs.
BIO 208 Functional Plant Morphology	4 hrs.
BIO 210 Biogeography (non-lab)	3 hrs.
BIO 220 Evolution (non-lab)	3 hrs.
BIO 300 Developmental Biology	4 hrs.
BIO 300 Ecotoxicology	3 hrs.
BIO 301 Genetics	4 hrs.
BIO 307 Biology of Social Insects (non-lab)	3 hrs.
BIO 308 Taxonomy and Systematics of Flowering Plants	4 hrs.
BIO 309 Phycology	4 hrs.
BIO 315 Entomology	4 hrs.
BIO 318 Ornithology	4 hrs.
BIO 320 & 321 Biology In Belize	4 hrs.
BIO 322 Vertebrate Biology	4 hrs.
BIO 325 Molecular Cell Biology	4 hrs.
BIO 330 Virology (non-lab)	3 hrs.
BIO 340 Wetlands (non-lab)	3 hrs.
BIO 345 Forest Resources & Mgmt. (non-lab)	3 hrs.
BIO 350 Conservation Biology (non-lab)	3 hrs.
BIO 370 Human Physiology	4 hrs.
BIO 398 Independent Research	3-4 hrs.
BIO 403 Microbiology	4 hrs.
BIO 404 Biochemistry	4 hrs.
BIO 415 Human Gross Anatomy	4 hrs.

Total hours 19-20 hrs.

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

BUSINESS ADMINISTRATION MAJOR AND MINOR

John E. Simon Department of Accounting, Business Administration, Economics and Management Information Systems

Associate Professors: R. Bhandari, W. Carner, S. Manzoor (Chair), S. Phelps
 Assistant Professor: R. Eames
 Visiting Assistant Professor: B. Sleeth, M. Zia

Contact: Dr. Sonia Manzoor
 Phone: (573) 592-5359
 Email: Sonia.Manzoor@westminster-mo.edu

The Business Administration major is offered through the John E. Simon Department of Accounting, Business Administration, Economics and Management Information Systems. Course work is designed to study the nature and complexity of organized commercial and not-for-profit activities, preparing students for service to society, the organization, and self.

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

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

Students must either have sophomore standing or be in their third semester as full-time Westminster students to enroll in any business course.

Requirements for the Major in Business Administration:

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

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

Required courses for all concentrations:

ACC 215 Principles of Financial Accounting	4 hrs.
ACC 216 Principles of Managerial Accounting	4 hrs.
ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles of Microeconomics	3 hrs.
SPE 101 Introduction to Speech Communication	3 hrs.
MAT 114 Elementary Statistics	3 hrs.

One of the following courses:

MAT 122 Business Calculus	3 hrs.
MAT 124 Calculus 1	5 hrs.

One of the following courses:

MIS 201+202 Intro to Info Systems + Lab	4 hrs.
---	--------

MIS 210 Spreadsheet Applications in Business	3 hrs.
MIS 220 People and Information	3 hrs.
Other Required Courses:	
BUS 220 Fundamentals of Management	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 318 Corporate Financial Management	3 hrs.
BUS 450 Business Policy	4 hrs.
One of the following Courses:	
BUS 327 Operations Management	3 hrs.
MIS 360 Decision Making	3 hrs.
ECN 351 Managerial Economics	3 hrs.
Total	42-45 hrs.

Elective courses and concentrations:

Business administration majors must also complete 12 credit hours of accounting, business, economics, or MIS courses as electives. PHL 244 Business Ethics and SCA 352 Economy and Society are also accepted as electives.

At least 6 credit hours of electives must be business (BUS) courses.

Total Electives 12 hrs.

Total hours 54-57 hrs.

It is possible for a Business major to be completed with no concentration, by completing any 4 ABEMIS courses (2 of them BUS courses) in addition to the required courses.

Students may also choose to complete one or more of the four concentration areas: finance, marketing, management, or entrepreneurial studies.

To complete a concentration area, a student must choose three of his/her electives from the list provided below for that concentration area. (For entrepreneurial studies, students must take BUS 325 and choose two more of their electives from the list.)

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

Entrepreneurial Studies Concentration Electives

- Required:
 BUS 325 Entrepreneurship
- Electives:
 BUS 223 Business Law
 BUS 230 Personal Finance
 BUDS 399 Internship
 MIS 201 and 202 Introduction to Management Information Systems with Lab
 SPE 310 Professional Communication
 MIS classes on E-commerce and Innovation Management

Finance Concentration Electives

- ACC 319 Federal Income Tax I
 ACC 419 Federal Income Tax II
 BUS 230 Personal Finance
 BUS 328 Managerial Finance
 BUS 350 Investments
 ECN 310 International Trade and Finance

- ECN 316 Public Finance
- ECN 325 Money and Banking
- Management Concentration Electives
 - BUS 221 Management Practice and Organizational Behavior
 - BUS 325 Entrepreneurship
 - BUS 326 Human Resource Management
 - BUS 337 Labor Relations
 - BUS 300 coded (experimental) courses
 - MIS 220 People and Information
 - PSY 241 Industrial/Organizational Psychology
 - SPE 203 Interpersonal Communication
 - SPE 310 Professional Communication
- Marketing Concentration Electives
 - BUS 330 Advertising
 - BUS 334 Consumer Behavior
 - BUS 340 International Business
 - MIS course on E-commerce
 - BUS course on Sports Management
- One of the following:
 - ENG 260 Introduction to Journalism
 - ENG 275 Creative Writing
 - ENG 365 Magazine Writing and Editing
- One of the following:
 - PSY 310 Social Psychology
 - PSY 315 Psychology of Personality
 - PSY 320 Memory and Cognition
- One of the following:
 - SPE 203 Interpersonal Communication
 - SPE 220 Public Relations
 - SPE 310 Business and Professional Communication
- Entrepreneurship Concentration Electives
 - Required Course:
 - BUS 325 Entrepreneurship
 - Electives:
 - BUS 223 Business Law
 - BUS 230 Personal Finance
 - BUS 399 Internship
 - MIS 201 and 202 Introduction to Management Information Systems with Lab
 - SPE 310 Professional Communication
 - MIS classes on E-commerce and Innovation Management

Requirements for the Minor in Business Administration:

- ACC 215 Principles of Financial Accounting I 4 hrs.
- BUS 220 Fundamentals of Management 3 hrs.
- BUS 230 Personal Finance 3 hrs.
- BUS 250 Principles of Marketing 3 hrs.
- BUS 340 International Business 3 hrs.
- BUS Electives, 300 level or above 6 hrs.
- Total hours 22 hrs**

BUSINESS COMMUNICATION PROGRAM

Professor: K. Hardeman—Coordinator

Contact: Professor Keith Hardeman
 Phone: (573) 592-5203 Fax: (573) 592-5191
 Email: Keith.Hardeman@westminster-mo.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 parenthesis.** 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.

Requirements for the Major in Business Communication

- SPE 101 Introduction to Speech 3 hrs.
- SPE 203 Interpersonal Communication 3 hrs.
- SPE 310 Business and Professional Communication 3 hrs.
(SPE 101 or Junior status)
- ENG 260 Journalism 3 hrs.
- ENG 270 Expository Writing 3 hrs.
- ENG 275 Introduction to Creative Writing 3 hrs.
- BUS 220 Fundamentals of Management 3 hrs.
- BUS 250 Principles of Marketing 3 hrs.
- BUS 330 Principles of Advertising 3 hrs.
- BUS 334 Consumer Behavior 3 hrs.
30 hrs.

Written Communication:

- One course from the following: 3 hrs.
- ENG 372 Creative Writing: Fiction (ENG 275)
- ENG 374 Creative Writing: Poetry (ENG 275)
- ENG 376 Creative Writing: Non-Fiction (ENG 275)
- ENG 365 Magazine Writing and Editing (ENG 260)
- ENG 360 Special Topics in Journalism (ENG 260)

Communication in Context:

- Two courses from the following: 6 hrs.
- SPE 220 Public Relations (SPE 101 & ENG 260 recommended)
- SPE 303 Communication in Relationships (SPE 203 & Sophomore status)
- POL 311 Political Parties, Voting, and Campaign Strategies (POL 112 or 211)
- BUS 326 Human Resource Management (BUS 220)
- PHL 218 Introduction to Logic
- FRE or SPA 303 Advanced Conversation
- MIS 220 People and Information
- ITS 399 Internship
- OR Another course accepted by the Business Communication Program Director

Visual Communication:

- Pick one from the following: 3 hrs.
- ART 200 Digital Photography
- ART 210 Photography
- ART 215 Graphic Arts
- ART 230 Survey of Western Art I
- ART 231 Survey of Western Art II
- FAR 215 Art of the Film

OR Another course accepted by the Business
Communication Program Director

Total hours **42 hrs.**

CHEMISTRY MAJOR AND MINOR

Professor: G. Frerichs (Chair)
Associate Professor: B. Hansert
Assistant Professor: C. Halsey
Visiting Assistant Professor: R. Frederick, R. Zumwalt
Visiting Instructor: E. Fletchall

Contact: Dr. Glen Frerichs
Phone: (573) 592-5202 Fax: (573) 592-5206
Email: Glen.Frerichs@westminster-mo.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.

Requirements for Major in Chemistry:

CHM 114, 115 General Chemistry I	4 hrs.
CHM 124, 125 General Chemistry II	4 hrs.
CHM 304 Inorganic Chemistry	3 hrs.
CHM 314, 315 Organic Chemistry I	4 hrs.
CHM 324, 325 Organic Chemistry II	4 hrs.
CHM 334, 335 Analytical Chemistry I	4 hrs.
CHM 344, 345 Analytical Chemistry II	4 hrs.
CHM 424, 425 Physical Chemistry I	4 hrs.
CHM 434, 435 Physical Chemistry II	4 hrs.
One course chosen from courses above the 200 level	3 hrs.
Total hours	38 hrs.

Other Required Courses:

Mathematics through MAT 224 Calculus III	
PHY 201 Physics I	4 hrs.
PHY 212 Physics II	4 hrs.

Requirements for Minor in Chemistry:

CHM 114, 115 General Chemistry I	4 hrs.
CHM 124, 125 General Chemistry II	4 hrs.
CHM 334, 335 Analytical Chemistry I	4 hrs.
At Least Seven Hours Selected from the Following:	
CHM 304 Inorganic Chemistry	3 hrs.
CHM 314, 315 Organic Chemistry I	4 hrs.

CHM 324, 325 Organic Chemistry II	4 hrs.
CHM 344, 345 Analytical Chemistry II	4 hrs.
CHM 404 Physical Chemistry for the Life Sciences	3 hrs.
CHM 424, 425 Physical Chemistry I	4 hrs.
CHM 434, 435 Physical Chemistry II	4 hrs.
BIO 404 Biochemistry	4 hrs.
Total hours	19-20 hrs.

Note: Only one of the courses, CHM 404 or CHM 424/425, may be counted toward the minimum 7 hours of other courses.

CHIROPRACTIC DUAL-DEGREE PROGRAM

Contact: Dr. Mike Amspoker
Phone: 573-592-5274
Email: Mike.Amspoker@westminster-mo.edu

Based upon a mutual respect for the integrity of parallel academic programs and in an effort to better serve students intending to pursue the chiropractic profession, Logan College of Chiropractic/University Programs and Westminster College have entered into an agreement 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.

Under the provisions of this program, a "3+3 Program student will graduate from Westminster with a baccalaureate degree with a minimum of 93 credit hours in course work at Westminster and a minimum of 35 credit hours in coursework at Logan."

Westminster Course Work ("Pre-Chiropractic Program") Includes:

Required coursework to fulfill General Education Requirements:

Tier I WSM 101 Westminster Seminar	3 hrs.
Tier I LST 101 The Leader Within	1 hr.
Tier I ENG 103 Academic Writing	3 hrs.
Tier I Foreign Language	4 hrs.
Tier I MAT 124 Calculus I	5 hrs.
Tier II Historical Perspectives	6 hrs.
Tier II Fundamental Questions (e.g., Ethics)	3 hrs.
Tier II Artistic Expression/Critical Appreciation	6 hrs.
Tier II Social Institutions	6 hrs.
Tier II Human Behavior (PSY 113)	3 hrs.
Tier II Language/Culture	3-4 hrs.
Tier II Non-Western Course	3 hrs.
Tier III	3 hrs.
Upper Level Course	3 hrs.
PE Activity Course	1 hr.
Total credit hours	53-54 hrs.*

Required coursework to fulfill Biology Major and Pre-Logan Requirements:

Level 1: BIO 114/115 Biological Process	4 hrs.
Level 1: BIO 124/125 Biodiversity	4 hrs.
Level 2: One additional course	4 hrs.
Level 3: One additional "field" course	4 hrs.
CHM 114/115 General Chemistry I	4 hrs.

CHM 124/125 General Chemistry II	4 hrs.
CHM 314/315 Organic Chemistry I	4 hrs.
CHM 324/325 Organic Chemistry II	4 hrs.
PHY 201 Physics I	4 hrs.
PHY 212 Physics II	4 hrs.
Total credit hours	40 hrs.

Total credit hours from Westminster 93-94 hrs.*

Logan Course Work Includes:

A minimum of 33 credit hours must be completed with a cumulative grade point average of at least 2.00 on a scale of 4.00.

BSO1401_02 Anatomy I (for Level 2 credit)	5.5 hrs.
BSO2403_02 Anatomy II (for elective credit)	5.5 hrs.
BSO1501_02 Biochemistry I (for Level 3 credit)	4 hrs.
BSO2506_02 Biochemistry II for elective credit)	4 hrs.
BSO1502_02 Histology/Cell Biology (for Level 3 credit)	4 hrs.
BSO2601_02 Microbiology I for Level 3 credit)	4 hrs.
BSO2504_02 Physiology I (for Level 3 credit)	4 hrs.
BS 02405_02 Neuroanatomy (for elective credit)	4 hrs.
Total credit hours	35 hrs.*

Total Credit hours from Logan 35 hrs.**

*Credit Hour = Carnegie Definition of 50 minutes = 1 credit hour

**For every subject required by Logan (either offered by Westminster or Logan), no grade below a 2.00 on a 4.00 scale will be accepted for credit in this articulated program. In addition, all "3+3 Program" students must have earned a cumulative grade point average of at least 2.50 on a scale of 4.00 for the 90 credit hours at Westminster.

CLASSICS MINORS

Classics Minor (with Latin component)

Professor: R. Seelinger
Senior Lecturer: V. Leuci
Visiting Instructor: J. Farris, E. Thienes

Contact: Dr. Cliff Cain
Phone: (573) 592-5202
Email: Cliff.Cain@westminster-mo.edu

OR

Contact: Dr. James McRae
Phone: (573) 592-6229
Email: James.McRae@westminster-mo.edu

Students will acquire a solid overview of the nature and dynamics of the ancient Greco/Roman world; its history, literature, and culture. By studying Latin through the 204 level, students will acquire skills that will enable them to read selections of Latin literature and to appreciate more fully the concepts and values that are embedded in the languages.

Requirements for the Classics Minor (with Latin component):

LAT 203 Intermediate Latin I	3 hrs.
LAT 204 Intermediate Latin II	3 hrs.

One of the Following Two Courses:

CLA 227 Greek Civilization	3 hrs.
CLA 228 Roman Civilization	3 hrs.

Three Courses from the List Below (two must be upper level)

ART 230 Survey of Western Art I	3 hrs.
CLA 215 Mythology	3 hrs.
CLA 300 Topics in Classics	3 hrs.
CLA/SCA 301 History and Methods of Archaeology	3 hrs.
CLA 320 Medicine, Miracle and Magic	3 hrs.
CLA 325 Omens, Portents and Dreams	3 hrs.
CLA 340 Pagans and Christians	3 hrs.
CLA 351 Latin Literature in Translation	3 hrs.
CLA 352 Greek Literature in Translation	3 hrs.
CLA 361 Ancient Greek Drama in Translation	3 hrs.
PHL 221 Ancient and Medieval Philosophy	3 hrs.
REL 316 The Teachings of Jesus	3 hrs.
REL 317 The Teachings of Paul	3 hrs.
SCA 304 Principles of Field Archaeology	3-4 hrs.
Total hours	18-19 hrs.

Classics Minor (without Language component)

Professor: R. Seelinger
Senior Lecturer: V. Leuci
Visiting Instructor: J. Farris, E. Thienes

Contact: Dr. Cliff Cain
Phone: (573) 592-5202
Email: Cliff.Cain@westminster-mo.edu

OR

Contact: Dr. James McRae
Phone: (573) 592-6229
Email: James.McRae@westminster-mo.edu

Students will acquire a solid overview of the nature and dynamics of the ancient Greco/Roman world; its history, literature, culture, and continuing influence on our contemporary world.

Requirements for the Minor in Classics (without Language component):

CLA 227 Greek Civilization	3 hrs.
CLA 228 Roman Civilization	3 hrs.

One of the Following Two Courses:

ART 230 Survey of Western Art I	3 hrs.
CLA 215 Mythology	3 hrs.

Three Courses from the List Below (two of which must be upper level):

LAT 102 Beginning Latin II	4 hrs.
CLA 300 Topics in Classics	3 hrs.
CLA/SCA 301 History and Methods of Archaeology	3 hrs.
CLA 320 Medicine, Miracle and Magic	3 hrs.
CLA 325 Omens, Portents and Dreams	3 hrs.
CLA 340 Pagans and Christians	3 hrs.
CLA 351 Latin Literature in Translation	3 hrs.
CLA 352 Greek Literature in Translation	3 hrs.
CLA 361 Ancient Greek Drama in Translation	3 hrs.
PHL 221 Ancient and Medieval Philosophy	3 hrs.
REL 316 The Teachings of Jesus	3 hrs.

REL 317 The Teachings of Paul 3 hrs.
 SCA 304 Principles of Field Archaeology 3-4 hrs.

ITY 351 Systems and Software Engineering Laboratory 3 hrs.
 MAT 124 Calculus I 5 hrs.

Total hours 18-20 hrs.

COMPUTER SCIENCE MAJOR

Professors: E. Mirielli, L. Webster

Contact: Dr. Edward Mirielli
 Phone: (573) 592-5220
 Email: Ed.Mirielli@westminster-mo.edu

The course offerings in Computer Science and Information Technology serve both Computer Science and Information Technology majors and students majoring in other fields. The introductory courses emphasize applications of computers and information technology for problem solving and data manipulation along with fundamental concepts of the computer science and information technology disciplines. The advanced courses are designed for extended study and exploration of the theoretical and technical aspects, and practical applications of computer science and information technology. The two majors offered by the Computer Science department will prepare students for either immediate employment or graduate study.

Computer Science and Information Technology courses are taught in a laboratory setting, permitting experimentation with the practical application of theoretical concepts. Students also present their work to various audiences in written, electronic, and verbal formats. In addition to the technical focus, students in both the CSC and ITY majors are provided opportunities to practice techniques to develop skills related to becoming professionals, effective communicators, and potential information technology leaders in a wide variety of organizations. It is recommended that students planning graduate study in computer science take additional courses in mathematics and physics. Student learning is achieved by applying a problem-based, project centered approach focusing on critical thinking, technological understanding, and interpersonal communications. Majors must earn a grade of C or better in all CSC/ITY courses.

A degree in Computer Science focuses on the mathematical logical, and scientific applications of computer science particularly algorithms and software development. Students are required to complete complementary courses in mathematics, statistics and logic. Significant areas addressed in this major include secure coding empirical research, and data science. This major emphasizes problem solving, computer programming knowledge and skills, software engineering concepts and practices, and provides the student with opportunity to apply these concepts to a variety of computer-based systems.

Requirements for the Major in Computer Science

Required Courses: (32 hrs.)
 CSC 104 Programming Logic and Design 3 hrs.
 CSC 111 Fundamentals of Computer Science I 3 hrs.
 CSC 178 Survey of Computer Science 3 hrs.
 CSC 211 Fundamentals of Computer Science II 3 hrs.
 CSC 327 Database Management Systems 3 hrs.
 CSC 350 Systems Analysis and Design 3 hrs.
 ITY 177 Foundations of Information Technology Science 3 hrs.
 ITY 181 Introduction to Software Engineering 3 hrs.

Elective Courses: (12 hrs.)

At least two elective courses (6 hours) must come from the following list:

CSC 201 Introduction to Digital Systems 3 hrs.
 CSC 205 Visual Basic Programming 3 hrs.
 CSC 390 Object-Oriented Programming 3 hrs.
 CSC 411 Topics in Programming 3 hrs.

Other elective courses (6 hours):

CSC 314 Advanced Digital Systems 3 hrs.
 CSC 316 Compilers, Interpreters, and Operating Systems 3 hrs.
 CSC 398 Independent Study in Computer Science 1-4 hrs.
 CSC 399 Internship in Computer Science 1-4 hrs.
 CSC 454 Computer Science Practicum 1 hrs.
 CSC 427 Client Server and Web-based Programming 3 hrs.
 ITY 232 Computer Networking 3 hrs.
 ITY 409 Information Technology in the Organization 3 hrs.

Additional Elective Courses (Any two below):

MAT 214 Calculus II 4 hrs.
 MAT 215 Linear Algebra 3 hrs.
 MAT 313 Mathematical Probability and Statistics 3 hrs.
 PHL 224 Formal Logic 3 hrs.

Total Hours: 51 hrs.

CRIMINAL JUSTICE MINOR

Assistant Professor: L. Fein

Contact: Dr. Lisa Fein
 Phone: 573-592-5309
 E-mail: Lisa.Fein@westminster-mo.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.

Requirements for the Minor in Criminal Justice

Required courses:

SEC 300 Introduction to Criminal Justice 3 hrs.
 SEC 300 Criminal Law 3 hrs.

Electives: (12 hours)

Students must take four of the following electives. Electives must be taken in at least two different departments and at least two of the courses must be at the 300 level or above. Other courses may be accepted based on the approval of the program coordinator.

PSY 315 Psychology of Personality
 PSY 340 Forensic Psychology
 PSY 390 Abnormal Psychology
 PSY 406 Substance Use Disorders
 POL 211 American Government and Politics
 POL 305 International Law and Organizations
 POL 314 American Constitutional Law & Politics

POL 316 American Jurisprudence
 POL 370 Drugs, Politics, and Public Policy
 SCA 111 Introduction to Sociology OR
 PSY 113 Psychology as a Social Science
 SCA 300 Prisons and Social Control
 SEC 201 Introduction to Security Studies
 SEC 300 Terrorism
 Strongly Recommended:
 SPA 204 Intermediate Spanish II
 An internship in a related field

Total Hours: 18 hrs.

ECONOMICS MAJOR AND MINOR

John E. Simon Department of Accounting, Business Administration,
 Economics and Management Information Systems

Associate Professors: R. Bhandari, S. Manzoor (Chair)
 Assistant Professor: K. Tompson-Wolfe
 Visiting Assistant Professor: M. Zia

Contact: Dr. Sonia Manzoor
 Phone: (573) 592-5359
 Email: Sonia.Manzoor@westminster-mo.edu

Economics is one of the majors offered through the John E. Simon Department of Accounting, Business Administration, Economics and Management Information Systems. Courses in the economics major contribute to an understanding of how economic decisions affect the world and to providing a basis for making informed judgments on public policy. Basic courses are designed for non-majors as well as majors.

The major provides a thorough grounding in the basic tools of economic analysis and intensive practice in applying these tools to the analysis of significant aspects of the American economy. This foundation should be particularly useful to students preparing for graduate work in economics or those planning to enter the business world, law, or government service.

Students must either have sophomore standing or be in their third semester as full-time Westminster students to enroll in any economics course.

Requirements for the Major in Economics:

All economics majors must complete the core program (ECN 211, 212 and MAT 122 or MAT 124) and achieve junior standing before registering for any 300- or 400-level courses in economics.

ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles of Microeconomics	3 hrs.
ECN 235 Research Methods in Economics and Business	or
ECN 367 Econometrics	3 hrs.
ECN 331 Intermediate Macroeconomic Theory	3 hrs.
ECN 332 Intermediate Price Theory	3 hrs.
MAT 122 Business Calculus OR	
MAT 124 Calculus I	3 or 5 hrs.

Depending on one's interest and academic goals students may follow either one of the following two tracks to complete their Economics Major.

Track I: Economics Major

4 ECN electives (at least 2 upper level courses, ECN 110 will not be considered as an elective)	12 hrs.
ECN 425 Capstone Senior Seminar	3 hrs.

Other Requirements:

MAT 122 Business Calculus	OR	
MAT 124 Calculus		3-5 hrs.
SPE 101 Introduction to Speech Communications	or	
ENG 270 Expository Writing		3 hrs.
MIS or CSC course		3 hrs.

Total hours: 36-38 hrs.

Track 2: Economics Major with Honors*

ECN 360 Mathematical Economics	3 hrs.
ECN 367 Econometrics	3 hrs.
2 ECN electives:	6 hrs.
ECN 400 Senior Capstone Honors Thesis (2 semesters)	6 hrs.
Other Required Courses:	
MAT 124 Calculus	5 hrs.
MAT 215 Linear Algebra	3 hrs.
SPE 101 Introduction to Speech Communications	
or ENG 270 Expository Writing	3 hrs.

Total hours: 44 hrs.

***Minimum GPA requirement for Economics Major with Honors: 3.00 or better.**

Majors interested in careers in banking, finance, or management are encouraged to take at least six hours in accounting. Majors must have at least a 2.00 grade point average in all economics courses to satisfy major requirements.

NOTE: As ECN 235, and higher level math courses (MAT 122 or MAT 124) are required for major, we do not explicitly require MAT 114. If students take MAT 122 or MAT 124 or ECN 235 they will satisfy the prerequisite of MAT 114 for taking economic courses. MAT 114 is required for students who have not taken or will not take MAT 122 or MAT 124 or ECN 235 to satisfy prerequisites for some economics courses such as ECN 211, ECN 212 or ECN 334, etc. (i.e. non-economic majors and some starting with lower level math courses).

Requirements for the Minor in Economics:

The objective of an Economics minor is to provide an avenue for acquiring a basic understanding of economics that can complement the student's major course of study. The student who successfully completes a minor in economics will have a strong grasp of economic theory. This will help her/him to understand and analyze contemporary economic issues and events such as health care, social security, taxes, welfare, environmental policy, international trade, economic growth, business cycles, and the role of government policies. In addition, study of economics provides strong rational decision-making skills.

Required Courses:

ECN 211 Principles of Macroeconomics	3 hrs.
--------------------------------------	--------

ECN 212 Principles of Microeconomics	3 hrs.
ECN 331 Intermediate Macroeconomic Theory	3 hrs.
ECN 332 Intermediate Price Theory	3 hrs.

Elective Courses:

Economic electives (must include at least one upper-level course)	6 hrs.
---	--------

Total Hours Required 18 hrs.

EDUCATION MAJORS AND MINOR

Professor: L. Aulgur, Director of Teacher Certification and Placement
Associate Professors: J. Concannon (Chair), R. Cowles, M. Majerus, S. Serota

Assistant Professors: B. Bumgarner, E. Peterson

Visiting Instructors: L. Finucane

Contact: Dr. Linda Aulgur

Phone: (573) 592-6227

Email: Linda.Aulgur@westminster-mo.edu

OR

Contact: Dr. Jim Concannon

Phone: (573) 592-5293

Email: Jim.Concannon@westminster-mo.edu

The Westminster College Teacher Education Program is administered by the Department of Education. The program is designed to promote the life-long learning dispositions the teaching profession demands, as well to provide the depth and breadth of academic and practical knowledge needed for successful beginning teaching. The conceptual framework emphasizes the idea of “the teacher as a reflective practitioner.” The faculty draws on research and extensive experience to make course work meaningful and strives to demonstrate attitudes and practice, which serve as examples for students' future classrooms. Students receive personal attention within a learning community that encourages them to develop critical thinking, creative sensibility, and communication arts to share ideas and to understand others as they teach and learn in a global, technological society.

Those who wish to teach will earn a Bachelor of Arts with majors offered in Elementary (grades 1-6), Early childhood (birth-Grade 3), Middle School (grades 5-9), and Secondary Education (grades 9-12). Secondary content emphasis areas are: Business, Mathematics, Social Studies, Biology, Physics, Chemistry, General Science, English, Spanish (K-12), French (K-12) Physical Education. Middle school majors are encouraged to complete two areas of content concentration selected from English, Science, Social Studies, and Mathematics. Each concentration area consists of at least 24 hours. Elementary majors must have at least one area of concentration of 24 hours chosen from Mathematics, Social Studies, Science or English. There is an add-on certification option for Elementary majors who wish to add Early Childhood certification.

The Teacher Education Program is designed so that majors complete a course of study approved by the State of Missouri Department of Elementary and Secondary Education (DESE) which will lead to recommendation for certification in the chosen major and concentration areas. Teacher education preparation experiences include research, observation, demonstration, and participation in

local school settings. Students who prepare for a teaching career must meet professional education requirements specified by the Missouri Department of Elementary and Secondary Education, as well as the program requirements of Westminster College. Teacher education majors must demonstrate competencies in reading, writing, mathematics, science, and social science.

Students must be accepted into the Teacher Education program before taking upper level professional education courses. Admission criteria are:

1. Register and take the Missouri Educator Profile (MEP); passing score not required; required to take in EDU 101.
2. Passing scores all subsets of the Missouri General Education Assessment (MOGEA); required to take in EDU 290; Send results to Rikka Brown.
3. Resume; to be done in EDU 290; send to Rikka Brown.
4. Written Teaching Philosophy Document; to be done in EDU 290; send to Rikka Brown.
5. Maintain an annual student membership with the Missouri State Teacher Association (MSTA); Practicum 1 (EDU 291); send document to Rikka Brown.
6. Register with the Family Care Safety Registry at: www.health.mo.gov/safety/fcsr during Practicum 1 (EDU 291); send results to Rikka Brown.
7. Satisfactory Dispositions Checklist from Cooperating Teacher and Professor of Practicum I (EDU 291).
8. Letter of Recommendation from an Education Faculty Member.
9. Letter of Recommendation from an Outside Faculty Member.
10. 4-year Plan signed by advisor and sent to Rikka Brown.
11. Grade Point Average: 2.75 Overall; 3.00 Education Coursework; 3.0 Content Coursework at the end of sophomore year; for transfer students, GPA will be calculated after one semester of Westminster coursework.
12. A formal letter requesting consideration for admittance into the Teacher Education Program.

After entry into the program and before graduation, it is required that students pass a nationally criterion referenced entrance exam to the profession, established by DESE. Completing the national test is part of the certification application process. Students must also obtain a Missouri substitute certificate prior to the student teaching experience.

Note: Students must obtain a final grade of C or higher in each professional education course and maintain a GPA of 3.0 in all professional education courses. Students are not allowed to have grades below C in their content area concentrations and they must have a 3.0 in their chosen concentration to be recommended for certification. No more than two (2) grades of D in the general education courses required for graduation are acceptable and students are encouraged to retake courses in which they receive grades of D.

Prior to student teaching, the pre-service teacher must:

1. Previously been admitted into the Teacher Education Program (TEP)
2. Pass the content exam within the first two attempts; relative to the pre-service teacher's certification area.
3. Hold a valid Missouri substitute teaching certificate.

4. Maintain a 3.0 education GPA, 3.0 Content GPA, and an overall 2.75 GPA.
5. Maintain a student membership in the Missouri State Teacher's Association.
6. Provide a formal request to student teach at least one semester prior to the intended student teaching experience sent to Rikka Brown. The request must be received one full semester prior to the intended student teaching experience. The request should indicate a school or a teacher if applicable.

Note: Student teaching is required for certification.

Changes to Coursework and Assessments

At the time of this publication, The Missouri Department of Elementary & Secondary Education – Office of Educator Quality is working with the Missouri legislature and all higher education institutions certifying teachers in the state as well as representative stakeholders groups to redesign the standards for educator preparation including certification requirements. The Westminster Education Department is currently revising some required coursework and developing some new courses. These changes and implementation schedule, expected to go into effect for all certification majors graduating after Spring of 2017, will be communicated to students through individual advising sessions, meetings, and/or other college communications. If there are any questions and/or concerns, please contact the Director of Educator Preparation in the Office of Educator Quality.

Early Childhood Education (Birth through Grade 3)

Core Early Childhood Education Courses

EDU 101 Introduction to Teaching	1 hr.
EDU 207 Health, Safety and P.E.	3 hrs.
EDU 210 Literature for Children	3 hrs.
EDU 221 Education Psychology	3 hrs.
EDU 230 Child and Adolescent Growth & Development	3 hrs.
EDU 231 Education of Exceptional Individuals	3 hrs.
EDU 280 Programs in Early Childhood Education	3 hrs.
EDU 288 Assessment in Early Childhood Education	3 hrs.
EDU 290 Foundations of Education	3 hrs.
EDU 302 Emergent Literacy	3 hrs.
EDU 385 Diversity in Education	3 hrs.
EDU 392 Reading in Content Areas	3 hrs.
EDU 453 Classroom Organization Management	3 hrs.
EDU 490 Education Seminar	3 hrs.
MAT 231 Mathematics for Elem. & Middle School	3 hrs.
PSY 113 Psychology as a Social Science	3 hrs.
PSY 312 Developmental Psychology	3 hrs.

Methods of Teaching Courses

EDU 203 Teaching Art, Music and Language Arts	3 hrs.
EDU 306 Teaching Elementary Reading	3 hrs.
EDU 380 Integrated Curriculum in ECE	3 hrs.
MAT 351 Methods of Teaching Elem./Middle Sch. Math	3 hrs.

Field and Clinical Experience Courses

EDU 291 Education Practicum I	2 hrs.
EDU 393 Education Practicum II	2 hrs.
EDU 417 Advanced Practicum	1-3
EDU 492 Student Teaching: Elementary School	12

Content Coursework

The content coursework for elementary and early childhood majors is considered to be the College's General Education Requirements.

Elementary Education: (Grades 1-6)

Core Elementary Courses

EDU 101 Introduction to Teaching	1 hr.
EDU 207 Health, Safety, and P.E.	3 hrs.
EDU 210 Literature for Children	3 hrs.
EDU 221 Education Psychology	3 hrs.
EDU 230 Child and Adolescent Growth & Development	3 hrs.
EDU 231 Education of Exceptional Individuals	3 hrs.
MAT 231 Mathematics for Elem/Middle Sch. Teachers	3 hrs.
EDU 290 Foundations of Education	3 hrs.
EDU 302 Emergent Literacy	3 hrs.
EDU 385 Diversity in Education	3 hrs.
EDU 392 Reading in Content Area	3 hrs.
EDU 441 Reading Assessment & Analysis	3 hrs.
EDU 453 Classroom Organization Management	3 hrs.
EDU 490 Education Seminar	3 hrs.

Methods of Teaching Courses

EDU 203 Teaching Art, Music and Language Arts	3 hrs.
EDU 306 Teaching Elementary Reading	3 hrs.
EDU 308 Methods of Teaching Social Studies in Elem. And Middle School	2 hrs.
EDU310 Methods of Teaching Science in Elementary And Middle School	2 hrs.
MAT 351 Methods of Teaching Elementary & Middle School Mathematics	3 hrs.

Field and Clinical Experiences Courses

EDU 291 Education Practicum I	2 hrs.
EDU 393 Education Practicum II	2 hrs.
EDU 492 Student Teaching: Elementary School	12 hrs.

Content Coursework

The content coursework for elementary and early childhood majors is considered to be the College's General Education Requirements.

Early Childhood Add-On (Birth to Grade 3)

EDU 280 Programs in Early Childhood Education	3 hrs.
EDU 288 Assessment in Early Childhood Education	3 hrs.
EDU 380 Integrated Curriculum in ECE	3 hrs.
PSY 113 Psychology as a Social Science	3 hrs.
PSY 312 Developmental Psychology	3 hrs.
EDU 417 Advanced Practicum	1 hr.

Middle School Education: Grades 5-9

Core Middle School Courses

EDU 101 Introduction to Teaching	1 hr.
EDU 221 Educational Psychology	3 hrs.
EDU 230 Child and Adolescent Growth & Development	3 hrs.
EDU 231 Education of Exceptional Individuals	3 hrs.
EDU 290 Foundations of Education	3 hrs.
EDU 311 Middle School Philosophy and Organization	2 hrs.
EDU 314 Middle School Curriculum and Instruction	2 hrs.
EDU 385 Diversity in Education	3 hrs.
EDU 392 Reading in the Content Area	3 hrs.
EDU 453 Classroom Organization and Management	3 hrs.
EDU 490 Education Seminar	3 hrs.

Field and Clinical Experience Courses

EDU 291 Education Practicum I	2 hrs.
EDU 393 Education Practicum II	2 hrs.
EDU 495 Student Teaching: Middle School	12 hrs.

Methods of Teaching Courses by Content Area

English Language Arts	
EDU 431 Teaching English in Middle and Secondary Schools	3 hrs.

EDU 306 Teaching Elementary Reading	3 hrs.
EDU 309 Teaching of Writing in Middle and Secondary Schools	3 hrs.
Mathematics	
MAT 351 Methods of Teaching Elementary & Middle School Mathematics	3 hrs.
EDU 306 Teaching Elementary Reading	3 hrs.
EDU 309 Teaching of Writing in Middle and Secondary Schools	3 hrs.
Science	
EDU 310 Methods of Teaching Science in Elem. And Middle Schools	3 hrs.
EDU 306 Teaching Elementary Reading	3 hrs.
EDU 309 Teaching of Writing in Middle and Secondary Schools	3 hrs.
Social Science	
EDU 308 Methods of Teaching Social Studies In Elementary & Middle Schools	3 hrs.
EDU 306 Teaching Elementary Reading	3 hrs.
EDU 309 Teaching of Writing in Middle and Secondary Schools	3 hrs.
Content Coursework + 24 Hours in Concentration Area	
Example Courses to meet 24 hr. minimum	
Language Arts	
ENG 103 Academic Writing	3 hrs.
ENG 204 Introduction to Literature	3 hrs.
ENG 205 British Literature to 1800	3 hrs.
ENG 206 British Literature since 1800	3 hrs.
ENG 238 American Literature to the Civil War	3 hrs.
ENG 239 American Literature since the Civil War	3 hrs.
ENG 248 World Literature to 1600	3 hrs.
ENG 249 World Literature since 1600	3 hrs.
ENG 260 Introduction to Journalism	3 hrs.
ENG 270 Expository Writing	3 hrs.
ENG 275 Introduction to Creative Writing	3 hrs.
ENG 365 Magazine Writing and Editing	3 hrs.
ENG 372 Creative Writing Prose	3 hrs.
ENG 374 Creative Writing Poetry	3 hrs.
ENG 376 Creative Nonfiction	3 hrs.
Science	
ENV 105 Introduction to Environmental Science	3 hrs.
CHM 114/115 General Chemistry I/Lab	4 hrs.
GEO 108 Introduction to Physical Geology	4 hrs.
NSC 305 Survey of the History of Science	3 hrs.
PHY 105 Introduction to Physics	3 hrs.
BIO 107 Introduction to Human Biology/Lab	4 hrs.
BIO 108 Introduction to Biological Principles	4 hrs.
Mathematics	
MAT 114 Elementary Statistics	3 hrs.
MAT 121 Pre-Calculus	3 hrs.
MAT 124 Calculus I	5 hrs.
MAT 214 Calculus II	4 hrs.
MAT 231 Mathematics for Elementary and Middle School Teachers	3 hrs.
MAT 305 Heart of Mathematics	3 hrs.
MAT 310 History of Mathematics	3 hrs.
MAT 215 Linear Algebra	3 hrs.
Other upper level MAT courses	
Social Sciences	
ECN 110 Introduction to Economics	3 hrs.
HIS 101 British History to 1800	3 hrs.

HIS 102 British History from 1800 to Present	3 hrs.
HIS 103 History of the United States to 1877	3 hrs.
HIS 104 History of the United States Since 1877	3 hrs.
HIS 105 Western Civilization I	3 hrs.
HIS 106 Western Civilization II	3 hrs.
HIS 109 World History I	3 hrs.
HIS 110 World History II	3 hrs.
POL 112 Introduction to Political Science	3 hrs.
POL 205 Introduction to Political Theory	3 hrs.
POL 211 American Government & Politics	3 hrs.
PSY113 Psychology as a Social Science	3 hrs.
SCA 111 Introduction to Sociology	3 hrs.
SCA 115 Introduction to Cultural Anthropology	3 hrs.

Concentration Areas: A single concentration area of 24 hours is recommended to be selected from social studies, science, mathematics, and English language arts. Some of the concentration area courses are included in the general education requirements of the state and the College. Consult with an advisor to coordinate program of study. No grade below a C is allowed in the areas of concentration and the GPA in each must be 3.0.

Secondary School Education: Grades 9 – 12

Core Secondary Courses

EDU 101 Introduction to Teaching	1 hr.
EDU 221 Education Psychology	3 hrs.
EDU 230 Child and Adolescent Growth & Development	3 hrs.
EDU 231 Education of Exceptional Individuals	3 hrs.
EDU 290 Foundations of Education	3 hrs.
EDU 385 Diversity in Education	3 hrs.
EDU 392 Reading in Content Area	3 hrs.
EDU 453 Classroom Organization and Management	3 hrs.
EDU 490 Education Seminar	3 hrs.
Field and Clinical Experience Courses	
EDU 291 Education Practicum I	2 hrs.
EDU 393 Education Practicum II	2 hrs.
EDU 497 Student Teaching in High School	12 hrs.
Methods of Teaching Courses by Content Area	
Biology	
EDU 425 Methods of Secondary School Teaching	3 hrs.
EDU 436 Methods of Teaching Science in Sec.	3 hrs.
Business	
EDU 425 Methods of Secondary School Teaching	3 hrs.
EDU 398 Independent Study: Methods of Teaching Business	3 hrs.
Chemistry	
EDU 425 Methods of Secondary School Teaching	3 hrs.
EDU 436 Methods of Teaching Science in Sec.	3 hrs.
English Language Arts	
EDU 425 Methods of Secondary School Teaching	3 hrs.
EDU 431 Teaching English in Middle & Sec.	3 hrs.
General Science	
EDU 425 Methods of Secondary School Teaching	3 hrs.
EDU 436 Methods of Teaching Science in Sec.	3 hrs.
Mathematics	
EDU 425 Methods of Secondary School Teaching	3 hrs.
EDU 433 Teaching Mathematics in Middle & Sec.	3 hrs.
MAT 231 Mathematics for Elem. & Middle School	3 hrs.
MAT 351 Methods of Teaching Elem/Mid Math	3 hrs.
Social Science	
EDU 425 Methods of Secondary School Teaching	3 hrs.

EDU 435 Teaching Social Studies in Middle/Sec. 3 hrs.

Secondary Education specialty areas of concentration are offered in the following fields of study: Biology, Business, Chemistry, English, French, General Science, Mathematics, Physical Education, Physics, Social Studies, and Spanish. (See an education advisor for a more information.)

Biology: Grades 9-12

NSC 305 History/Philosophy of Science & Technology 3 hrs.
Biology Coursework, at least 20 hours including:
 BIO 114/115 Biological Processes 4 hrs.
 BIO 124/125 Biodiversity 4 hrs.
 BIO 301 Genetics 4 hrs.
 BIO 325 Molecular Cell Biology 4 hrs.
 BIO 327 Evolution 3 hrs.
 Plus One Biology Elective 3-4 hrs.
Additional Science Coursework, at least 12 hours including:
 CHM 114/115 General Chemistry I 4 hrs.
 ENV 105 Environmental Science 3 hrs.
 GEO 110 Earth Systems 3 hrs.
 PHY 105 Introduction to Physics 3 hrs.

Business: Grades 9-12

ACC 215 Principles of Financial Accounting 4 hrs.
ACC 216 Principles of Managerial Accounting 4 hrs.
BUS 220 Fund. Marketing 3 hrs.
BUS 223 Business Law 3 hrs.
BUS 250 Principles of Marketing 3 hrs.
ECN 211 Macroeconomics 3 hrs.
ECN 212 Microeconomics 3 hrs.
MIS 201/202 Intro to Information Systems 4 hrs.
MIS 210 Spreadsheet Applications 3 hrs.
SPE 310 Business and Professional Communications 3 hrs.
EDU 370 Business Education Implementation 3 hrs.
Internship or Work experience 3 hrs.
Elective, choose one: 3 hrs.
 BUS 221 Management Practices & Organization
 BUS 334 Cross Cultural Management
 BUS 326 Human Resource Management

Chemistry: Grades 9-12

NSC 305 History/Philosophy of Science 3 hrs.
Chemistry coursework, at least 20 hours including:
 CHM 114-115 General Chemistry I 4 hrs.
 CHM 124-125 General Chemistry II 4 hrs.
 CHM 314-315 Organic Chemistry I 4 hrs.
 CHM324 Organic Chemistry II 3 hrs.
 CHM 334/335 Analytical Chemistry I 4 hrs.
 CHM 424/425 Physical Chemistry I 4 hrs.
 BIO 114 Biological Processes 3 hrs.
Additional Science Coursework, at least 12 hours including:
 BIO 105 Essentials of Biology 3 hrs.
 ENV 105 Intro to Environmental Science 3 hrs.
 GEO 110 Earth Systems 4 hrs.
 PHY 105 Intro. to Physics 4 hrs.

English Certification: Grades 9-12

EDU 309 Teaching of Writing in Middle/Sec. School 3 hrs.
ENG 103 Academic Writing 3 hrs.
ENG 238 American Literature to the Civil War 3 hrs.

ENG 239 American Literature Since the Civil War 3 hrs.
ENG 248 World Literature to 1600 3 hrs.
ENG 249 World Literature since 1600 3 hrs.
ENG 270 Expository Writing 3 hrs.
ENG 275 Introduction to Creative Writing 3 hrs.
ENG 280 Introduction to Linguistics 3 hrs.
ENG 330 Visions and Revisions 3 hrs.
ENG 345 Ethnic Literature 3 hrs.

General Science: Grades 9-12 (33 hours)

NSC 305 History/Philosophy of Science 3 hrs.
Science Coursework, at least 32 hours including:
 AST 211 Astronomy 3 hrs.
 BIO 114/115 Biological Processes 4 hrs.
 BIO 124/125 Biodiversity 4 hrs.
 CHM 114/115 General Chemistry I 4 hrs.
 CHM 124/125 General Chemistry II 4 hrs.
 ENV 105 Introduction to Environmental Sciences 3 hrs.
 GEO 108 Intro to Physical Geography 4 hrs.
 GEO 110 Earth Systems 4 hrs.
 PHY 105 Introduction to Physics 4 hrs.

Mathematics: Grades 9-12

CSC 104 Programming Logic and Design 3 hrs.
CSC 111 Fundamentals of Computer Science I 3 hrs.
MAT 124 Calculus I 5 hrs.
Mat 214 Calculus II 4 hrs.
MAT 224 Calculus 4 hrs.
MAT 314 Higher Geometry 3 hrs.
MAT 422 Modern Algebra 3 hrs.
Additional Mathematics coursework, at least 12 hours
 CSC 211 Fundamentals of Computer Science II 3 hrs.
 MAT 215 Linear Algebra 3 hrs.
 MAT 310 History of Mathematics 3 hrs.
 MAT 313 Mathematical Probability & Statistics 3 hrs.
 MAT 424 Advanced Calculus 3 hrs.

Physical Education: Grades K-12

Core Physical Education Courses
 EDU 101 Introduction to Teaching 1 hr.
 EDU 221 Education Psychology 3 hrs.
 EDU 230 Child and Adolescent Growth & Development 3 hrs.
 EDU 231 Education of Exceptional Individuals 3 hrs.
 EDU 290 Foundations of Education 3 hrs.
 EDU 385 Diversity in Education 3 hrs.
 EDU 392 Reading in Content Area 3 hrs.
 EDU 490 Education Seminar 3 hrs.
Field and Clinical Experience Courses
 EDU 291 Education Practicum I 2 hrs.
 EDU 393 Education Practicum II 2 hrs.
 EDU 49x Student Teaching 12 hrs.
Methods of Teaching Courses
 PED 206 Elementary Methods 3 hrs.
 EDU 434 Middle/Secondary School PE Methods 3 hrs.
Content Courses
 HES/EDU 207 Health, Nutrition & Safety 3 hrs.
 HES 309 History & Philosophy of PE 2 hrs.
 BIO 107 Human Biology 4 hrs.
 HES 321 Kinesiology 3 hrs.
 HES 340 Exercise Physiology 3 hrs.
 HES 405 Measurement & Evaluation in PE 2 hrs.

HES 204 Health and Wellness	2 hrs.
PED Axx Fitness Activity	1 hr.
PED Axx Lifetime Activity/Recreation & Dance	1 hr.
HES 350 Adapted Physical Education	3 hrs.
HES 220 Sociology of Sport	2 hrs.
HES 231 Psychology of Sport	3 hrs.
HES 215 Motor Learning	2 hrs.
HES 104 First Aid/CPR	1 hr.
HES 230 Care and Prevention of Injuries	2 hrs.
PED 208 Creative Movement, Games & Rhythms	3 hrs.
PED Axx Team and Individual Sports	3 hrs.
HES 251 Intro. to Nutrition	3 hrs.

French

FRE 101, 102, or 203 Intro/Intermediate French	8-12 hrs.
FRE 204 Intermediate French II	3 hrs.
FRE 303 Advanced French Conversation	3 hrs.
FRE 306 Critical Reading and Writing	3 hrs.
FRE 358 French Literature	3 hrs.
FRE 359 The Individual in Society II	3 hrs.
FRE 362 Francophone Civilization	3 hrs.
FRE 363 French Civilization	3 hrs.

It is important to contact faculty in the Teacher Education Program for guidance in scheduling courses.

Policy regarding student teaching: Students enrolling in EDU 492 Student Teaching: Elementary, EDU 495 Student Teaching: Middle School, and EDU 497 Student Teaching: Secondary who are members of collegiate sports teams should a) plan to student teach during a semester in which their sport is not played, b) after their eligibility has expired, or c) during a semester in which they choose not to play.

Social Science: Grades 9-12

ECN 110 Introduction to Economics	3 hrs.
GOG 101 Introduction to Geography	3 hrs.
HIS 103 History of the US to 1877	3 hrs.
HIS 104 History of the US since 1877	3 hrs.
HIS 105 Western Civilization I OR HIS 106 Western Civilization II	3 hrs.
HIS 109 World History I	3 hrs.
HIS 110 World History II	3 hrs.
HIS 332 Sectionalism, Civil War, & Reconstruction	3 hrs.
HIS 336 America since 1945	3 hrs.
POL 112 Introduction to Political Science	3 hrs.
POL 211 American Government & Politics	3 hrs.
PSY 112 Psychology as a Natural Science	3 hrs.
PSY 113 Psychology as a Social Science	3 hrs.

Minor in Education

Contact: Jim Concannon
Phone: 573-592-5259
Contact: Jim Concannon
Phone: 573-592-5293
Email: Jim.Concannon@westminster-mo.edu

Students who successfully complete this program will acquire perspectives aligned with appropriate instruction. 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.

K-12 World Language Education

Core World Language Education Coursework

EDU 101 Introduction to Teaching	1 hr.
EDU 221 Education Psychology	3 hrs.
EDU 230 Child and Adolescent Growth & Development	3 hrs.
EDU 231 Education of Exceptional Individuals	3 hrs.
EDU 290 Foundations of Education	3 hrs.
EDU 385 Diversity in Education	3 hrs.
EDU 392 Reading in Content Area	3 hrs.
EDU 453 Classroom Organization Management	3 hrs.
EDU 490 Education Seminar	3 hrs.

Field and Clinical Experiences Courses

EDU 291 Education Practicum I	2 hrs.
EDU 393 Education Practicum II	2 hrs.
EDU 49x Student Teaching	12 hrs.

Methods of Teaching Courses

EDU 437 Methods of Teaching a Foreign Language	3 hrs.
--	--------

Content Courses

Thirty (30) semester hours in language to be taught or 27 semester hours plus two (2) or more earned units of high school credit in language to be taught. Hours completed must include a minimum of fifteen (15) semester hours in upper-level courses with no more than six (6) of those hours in history/culture.

Spanish

SPA 101, 102, or 203 Intro/Intermediate Spanish	8-12 hrs.
SPA 303 Advanced Spanish Conversation	3 hrs.
SPA 351 Introduction to Spanish Literature I	3 hrs.
SPA 353 19 th & 20 th Century Latin American Lit.	3 hrs.
SPA 363 Spanish-American Novel	3 hrs.
SPA 377 Spanish Civilization	3 hrs.
SPA 378 Latin American Civilization	3 hrs.
SPA 381 Advanced Grammar & Composition	3 hrs.

Requirements for the Minor in Education

EDU 101 Introduction to Teaching	1 hr.
EDU 230 Child Growth & Development	3 hrs.
EDU 231 Education of Exceptional Individuals	3 hrs.
EDU 290 Foundations of Education	3 hrs.
EDU 385 Diversity in Education	3 hrs.

Elective Courses (Minimum of 5 hrs.)

EDU/PSY 221 Education Psychology	3 hrs.
EDU 308 Teaching Social Studies in Elem. & MS	2 hrs.
EDU 309 Teaching Writing	3 hrs.
EDU 310 Methods of Teaching Science in Elem. & MS	2 hrs.
EDU 311 Middle School Theory	2 hrs.
EDU 314 Middle School Curriculum & Instruction	2 hrs.
EDU 392 Reading in the Content Area	2 hrs.
EDU 425 Methods of Secondary Teaching	3 hrs.
EDU 434 Methods of Teaching PE in Secondary	3 hrs.
EDU 435 Methods of Teaching Social Studies	3 hrs.
EDU 436 Methods of Teaching Science/Secondary	3 hrs.
EDU 453 Classroom Management & Organization	3 hrs.

ENGINEERING DUAL-DEGREE PROGRAM

Contact: Dr. Erin Martin
Phone: 573-592-5306
Email: Erin.Martin@westminster-mo.edu

The Dual Degree Engineering Program is a study designed for students who wish to become professional engineers or applied scientists. Participants may follow either a “3-2 or a “4-2” schedule, transferring to the engineering institution of their choice after their junior year or senior year. 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 or Applied Science 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 and Missouri S&T. Bachelor’s degrees offered by the School of Engineering and Applied Science at Washington University include biomedical, chemical, computer, electrical and mechanical engineering as well as computer science, and systems science and engineering. Programs of study leading to an optional minor include computer science, environmental engineering, manufacturing, and robotics. Bachelor’s degrees offered by Missouri S&T include aerospace engineering, architectural, ceramic, chemical, civil, computer, electrical, environmental, geological, mechanical, metallurgical, mining, nuclear, and petroleum engineering as well as engineering management. Programs of study leading to an optional minor include bioinformatics, energy technology, explosive engineering, and mineral process engineering.

In order 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 – Two-course sequence, including laboratory
- Computer Science – Once course or certified proficiency in a high-level language
- Physics – Physics I and II
- All Tier 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. Students who have completed a Bachelor of Arts degree at Westminster also may participate in the program. The liaison for the Dual Degree Engineering Program is Dr. Erin Martin of the Department of Mathematics.

ENGLISH MAJOR AND MINOR

Professor: C. Perry, W. Zade
Associate Professors: T. Adams, D. Brenegan
Assistant Professors: H. Lavine, M. Tuthill, N. Leonard
Instructor: C. Pesce
Visiting Instructors: J. Brok

Contact: Dr. Deb Brenegan
Phone: (573) 592-5239
Email: Debra.Brenegan@westminster-mo.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. All majors identify one of three areas of emphasis: literary criticism, creative writing, or journalism/publication. Students who meet the requirements are invited to complete an Honors Sequence in their area of emphasis. Students may also complete an English education major by consultation with the English and Education departments. A major in English provides a solid foundation for the business world, law school, journalism, education, or graduate study in any field.

Requirements for the Major in English

Creative Writing Track

Three 200-level Literature Courses (9 hrs.):

ENG 290 Critical Practicum 3 hrs.

Select one of the following:

ENG 205 British Literature to 1800 3 hrs.

ENG 206 British Literature since 1800 3 hrs.

Select one of the following:

ENG 238 American Literature to the Civil War 3 hrs.

ENG 239 American Literature since the Civil War 3 hrs.

200-level Writing Courses (6 hrs.)

ENG 270 Expository Writing 3 hrs.

ENG 275 Introduction to Creative Writing 3 hrs.

300-level Literature/Writing Courses (21-24 hrs.)

ENG 372 Creative Writing Fiction 3 hrs.

ENG 374 Creative Writing Poetry 3 hrs.

ENG 376 Creative Nonfiction 3 hrs.

ENG 350 Studies in the Author: Shakespeare 3 hrs.

And select from the following (see Note below):

Group I

ENG 315 Literary Modes and Genres 3 hrs.

ENG 325 Literary Movements 3 hrs.

ENG 330 Literary Visions and Revisions 3 hrs.

ENG 350 Studies in the Author 3 hrs.

Group II

ENG 335 A Sense of Place 3 hrs.

ENG/WGS 340 Gender and Literary Expression 3 hrs.

ENG 345 Ethnic Literature 3 hrs.

ENG 355 Literature and Other Arts 3 hrs.

Elective _____

ENG 420 Honors Project I 3 hrs.

ENG 430 Honors Project II 3 hrs.

Note: Creative Writing Track students who do not pursue an Honors Project are required to take ENG 350 Shakespeare and three additional 300-level courses in literature. At least one must come from Group I, another from Group II. Students who are eligible and elect to pursue an Honors Project during their senior year are required to take two 300-level literature courses in addition to ENG 350 Shakespeare. At least one must come from Group I, another from Group II. 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 complete or plan to complete at least three 300-level literature courses
4. Have received a "B" or better in ENG 290: Critical Practicum.

English Education Track

200-level Literature Courses (15 hrs.):

ENG 205 British Literature to 1800	3 hrs.
ENG 206 British Literature since 1800	3 hrs.
ENG 238 American Literature to the Civil War	3 hrs.
ENG 239 American Literature since the Civil War	3 hrs.
ENG 290 Critical Practicum	3 hrs.

Writing Requirement: 200- and 300-level (9 hrs.):

ENG 270 Expository Writing	3 hrs.
ENG 275 Introduction to Creative Writing	3 hrs.

And select one of the following:

ENG 372 Creative Writing Prose	3 hrs.
ENG 374 Creative Writing Poetry	3 hrs.
ENG 376 Creative Writing Nonfiction	3 hrs.

Study of English Language (6 hrs.)

Select two of the following:

ENG 190 Janus & the World of Publication	3 hrs.
ENG 260 Introduction to Journalism	3 hrs.
ENG 365 Magazine Writing and Editing	3 hrs.

200- and 300-level Literature Courses (9 hrs.)

ENG 350 Studies in the Author: Shakespeare	3 hrs.
--	--------

And select one of the following:

Group I:

ENG 315 Literary Modes and Genres	3 hrs.
ENG 325 Literary Movements	3 hrs.
ENG 330 Literary Visions and Revisions	3 hrs.
ENG 350 Studies in the Author	3 hrs.

And select one of the following:

Group II:

ENG 335 A Sense of Place	3 hrs.
ENG/WGS 340 Gender & Literary Expression	3 hrs.
ENG 345 Ethnic Literature	3 hrs.
ENG 355 Literature and the Other Arts	3 hrs.

Other Literature Requirements:

EDU 210 Literature for Children/Youth	3 hrs.
---------------------------------------	--------

Journalism/Publishing Track

200-level Literature Courses (9 hrs.):

ENG 290 Critical Practicum	3 hrs.
----------------------------	--------

Select one of the following:

ENG 205 British Literature to 1800	3 hrs.
ENG 206 British Literature since 1800	3 hrs.

Select one of the following:

ENG 238 American Literature to the Civil War	3 hrs.
ENG 239 American Literature since the Civil War	3 hrs.

200-level Writing Courses (9 hrs.):

ENG 260 Journalism I	3 hrs.
ENG 270 Expository Writing	3 hrs.
ENG 275 Introduction to Creative Writing	3 hrs.

300-level Literature Courses (9 hrs.):

ENG 350 Shakespeare	3 hrs.
---------------------	--------

And select one of the following:

Group I

ENG 315 Literary Modes and Genres	3 hrs.
ENG 325 Literary Movements	3 hrs.
ENG 330 Literary Visions and Revisions	3 hrs.
ENG 350 Studies in the Author	3 hrs.

And select one of the following:

Group II

ENG 335 A Sense of Place	3 hrs.
ENG/WGS 340 Gender and Literary Expression	3 hrs.
ENG 345 Ethnic Literature	3 hrs.
ENG 355 Literature and the Other Arts	3 hrs.

300-level Writing Courses (9 hrs.):

ENG 360 Special Topics in Journalism	3 hrs.
ENG 365 Magazine Writing and Editing	3 hrs.
ENG 376 Creative Nonfiction	3 hrs.

Internship (3 hrs.):

ENG 399 Journalism Internship	3 hrs.
-------------------------------	--------

Literature Track

200-level Literature Courses (15 hrs.):

ENG 205 British Literature to 1800	3 hrs.
ENG 206 British Literature since 1800	3 hrs.
ENG 238 American Literature to the Civil War	3 hrs.
ENG 239 American Literature since the Civil War	3 hrs.
ENG 290 Critical Practicum	3 hrs.

200-level Writing/Linguistics Courses (6 hrs.):

ENG 275 Introduction to Creative Writing	3 hrs.
--	--------

And select one of the following:

ENG 260 Introduction to Journalism	3 hrs.
ENG 270 Expository Writing	3 hrs.

300- and 400-level Literature Courses (15 hrs.):

ENG 350 Studies in the Author: Shakespeare	3 hrs.
--	--------

And select from the following (see Note below):

Group I

ENG 315 Literary Modes and Genres	3 hrs.
ENG 325 Literary Movements	3 hrs.
ENG 330 Literary Visions and Revisions	3 hrs.
ENG 350 Studies in the Author	3 hrs.

Group II

ENG 335 A Sense of Place	3 hrs.
ENG 340 Gender and Literary Expression	3 hrs.
ENG 345 Ethnic Literature	3 hrs.
ENG 355 Literature and the Other Arts	3 hrs.

Elective

ENG 420 Honors Project I	3 hrs.
ENG 430 Honors Project II	3 hrs.

Note: Students in the literature Track who do not pursue an Honors Project are required to take three 300-level literature courses in addition to ENG 350: Shakespeare. At least one must come from Group I, another from Group II. These students will also take one 200- or 300-level elective. Students who are eligible and elect to pursue an Honors Project during their senior year are required to take two 300-level literature courses in addition to ENG 350: Shakespeare, one from

Group I and a second from Group II. 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 completed or plan to complete at least three 300-level literature courses,
4. Have received a “B” or better in ENG 290: Critical Practicum.

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

Requirements for the Minor in English

Two 200-level Literature Courses (6 hrs.)
 One of the following:

ENG 205 British Literature before 1800	3 hrs.
ENG 206 British Literature since 1800	3 hrs.

One of the following:

ENG 238 American Lit. before the Civil War	3 hrs.
ENG 239 American Lit. since the Civil War	3 hrs.

Writing Elective (3 hrs.):
 Select one of the following:

ENG 260 Introduction to Journalism	3 hrs.
ENG 270 Expository Writing	3 hrs.
ENG 275 Introduction to Creative Writing	3 hrs.

Electives:
 Three courses, at least one of which is to be at the 300 level

	9 hrs.
--	---------------

Total hours **18 hrs.**

All English minors must earn a grade of “C” or better in all English courses used to satisfy the minor requirements.

ENTREPRENEURIAL STUDIES MINOR

Contact: Dr. Rabindra Bhandari
 Phone: (573) 592-5204
 Email: Rabindra.Bhandari@westminster-mo.edu

The Entrepreneurial Studies minor will introduce students to business fundamentals within the context of a small firm, preparing them for immediate contribution to the firm’s efforts and providing a framework for continued learning.

Requirements for the Minor in Entrepreneurial Studies:

ACC 215 Principles of Financial Accounting	4 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 230 Personal Finance	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 325 Entrepreneurship	3 hrs.
Elective Courses (choose two):	6-7 hrs.
MIS 201 Introduction to Information Systems	
SPE 310 Business and Professional Communication	
BUS 399 Internship	
Any ACC, BUS, or ECN course at the 300 level or above	
Total hours in Minor	22-23 hrs.

The department recommends that Entrepreneurial Studies minors take as many of the following courses as feasible.

ACC 216 Principles of Managerial Accounting	4 hrs.
BUS 223 Business Law	3 hrs.
SPE 203 Interpersonal Communication	3 hrs.

ENVIRONMENTAL SCIENCE MAJOR AND MINOR ENVIRONMENTAL STUDIES MAJOR

Environmental Science

Professors: M. Amspoker, J. Langton
 Associate Professors: R. Bhandari, R. Geenen, I. Unger
 Assistant Professor: D. Schmidt

Contact: Dr. Irene Unger
 Phone: (573) 592-5273
 Email: Irene.Unger@westminster-mo.edu

Environmental Studies

Professors: M. Amspoker, C. Cain, W. Guinee, J. Langton
 Associate Professors: R. Bhandari, R. Geenen, J. McRae, I. Unger
 Assistant Professor: D. Schmidt

Contact: Dr. Irene Unger
 Phone: (573) 592-5273
 Email: Irene.Unger@westminster-mo.edu

The majors in Environmental Science and the Environmental Studies provide students with (a) an understanding of relationships between and within the natural world and constructed environments; (b) the ability to analyze and integrate knowledge from a wide range of disciplines; (c) the ability to communicate across disciplines and collaborate with colleagues to solve problems and address real-world issues; and (d) the basis for careers in environmental fields as well as graduate studies.

The two majors have similar degree requirements but with different emphases. Common to both majors are the internship and the capstone course requirements. Internships, which may be completed on or off-campus, allow students to work alongside resource professionals in fields related to the student’s career interest. Environmental Assessment (ENV 405) satisfies the capstone requirement. In this class, each student researches, evaluates and presents an environmental issue of his or her choice. This facilitates the integration of knowledge gained in the classroom and during the internship and helps students develop important skills in critical thinking and communication that are essential in environmental careers.

The **Environmental Science** major serves students who are interested in working in the environmental field as a researcher or practitioner, helping to conserve, protect and manage natural resources. Those earning an environmental science degree often work outdoors but may also work in analytical laboratories; they may seek employment as soil scientists, ecologists, wildlife biologists, hydrologists or geologists.

**Requirements for the Major in Environmental Science
(60-66 hrs.):**

Required Courses: (9)

ENV 105 Intro to Environmental Science	3 hrs.
ENV 399 Internship	3 hrs.
ENV 405 Environmental Assessment	3 hrs.

Social Sciences/Humanities: (6)

Choose 3 of the following

ENV 377 Environmental and Resource Economics	3 hrs.
PHL 246 Environmental Ethics	3 hrs.
POL 326 Environmental Politics and Policy	3 hrs.
REL 324 Spiritual Ecology	3 hrs.

Physical Science/Geology: (10-12)

Complete 3 courses from this list; at least 2 courses must be 300-level

GEO 108 Intro to Physical Geology	4 hrs.
GEO 116 Environmental Geology	4 hrs.
GEO 300 Surficial Geology	4 hrs.
GEO 305 Hydrogeology	3 hrs.
GEO 327 Weather and Climate	3 hrs.
GEO 330 Applications of Geographic Info. Sys.	4 hrs.

Ecology & Resource Management: (10-12)

Complete 3 courses from this list; 1 course must be BIO 205

*BIO 205 Ecology and Field Biology	4 hrs.
BIO/ENV 210 Biogeography	3 hrs.
BIO 300 Ecotoxicology	3-4 hrs.
BIO/ENV 340 Wetlands	3 hrs.
BIO/ENV 345 Forest Resources & Management	3 hrs.
BIO/ENV 350 Conservation Biology	3 hrs.
GEO 300 Earth Materials	4 hrs.
BIO/GEO/ENV 320/321 Travel Course	4 hrs.

Other Required Courses (22-24)

BIO 124/125 Biodiversity	4 hrs.
BIO 114/115 Biological Processes	4 hrs.
CHM 114/115 General Chemistry I	4 hrs.
CHM 124/125 General Chemistry II	4 hrs.
MAT 114 Statistics	3 hrs.
MAT 121 Pre-Calculus OR	3-5 hrs.
MAT 122 Business Calculus OR	
MAT 124 Calculus I	

Note: Since the Environmental Science program is viewed as a broad curriculum, it is strongly suggested that students take a Minor in a related field, such as Biology, Chemistry, Economics, or Political Science. Students cannot major (or minor) in both Environmental Science and Environmental Studies. **Students should pay particular attention to course prerequisites and to required course sequences.** Other courses may be substituted for degree requirements with approval of Environmental Science faculty. **Students must have a 2.00 grade point average in all courses used to satisfy the major requirements. No more than two (2) grades of D can be counted towards satisfying the major.**

**Requirements for a Minor in Environmental Science
(21-25 hrs. + prerequisites as needed)**

Required Course: (3)

ENV 105 Introduction to Environmental Science	3 hrs.
---	--------

Social Science/Humanities: (6)

Choose 2 of the following

ENV 377 Environmental & Resource Economics	3 hrs.
PHL 246 Environmental Ethics	3 hrs.
POL 326 Environmental Politics & Policy	3 hrs.
REL 324 Spiritual Ecology	3 hrs.

Physical Science/Geology: (6-8)

Choose 2 of the following

GEO 108 Intro to Physical Geology	4 hrs.
GEO 116 Environmental Geology	4 hrs.
GEO 300 Surficial Geology	4 hrs.
GEO 305 Hydrogeology	3 hrs.
GEO 327 Weather and Climate	3 hrs.
GEO 330 Applications of Geographic Info. Sys.	4 hrs.

Ecology & Resource Management: (6-8)

Choose 2 of the following

BIO 205 Ecology and Field Biology	4 hrs.
BIO/ENV 210 Biogeography	3 hrs.
BIO 300 Ecotoxicology	3-4 hrs.
BIO/ENV 340 Wetlands	3 hrs.
BIO/ENV 345 Forest Resources & Management	3 hrs.
BIO/ENV 350 Conservation Biology	3 hrs.
GEO 300 Earth Materials	4 hrs.
BIO/GEO/ENV 320/321 Travel Course	4 hrs.

The **Environmental Studies** major emphasizes political, economic and social/cultural aspects of the human impact on the natural environment, while still grounding students in fundamentals of the natural and earth sciences. Students seeking this major are those interested in working on the policy or administrative side of conservation and natural resource management. Career opportunities include positions in: ecosystem management, sustainable business administration, regional, national and international nongovernmental organizations as well as government agencies and departments. Students may also pursue related careers in law, policymaking, education, public health or business.

Given the emphasis the Environmental Studies major places on developing skills necessary for working within the social sciences, the curriculum have been designed to give students broad exposure to courses in these departments. Students should choose carefully, shaping the major to fit their intended area of study as they combine courses in the social sciences and humanities with those in the natural sciences. Both capstone courses – ENV 399 Internship and ENV 405 Environmental Assessment – require students to synthesize the knowledge and skills learned in previous courses, and give students in-depth practice in the field of Environmental Studies.

**Requirements for the Major in Environmental Studies:
(55-59 hrs.)**

Required Courses (19)

ENV 105 Introduction to Environmental Science	3 hrs.
ENV 399 Internship	3 hrs.
ENV 405 Environmental Assessment	3 hrs.
BIO 108 Introduction to Biological Principles	4 hrs.
CHM 105 Introduction to Chemistry	3 hrs.

(NOTE: CHM 106 Intro to Chemistry Lab is optional)

MAT 114 Elementary Statistics	3 hrs.
SCA 348 Medical Anthropology	3 hrs.
SCA 351 Theories of Culture	3 hrs.

Contact: Therese Miller
 Phone: (573) 592-5300
 Email: Therese.Miller@westminster-mo.edu

Social Sciences/Humanities Core: (9 hrs.)

Complete 3 courses from this list

ENV 377 Environmental & Resource Economics	3 hrs.
PHL 246 Environmental Ethics	3 hrs.
POL 326 Environmental Politics & Policy	3 hrs.
REL 324 Spiritual Ecology	3 hrs.

Social Sciences/Humanities Electives:

Complete 15 hrs.; courses must come from 3 different course codes and at least 2 courses must be 300 level.

ECN 211 Principles of Macroeconomics OR ECN 212 Principles of Microeconomics	3 hrs.
ECN 334 Economic Development	3 hrs.
LST 205 Mediation and Conflict Resolution OR LST 210 Leadership for Non-Profit Organizations	3 hrs.
POL 211 American Government and Politics OR POL 212 Introduction to International Politics	3 hrs.
POL 305 International Law and Organizations	3 hrs.
POL 320 United States Congress	3 hrs.
SCA 115 Introduction to Cultural Anthropology	3 hrs.
SCA 351 Theories of Culture	3 hrs.
SCA 352 Economy and Society	3 hrs.

Environmental Science Electives: (12-16 hrs.)

Physical Science/Geology: Complete 2 courses from this list

GEO 108 Introduction to Physical Geology	4 hrs.
GEO 116 Environmental Geology	4 hrs.
GEO 300 Surficial Geology	4 hrs.
GEO 305 Hydrogeology	3 hrs.
GEO 327 Weather and Climate	3 hrs.
GEO 330 Applications of Geographic Info. Sys.	4 hrs.

Ecology & Resource Management: Complete 2 courses from this list

BIO 205 Ecology and Field Biology	4 hrs.
BIO/ENV 210 Biogeography	3 hrs.
BIO 300 Ecotoxicology	3-4 hrs.
BIO/ENV 340 Wetlands	3 hrs.
BIO/ENV 345 Forest Resources & Management	3 hrs.
BIO/ENV 350 Conservation Biology	3 hrs.
GEO 300 Earth Materials	4 hrs.
BIO/GEO/ENV 320/321 Travel Course	4 hrs.

Note: Since the Environmental Studies program is viewed as a broad curriculum, it is strongly suggested that students take a Minor in a related field, such as Biology, Chemistry, Economics, or Political Science. Students cannot major (or Minor) in both Environmental Science and Environmental Studies. **Students should pay particular attention to course prerequisites and to required course sequences.** Other courses may be substituted for degree requirements with approval of Environmental Science faculty. **Students must have a 2.00 grade point average in all courses used to satisfy the major requirements. No more than two (2) grades of D can be counted towards satisfying the major.**

EXERCISE SCIENCE MAJOR

Professor: T. Miller
 Assistant Professor: E. Peterson

Requirements for the Major in Exercise Science

BIO 114/115 Biological Processes	4 hrs.
BIO 124/125 Biodiversity	4 hrs.
BIO 203 Human Anatomy	4 hrs.
BIO 370 Human Physiology	4 hrs.
CHM 114/115 Chemistry I	4 hrs.
CHM 124/125 Chemistry II	4 hrs.
HES 251 Introduction to Nutrition	3 hrs.
HES/PSY 231 Sport Psychology	3 hrs.
HES 321 Kinesiology	3 hrs.
HES 340 Exercise Physiology	3 hrs.
HES 300 Exercise Prescription	3 hrs.
HES 357 Community Nutrition	3 hrs.
Capstone Research or Field Experience in Exercise Science	3 hrs.
Total hours:	41 hrs.

Optional Courses:

HES 215 Motor Learning	2 hrs.
HES 406 Management in PE & Athletics	2 hrs.
PED 300 Sport Conditioning	3 hrs.
PED 350 Theories of Adapted Physical Education	3 hrs.

*Students who need extra preparation for BIO 203, Human Anatomy, are advised to take BIO 107, Human Biology.

EUROPEAN HISTORY MINOR

Contact: Sam Goodfellow
 Phone: 573-592-6266
 Email: Sam.Goodfellow@westminster-mo.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 European history.

Requirements for the Minor in European History:

HIS 390 Historiography	3 hrs.
Do TWO of the following:	
HIS 102 Survey of British History 1800 – Present	
HIS 105 Western Civilization I	
HIS 106 Western Civilization II	6 hrs.
Three upper level European History courses	9 hrs.
Total hours	18 hrs.

EUROPEAN STUDIES MINOR

Professor: S. Goodfellow—Coordinator
 Contact: Dr. Sam Goodfellow
 Phone: (573) 592-6266
 Email: Sam.Goodfellow@westminster-mo.edu

The European Studies minor is an interdisciplinary area studies program that encourages students to integrate materials from a

number of different disciplines. The minor emphasizes contemporary European issues, European legacies, and European cultures.

Requirements for the Minor in European Studies:

HIS 106 Western Civilization II 3 hrs.
POL 306 European Government and Politics 3 hrs.

Required Option:

Students must also fulfill one of the following options:

- Complete one second year language course (French, Spanish, German, or some modern European language) **or**
- Spend one semester in Europe in a College-approved course of study.

Electives (at least 6 hours must be upper level):

HUM 292/FRE 392 French Civilization	3 hrs.
FRE 305 Commercial French	3 hrs.
HUM 277/SPA 377 Spanish Civilization	3 hrs.
SPA 310 Special Topics in Literature	3 hrs.
SPA 351 Introduction to Spanish Literature	3 hrs.
HIS 304 Selected Themes in British History, 1714-present	3 hrs.
HIS 322 Europe in the 20th Century, 1900-45	3 hrs.
HIS 323 Europe Since 1945	3 hrs.
HIS 327 Nazi Germany	3 hrs.
HIS 356 European Women	3 hrs.
His 330 World War I	3 hrs.
POL 308 Post-Soviet Politics	3 hrs.
POL 306 Western European Government and Politics	3 hrs.
POL/HIS 300 Central Europe	3 hrs.
POL 212 Introduction to International Politics	3 hrs.
SCA 111 Introduction to Sociology	3 hrs.
ENG 206 English Literature Since 1800	3 hrs.
ECN 310 International Trade and Finance	3 hrs.
BUS 340 International Business	3 hrs.

Total hours 18 hrs.

FINANCE MAJOR

Contact: Mujtaba Zia
Phone: 573-592-5208
Email: Mujtaba.Zia@westminster-mo.edu

The primary objective of the undergraduate finance program is to prepare students for finance positions at the entry level in the industry, government, and other organizations in the public and private sectors. Students should be aware that the undergraduate degree in finance at Westminster College will prepare them for the Level I CFA (Chartered Financial Analyst) examination at the end of their senior year. In addition, the program introduces students to a wide range of topics covered under Levels II and III CFA examination.

Requirements for the Major in Finance

Required Core Business Courses: (38-41 hours)

ACC 215 Principles of Financial Accounting	4 hrs.
ACC 216 Principles of Managerial Accounting	4 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 318 Corporate Financial Management	3 hrs.

BUS 327 Production Management OR	
MIS 360 Decision Science OR	
ECN 351 Managerial Economics	3 hrs.
ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles of Microeconomics	3 hrs.
MAT 114 Elementary Statistics	3 hrs.
MAT 122 Business Calculus OR	
MAT 124 Calculus I	3-5 hrs.
MIS 210 Spreadsheet Applications in Business OR	
MIS 201 Introduction to Information Systems	
AND MIS 202 Intro. to Info. Systems Lab	3-4 hrs.
SPE 101 Introduction to Speech Communication	3 hrs.

Finance Major Courses: (25 hours)

ACC 312 Intermediate Accounting I	4 hrs.
BUS 328 Managerial Finance	3 hrs.
BUS 350 Investments	3 hrs.
ECN 235 Research Methods in Economics & Business	3 hrs.
ECN 325 Money, Banking and Financial Markets	3 hrs.

Electives:

BUS 300 Security Analysis and Portfolio Mgmt.	9 hrs.
BUS 300 Options and Futures	
BUS 300 Bank Management	
BUS 399 Directed Independent Research	
BUS 400 Level I CFA exam prep course	
ECN 310 International Trade & Finance	
ECN 367 Econometrics	

FINE ARTS PROGRAM

Associate Professor: N. Sexton
Visiting Instructor: P. De Oliveira, T. Werts

Contact: Associate Professor Natasia Sexton
Phone: (573) 592-5214
Email: Natasia.Sexton@westminster-mo.edu

The fine arts program offers a variety of courses in music, graphic arts, film, and photography. The Music Department has several vocal ensembles including the Westminster Chamber Singers, Bel Canto Chorale, and Sublime Harmony. These ensembles perform for Music Department Concerts in the winter and spring of each year, for campus, community and statewide events, and travel internationally. The Bel Canto Chorale and Sublime Harmony are select choirs and an audition and approval of the Director of Music is required for membership. The Westminster Concert Band/Orchestra performs a variety of concert music and is open to all instrumental students. All students interested in participating in any music ensemble should complete a music questionnaire and return to the Director of Music.

Lecture courses include music appreciation, music theory I and II, music history and literature I and II and several other options for fine arts classes. Applied music courses are also 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 Director of Music. 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.

FRENCH MAJOR AND MINOR

Assistant Professor: I. Ilinca

Contact: Dr. Ingrid Ilinca
Phone: (573) 592-5323
Email: Ingrid.Ilinca@westminster-mo.edu

The Department of Foreign Languages 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, and International Studies. 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 it in high school.

Requirements for the Major in French:

Required Courses: (15 hrs.)

FRE 306 Critical Writing and Reading	3 hrs.
FRE 358 The Individual in Society I (from Middle Ages to the French Revolution)	3 hrs.
FRE 359 The Individual in Society II (19 th – 21 st centuries)	3 hrs.
FRE 362 Francophone Civilizations	3 hrs.
FRE 363 French Civilization	3 hrs.

Electives for the Major in French: (12 hrs.)

Choose 4 courses from the list below:

FRE 203 Intermediate French I	3 hrs.
FRE 204 Intermediate French II	3 hrs.
FRE 300 The Theory & Practice of Translation	3 hrs.
FRE 303 Advanced French Conversation	3 hrs.
FRE 305 Commercial French	3 hrs.
FRE 360 Literary Moments and Movements	3 hrs.
FRE 361 Literature and Culture	3 hrs.

Total hours

27 hrs.

Courses taken on an approved study abroad program may be substituted for elective hours with departmental approval. The 27 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.

Requirements for the Minor in French

Required Courses: (9 hrs.)

FRE 306 Critical Writing and Reading	3 hrs.
Literature Requirement	3 hrs.
FRE 358 The Individual in Society I (from Middle Ages to the French Revolution OR FRE 359 The Individual in Society II (19 th -21 st Centuries)	
Civilization Requirement	3 hrs.
FRE 362 Francophone Civilizations OR FRE 363 French Civilization	3 hrs.

Electives: (9 hrs.)

Choose 3 courses from the list below

FRE 203 Intermediate French I	3 hrs.
FRE 204 Intermediate French II	3 hrs.
FRE 300 The Theory and Practice of Translation	3 hrs.
FRE 303 Advanced French Conversation	3 hrs.
FRE 305 Commercial French	3 hrs.
FRE 360 Literary Moments and Movements	3 hrs.
FRE 361 Literature and Culture	3 hrs.

Total hours

18 hrs.

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 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 the level 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. These courses fulfill Tier II requirements in General Education and are taught in English.

GEOLOGY MINOR

Assistant Professor: D. Schmidt

Contact: Dr. David Schmidt
Phone: 573-592-6124
Email: David.Schmidt@westminster-mo.edu

The Geology minor provides students with a) an understanding of geological processes and the comprehension of the interaction between those processes and human activity; b) the ability to analyze and integrate knowledge from various disciplines within the geosciences; c) the ability to communicate acquired knowledge and collaborate with

peers to solve problems and address real-world issues; and d) the basis for future endeavors in academics and careers within the geosciences.

Requirements for the Minor in Geology

Required Courses: (8 hours)

GEO 108 Physical Geology	4 hrs.
GEO 100 Historical Geology	4 hrs.

Elective Courses: (12 hours)

Students must choose 12 hours from the following:

GEO 116 Environmental Geology	4 hrs.
GEO 300 Surficial Geology	4 hrs.
GEO 300 Earth Materials	4 hrs.
GEO 300 Summer Field Course	4 hrs.
GEO 305 Hydrogeology	3 hrs.
GEO 327 Weather and Climate	3 hrs.
GEO 330 Geographic Information Systems	4 hrs.

Additional Requirements:

MAT 114 Elementary Statistics	3 hrs.
-------------------------------	--------

Total hours: 20 hrs.

HEALTH PROFESSIONS MINOR

Professor: M. Amspoker

Associate Professor: J. Mayne, G. McNett, I. Unger

Assistant Professors: D. Holliday, J. Kenney-Hunt

Contact: Dr. Michael Amspoker

Phone: (573) 592-5274

Email: Mike.Amspoker@westminster-mo.edu

The Department of Biology offers a program of study leading to the minor in Health Professions. The minor in Health Professions serves as the basis for students interested in careers in such fields as dentistry, allopathic and osteopathic medicine, veterinary medicine, and physical therapy as well as other health professions. However, requirements for entry into graduate professional schools generally require a year of general chemistry, a year of organic chemistry, a year of physics, and a semester each of calculus and statistics. Students must earn a letter grade of C- or better in all biology courses needed to satisfy minor requirements.

Students who plan to apply for admission to graduate school or graduate professional school (dental, medical, osteopathic, veterinary medicine, or other health professions) are encouraged to consult the Coordinator of the Health Professions Program regarding specific program requirements.

Requirements for the Minor in Health Professions

BIO 114/115 Biological Processes/Lab	4 hrs.
--------------------------------------	--------

BIO 124/125 Biodiversity/Lab	4 hrs.
------------------------------	--------

Three of the Following Courses:

BIO 203 Human Anatomy	4 hrs.
BIO 300 Developmental Biology	4 hrs.
BIO 300 Ecotoxicology	3 hrs.
BIO 301 Genetics	4 hrs.
BIO 322 Vertebrate Biology	4 hrs.
BIO 314 Vertebrate Histology	4 hrs.
BIO 325 Molecular Cell Biology	4 hrs.
BIO 327 Evolution	3 hrs.

BIO 330 Virology	3 hrs.
BIO 370 Human Physiology	4 hrs.
BIO 398 Independent Research	3-4 hrs.
BIO 403 Microbiology	4 hrs.
BIO 404 Biochemistry	4 hrs.
BIO 415 Human Gross Anatomy	4 hrs.
Total hours	19-20 hrs.

Students completing a Biology Major or Minor or a Biochemistry Major may not also receive a Health Professions Minor.

HEALTH AND WELLNESS MAJOR

Professor: T. Miller

Assistant Professor: L. Peterson

Instructors: A. Bordelon, C. Loethen, A. Stephens, J. Thompson

Contact: Dr. Therese Miller

Phone: 573-592-5300

Email: Therese.Miller@westminster-mo.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 student will learn how to test health and activity status, prescribe safe exercise, prevent exercise injury, and assess client progress toward their health 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 not-for-profit health, fitness, and recreation centers, and other related areas.

Health and Wellness Major Requirements

Required Courses:

HES 104 First Aid/CPR	1 hr.
HES 204 Wellness and Fitness	2 hrs.
HES 220 Social Science in Sport	2 hrs.
HES 230 Intro. to Prevention and Care of Injuries	3 hrs.
HES/PSY 231 Sport Psychology	3 hrs.
HES 309 History and Philosophy of PE	2 hrs.
HES 406 Management in PE	2 hrs.
BIO 107 Human Biology	4 hrs.
HES 321 Kinesiology	3 hrs.
HES 340 Exercise Physiology	3 hrs.
HES 251 Introduction to Nutrition	3 hrs.
HES 300 Exercise Prescription	3 hrs.
HES 405 Test and Measurement	2 hrs.
4- PED Activity Courses in four different areas	4 hrs.

Electives:

Choose one course from the list below

HES 350 Adapted PE	
WGS/HES 355 Women's Health Issues	3 hrs.
HES 200 Stress Management	3 hrs.
PSY 406 Substance Use Disorders	3 hrs.
PSY 301 Human Sexual Behavior	3 hrs.
HES/EDU 207 School Health Education	3 hrs.

HES 240 Intro to Global Public Health	3 hrs.
HES 357 Community Nutrition	3 hrs.
HES/PED 399 Health Internship	3 hrs.
Health Behavior Change Course	3 hrs.
Total Hours:	40 hrs.

ONE of the following:	
HIS 102 Survey of British History 1800 – Present	
HIS 105 Western Civilization I	
HIS 106 Western Civilization II	
HIS 109 World History I	
HIS 110 World History II	3 hrs.

Three upper level history courses chosen so that	
• One is in U.S. history	
• One is in history other than U.S. history	9 hrs.
Total hours	18 hrs.

HISTORY MAJOR AND MINOR

Professor: S. Goodfellow (Chair)
Assistant Professors: C. Brown, M. Boulton
Instructor: A. Plybon

Contact: Dr. Sam Goodfellow
Phone: (573) 592-6266
Email: Sam.Goodfellow@westminster-mo.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.

Requirements for the Major in History

HIS 103 History of the United States to 1877	3 hrs.
HIS 104 History of the United States since 1877	3 hrs.
HIS 105 Western Civilization I or HIS 109 World History I	3 hrs.
HIS 106 Western Civilization II or HIS 110 World History II	3 hrs.
HIS 390 Historiography	3 hrs.
HIS 422 Senior Thesis	2 hrs.
HIS 423 Senior Thesis	3 hrs.
HIS 424 Senior Thesis	1 hr.
Four courses at the 300-level with at least one course with each permanent member of the department.	12 hrs.
Total Hours Required	33 hrs.

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 course in history plus EDU 435.

History Minor

Offered through the Department of History, this minor program of study introduces students to the scope and nature of historical evaluation.

Requirements for the Minor in History

HIS 103 History of the United States to 1877 or HIS 104 History of the United States since 1877	3 hrs.
HIS 390 Historiography	3 hrs.

INFORMATION TECHNOLOGY MAJOR

Professors: E. Mirielli (Chair), L. Webster

Contact: Ed Mirielli
Phone: 573-592-5220
Email: Ed.Mirielli@westminster-mo.edu

A degree in Information Technology (ITY) will prepare students to use a wide array of technologies available to solve real-world problems that might occur in any discipline or organization. Emphasis is placed on software engineering, database design and management, computer networking, system support and administration, human computer interaction, and storage management. Students learn to balance the theory, practice and communication of information technology concepts through active learning strategies in a laboratory setting and presentation of their work to others in a variety of public forums. Important themes such as Business Continuity and Information Availability, Security, Virtualization and Cloud Computing are emphasized in many courses.

Requirements for the Major in Information Technology

Required Courses: (31 hours)	
CSC 104 Programming Logic and Design	3 hrs.
CSC 178 Survey of Computer Science	3 hrs.
CSC 205 Visual Basic Programming	3 hrs.
CSC 327 Database Management Systems	3 hrs.
CSC 350 Systems Analysis and Design	3 hrs.
ITY 177 Foundations of Information Technology Science	3 hrs.
ITY 181 Introduction to Software Engineering	3 hrs.
ITY 232 Computer Networking	3 hrs.
ITY 234 Computer Networking Laboratory	1 hr.
ITY 351 Systems and Software Engineering Laboratory	3 hrs.
MAT 114 Elementary Statistics	3 hrs.

Elective Courses: (18 hrs.)
At least three elective courses (9 hours) must come from the following list:

ITY 250 Web Page Design, Aesthetics, and Interaction	3 hrs.
ITY 305 PC Hardware and Troubleshooting	3 hrs.
ITY 340 Information Storage and management	3 hrs.
ITY 360 Adv. Digital Communications & Networking	3 hrs.
ITY 409 Information Technology in the Organization	3 hrs.
ITY 460 Network Administration	3 hrs.
Other elective courses (3 hrs.)	
CSC 210 Microcomputer Applications	3 hrs.
CSC 427 Client-Server and Web-based Programming	3 hrs.
CSC 454 Computer Science Practicum	1 hr.

ITY 398 Independent Study in Information Technology	1-4 hrs.
ITY 399 Internship in Information Technology	1-4 hrs.
Additional Elective Courses, any two below (6 hrs.)	
PHL 224 Business Ethics	3 hrs.
PSY 112 Psychology as a Natural Science	3 hrs.
HES 261 Introduction to Epidemiology	3 hrs.
HES 240 Introduction to Global Health	3 hrs.
ECN 110 Introduction to Economics	3 hrs.
SEC 201 Introduction to Security Studies	3 hrs.
TNS 201 Introduction to International Studies	3 hrs.
SPE 101 Introduction to Speech Communication	3 hrs.
LST 201 Leadership Theories and Practice	3 hrs.
Total Hours:	49 hrs.

INTERNATIONAL BUSINESS MAJOR AND MINOR

John E. Simon Department of Accounting, Business Administration, Economics and Management Information Systems

Associate Professors: R. Bhandari, W. Carner, F. S. Phelps, S. Manzoor
Assistant Professors: E. Bartley

Contact: Dr. Rabindra Bhandari
Phone: (573) 592-5204
Email: Rabindra.Bhandari@westminster-mo.edu

The International Business (IB) student will gain a basic understanding of the major functional areas of business and an appreciation for some of the cultural influences in society that impact business. The student will gain the basic knowledge required to be able to work competently in an international environment.

Requirements for the Major in International Business:

Business:	
BUS 220 Fundamentals of Management	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 318 Corporate Finance	3 hrs.
BUS 340 International Business or	
ECN 310 International Trade and Finance	3 hrs.
BUS 450 Business Policy	3 hrs.
Total Business hours	15 hrs.

Accounting:	
ACC 215 Principles of Financial Accounting	4 hrs.
ACC 216 Principles of Managerial Accounting	4 hrs.
Total Accounting hours	8 hrs.

Economics:	
ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles of Microeconomics	3 hrs.
Total Economics hours	6 hrs.

Foreign Language:	
<i>Requirements for students for whom English is their first language:</i>	
Second Semester of Elementary Language (102)	4 hrs.
Two Semesters of Intermediate Language (203, 204)	6 hrs.
Two courses beyond intermediate level, or	
An approved off campus program in a country where the studied language is spoken	0-6 hrs.

Requirements for students for whom English is a second language:

One writing course from the following list: ENG 260, 270, or 275	3 hrs.
One literature course from the following list: ENG 204, 205, 206, 238, or 239	3 hrs.
Total Foreign Language hours	
When English is the first language	10-16 hrs.
When English is a second language	6 hrs.

Elective Courses:	
Two courses from the following list: HIS 106 Western Civilization II PHL/REL 102 World Religions PHL 212 Introduction to Ethics PHL 244 Business Ethics POL 212 Introduction to International Politics SCA 115 Introduction to Cultural Anthropology	6 hrs.
One upper level course in HIS, POL, REL, or SCA or A Tier III course with international focus (must be approved by department advisor and <u>It cannot also be counted as the Tier III course in the General Education Requirements</u>)	3 hrs.
One course from the ABEMIS department, or internship	3 hrs.
Total Elective Courses	12 hrs.

Other Required Courses:	
MAT 114 Elementary Statistics and	3 hrs.
MAT 122 Business Calculus or	
MAT 124 Calculus I	3-5 hrs.

Total hours 54-62 hrs.

IB majors will be encouraged to participate in a summer or semester long international study experience. Majors must maintain a 2.00 grade point average in all courses in the major.

Requirements for the Minor in International Business:

ACC 215 Principles of Financial Accounting	4 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 340 International Business	3 hrs.

One upper level course in Economics, History, Politics, Religion, Sociology, or a Foreign Language. The course must have an international focus. If a Tier III course is used to satisfy this requirement it may NOT be used to satisfy general education requirements. 3 hrs.

Students for whom English is their first language:
Second semester of intermediate level foreign language (204) 3 hrs.

Or
Students for whom English is a second language:
Choose ONE writing course from the following list:
ENG 260 Introduction to Journalism
ENG 270 Expository Writing
ENG 275 Introduction to Creative Writing 3 hrs.

Total hours 22 hrs.

All Business minors must maintain a 2.00 grade point average in the classes needed to satisfy the minor requirements.

INTERNATIONAL ECONOMIC DEVELOPMENT MINOR

Contact: Sonia Manzoor
 Phone: 573-592-5359
 Email: Sonia.Manzoor@westminster-mo.edu

The International Economic Development Minor aims to complement non-economics majors by providing a fundamental understanding of global economic issues that include economic development, international trade and international finance. The Minor will develop skills in applying economic analysis to international issues and social problems.

Requirements for the Minor in International Economic Development

Required Courses:

ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles of Microeconomics	3 hrs.
ECN 310 International Trade and Finance OR BUS 340 International Business	3 hrs.
ECN 334 Economic Development	3 hrs.
Elective Courses: Three courses from the following	9 hrs.
ECN 300 Environmental Economics	
ECN 316 Public Finance	
ECN 325 Money & Banking	
ECN 331 Intermediate Macroeconomics	
HIS 267 Latin American History and Culture	
HIS 279 African Civilization	
INT 201 Introduction to International Studies	
INT 212 & INT 214 Model UN Team and Model Model UN Practicum	
PHL 246 Environmental Ethics	
POL 212 Introduction to International Politics	
POL 326 Environmental Politics & Policy	
PSY 405 International & Cross-Cultural Psychology	
REL 102 World Religions	
SCA 115 Introduction to Cultural Anthropology	
Total hours:	21 hrs.

INTERNATIONAL STUDIES MAJOR

Professors: M. Amspoker, H. Del Porto, S. Goodfellow, W. Guinee,
 K. Hardeman, K. Jefferson, W. Zade
 Associate Professor: R. Bhandari, S. Manzoor, J. McRae
 Assistant Professors: I. Ilinca, K. Wright-Smith
 Visiting Instructors: H. Landry, J. Straughn

Contact: Dr. Kurt W. Jefferson
 Phone: (573) 592-5266
 Email: kurt.jefferson@westminster-mo.edu

The Center for Engaging the World in the Churchill Institute at Westminster College offers a major in International Studies with concentrations in European Studies, Latin American Studies, and Asian and Middle Eastern Studies. Students majoring in International Studies will develop knowledge of the contemporary world through a broadly integrated program through in-depth study of one region of the

world. Students in all concentrations will acquire skills in a language relevant to their program. It is strongly recommended that students majoring in International Studies spend at least one semester in an approved off-campus program. Because of its interdisciplinary nature, the International Studies major requires careful planning. Students considering a major in International Studies should consult with the program coordinator early in their college careers.

Requirements for the Major in International Studies:

Core courses	12 hrs.
Foreign Language or ESL	12-16 hrs.
Concentration in Regional Studies	14-15 hrs.
Total Required Hours in Major	38-43 hrs.

In addition to the courses required for the major, students are encouraged to enroll in HIS 106 Western Civilization II, REL 102 World Religions and SCA 111 Introduction to Sociology or SCA 115 Cultural Anthropology as they complete Tier II of the General Education Program.

Core Courses:

INT 201 Introduction to International Studies	3 hrs.
POL 212 International Politics	3 hrs.
ECN 211 Principles of Macroeconomics	3 hrs.
INT 401 Senior Thesis in International Studies	3 hrs.

Total Core Course hours 12 hrs.

Foreign Language or ESL requirement 12-16 hrs.
 Foreign language (Chinese*, French, German*, Spanish)

Students will begin their language study at the level indicated by the results of their placement test or in subsequent consultation with a member of the language department. International Studies majors must take a minimum of two 300-level language courses in which the language studied is the primary language of instruction.

102 Elementary Language II	4 hrs.
203, 204 Intermediate Language I and II	6 hrs.
Two 300-level language, literature or civilization courses	6 hrs.
Total Foreign Language hours	16 hrs.

*Students planning to complete this requirement in Chinese or German should contact the major program coordinator.

English as a Second Language (for students whose first language is not English)

ENG 204 Introduction to Literature	3 hrs.
ENG 270 Expository Writing	3 hrs.
SPE 101 Introduction to Speech Communication	3 hrs.
SPE 203 Interpersonal Communication	3 hrs.
Total English as a Second Language hours	12 hrs.

International students who use the ESL option to complete the major may use an upper level English or Speech course as one of the optional courses in the concentration.

Majors must maintain a 2.00 grade point average in all courses needed to satisfy major requirements.

Students with a GPA of 3.30 or higher may elect to write a senior thesis for honors recognition. "Graduated with Honors" will be noted on their transcript provided they complete the thesis with a grade of B or better. Students writing a thesis will complete INT 402 Senior Thesis I during their junior or senior years. All INT majors must take INT 401 (the Jr-Sr seminar/capstone course in their junior or senior year). INT 402 (Senior Thesis II, the second thesis course) is optional for students who are writing an honors thesis.

Students who do not elect to write a senior thesis are required to present a portfolio of their work, containing at least three papers or comparable projects submitted for courses in the major. At least two of the papers or projects must be from upper-level courses (including one of the two from the INT 401 course). The portfolio will not be graded but it is a requirement for graduation.

Area of Concentration 14-15 hrs.

(Courses marked with an asterisk (*) may count as electives in each concentration provided they have not been used in completion of a required component.)

Regional Studies Concentration (select one):

Asian and Middle Eastern Studies-Required courses:

- ASN 201 Asian Studies 3 hrs.
- SCA 230 Specific Cultures and Civilizations (Japan or India) 3 hrs.
- One of the following electives: 3 hrs.
- HIS 300 Modern Middle East
- POL 300 Middle Eastern Politics
- POL 423 Politics of the Non-Western World

Total hours 9 hrs.

Elective courses:

Three courses to be chosen from the following. Two of these courses must be numbered at the 300 level or above:

- Upper level foreign language courses
- Courses from an approved off-campus study program
- BUS 340 International Business
- ECN 334 Economic Development
- ECN 310 International Trade and Finance
- HIS 300 Modern Middle East
- HIS 348 History of American Foreign Relations
- HIS 350 The Vietnam Wars 1945-1995
- INT 212 Model United Nations Team: [Asian or Middle Eastern nation]
- MUS 305 Jazz in Japan
- POL 300 Middle Eastern Politics
- POL 305 International Law and Organizations
- PSY 405 International and Cross-Cultural Psychology
- POL 423 Politics of the Non-Western World
- *SCA 230 Specific Cultures and Civilizations

Total hours 11-12 hrs.

European Studies-Required courses:

- HIS 323 Europe since 1945 3 hrs.
- POL 306 West European Government and Politics 3 hrs.

Total hours

6 hrs.

Elective courses:

Three courses to be chosen from the following. Two of these courses must be numbered at the 300 level or above:

- Upper level foreign language courses
- Courses from an approved off-campus study program
- BUS 340 International Business
- ECN 310 International Trade and Finance
- HIS 304 Selected Themes in British History, 1714 to present
- HIS 322 Europe in the 20th Century, 1900-1945
- HIS 327 Nazi Germany
- HIS 348 History of American Foreign Relations
- *HUM 277/SPA 377 Spanish Civilization
- *FRE 362 Francophone Civilizations (European culture)
- INT 212 Model United Nations Team [European nation]
- PSY 405 International & Cross-Cultural Psychology
- POL 305 International Law and Organizations
- POL 308 Post-Soviet Politics
- POL 362 American Foreign Policy

Total hours

8-9 hrs.

Latin American Studies-Required courses:

- HIS 348 History of American Foreign Relations 3 hrs.
- SPA 378 Latin American Civilization 3 hrs.

Total hours

6 hrs.

Elective courses:

Three courses to be chosen from the following. Two of these courses must be numbered at the 300 level or above:

- Upper level foreign language courses
- Courses from an approved study course program
- BIO 320/321 Biology in Belize
- BUS 340 International Business
- ECN 334 Economic Development
- ECN 310 International Trade and Finance
- HIS 267 Latin American History and Culture
- INT 212 Model United Nations Team: [Latin American nation]
- PSY 405 International and Cross-Cultural Psychology
- POL 305 International Law and Organizations
- POL 362 American Foreign Policy

Total hours

9-10 hrs.

Students may substitute experimental courses numbered 200 or 300 for the electives listed above with permission of the major program coordinator.

Note: If there are courses listed as part of the International Studies major that have been dropped by the department in which they have been taught, they need to be deleted from this list as well.

LEARNING DISABILITIES PROGRAM

- Assistant Professor: K. Tompson-Wolfe, Director
- Assistant Professor: T. Kroeker
- Academic Support Specialist: C. Pesce
- Academic Support Specialist & Learning Disabilities: C. Fort

Westminster's nationally recognized Learning Disabilities Program provides comprehensive, personalized academic support services for

students who have been clinically diagnosed with learning disabilities. Services provided by the Program's professional staff, include alternative examination arrangements, individual instruction in compensatory learning strategies, advocacy and academic advising. In addition, students are enrolled in either the Reading and Writing Workshop or the Time Management Workshop. 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.

MANAGEMENT INFORMATION SYSTEMS MINOR

John E. Simon Department of Accounting, Business Administration, Economics, and Management Information Systems

Associate Professor: S. Phelps

Assistant Professor: R. Eames

Contact: Dr. Selcen Phelps

Phone: (573) 592-5918

Email: Selcen.Phelps@westminster-mo.edu

This discipline studies organized approaches to gathering, processing, and presenting information, in order to improve systems and support decisions. As such, students go beyond gaining current Information Technology related skills, and explore strategic and social issues driving the use of IT as a business tool. The focus is on systems analysis, design, critique, communication, and human cognition/decision making. Through the choice of electives and internships, students have the option of gaining proficiency in web, app, or database design, social media marketing, data visualization, customer relationship management, analytics, and other specific skill sets.

Requirements for the Minor in Management Information Systems:

Two of the following introductory MIS courses

MIS 201 & 202 Introduction to Information Systems & Lab

MIS 210 Spreadsheet Applications in Business

MIS 220 People and Information

Two of the following business courses

BUS 220 Fundamentals of Management

BUS 250 Principles of Marketing

BUS 318 Corporate Financial Management

BUS 326 Human Resource Management

BUS 327 Operations Management

Two other MIS elective courses, at the 200 level or above

One analytical course, such as

BUS 327 Operations Management

MIS 360 Decision Science

ECN 367 Econometrics

Total:

21-22 hrs.

MATHEMATICAL SCIENCES MAJOR AND MINOR

Associate Professor: M. Majerus, E. Martin (Chair)

Assistant Professors: K. Benson

Visiting Assistant Professor: C. Mooney

Visiting Instructors: J. Nichols, P. Sanderson

Contact: Dr. Erin Martin

Phone: (573) 592-5306

Email: Erin.Martin@westminster-mo.edu

The Department of Mathematical Sciences offers a major and a minor program of study in mathematical sciences as well as course work integral to the General Education Program and to programs in the physical sciences. Quantitative and analytic skills are essential for useful and effective lives. Through the study of mathematical sciences, 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. Majors and minors must earn a C or better in all mathematics courses needed to satisfy major/minor requirements.

Requirements for the Major in Mathematical Sciences:

MAT 124 Calculus I	5 hrs.
MAT 214 Calculus II	4 hrs.
MAT 215 Linear Algebra	3 hrs.
MAT 224 Calculus III	4 hrs.
MAT 313 Mathematical Probability and Statistics	3 hrs.
MAT 331 Mathematics Seminar (must be taken no later than junior year)	3 hrs.
MAT 422 Modern Algebra	3 hrs.
MAT 424 Advanced Calculus	3 hrs.
Mathematics electives (upper-level courses)	6 hrs.
Total hours	34 hrs.

Other Required Courses:

CSC 104 Programming Logic and Design 3 hrs.

Plus one of the Following Courses:

CSC 111 Fundamentals of Computer Science I 3 hrs.

PHY 212 Physics II **or** an upper-level course in Biology, Chemistry, or Economics which has a prerequisite in the discipline 3-4 hrs.

Requirements for the Minor in Mathematical Sciences:

MAT 114 Elementary Statistics or	
MAT 313 Mathematical Probability and Statistics*	3 hrs.
MAT 124 Calculus I	5 hrs.
MAT 214 Calculus II	4 hrs.
Two Courses from the Following List:	
MAT 215 Linear Algebra	3 hrs.
MAT 224 Calculus III	4 hrs.
MAT 305 Heart of Mathematics	3 hrs.
MAT 310 History of Mathematics	3 hrs.
MAT 312 Differential Equations	3 hrs.
MAT 313 Mathematical Probability and Statistics*	3 hrs.
MAT 314 Higher Geometry	3 hrs.
MAT 331 Math Seminar	3 hrs.
Total Required Hours in Minor	18-19 hrs.

*If MAT 313 is taken instead of MAT 114, it will not count as one of the two elective courses.

All Mathematical Science minors must earn a C or better in the classes needed to satisfy the minor requirements.

All Mathematics courses at Westminster College require the use of TI-84+ graphing calculators. Other computer software such as Minitab, Maple, and Geometer's Sketchpad are integrated into course work where appropriate.

MUSEUM STUDIES MINOR

Instructor: A. Plybon

Contact: Dr. Sam Goodfellow

Phone: 573-592-6266

Email: Sam.Goodfellow@westminster-mo.edu

The addition of a minor 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 who minor in this program 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.

Students can look forward to taking courses in Museums and Society, Museums and Education, and Museums and Collections.

Requirements for the minor in Museum Studies

Required courses: (12 hrs.)

MSM 200 Introduction to Museum Studies	3 hrs.
MSM 300 Museums and Society	3 hrs.
MSM 300 Museum Internship	3 hrs.
MSM 300 Museums and Education: Places of Learning OR MSM 300 Museums and Collections	3 hrs.

Elective courses: (6 hrs.)

Both courses should be taken from 1 of the following 3 categories

Objects, Collections, and Preservation	
MSM 300 Museums and Collections	3 hrs.
MSM 300 Independent Studies in Museum Studies	3 hrs.
MIS 201/202 Intro to Information Systems/Lab	4 hrs.
Approved Study Abroad or Off-Campus Trip	

Institutions and Administration	
ACC 215 Principles of Financial Accounting	4 hrs.
ACC 307 Government and Non-Profit Accounting	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 335 Entrepreneurship	3 hrs.
LST 210 Leadership for Non-Profit Organizations	3 hrs.
SPE 310 Business and Professional Communication	3 hrs.
SPE 220 Public Relations	3 hrs.

Society and Education	
MSM 300 Independent Studies in Museum Studies	3 hrs.
MSM 300 Museums and Education: Places of Learning	3 hrs.
EDU 203 Teaching Art, Music and Language Arts	3 hrs.
EDU 210 Literature for Children and Youth	3 hrs.
EDU 230 Child Growth and Development	3 hrs.
EDU 308 Methods of Teaching Social Studies in	

Elementary & Middle School	3 hrs.
FAR 310 The Art of Service: Community Based Arts Initiatives	3 hrs.
HIS 390 Historiography	3 hrs.
HIS 300 Oral History	3 hrs.
MIS 201 Introduction to Information Systems	3-4 hrs.

MUSIC MINOR

Assistant Professor: N. Sexton

Visiting Instructor: P. de Oliveira, T. Werts

Contact: Dr. Natasia Sexton

Phone: (573) 592-5214

Email: natasia.sexton@westminster-mo.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 expression and critical appreciation, but students enrolled in Westminster music courses also synthesize those skills throughout their college learning experience. Through private lessons, choral ensembles, and history, literature, 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, analytic capacity, and expressive integrity that will enable all students to act as purveyors and transmitters of the musical arts throughout their lives.

Students may enroll in private lessons as well as participate in choral ensembles; here they will build upon their skills and interests through study, rehearsal, and performance of diverse music styles and genres. Private instruction is open to any student wishing to advance their musical proficiency. Each credit hour in private instruction includes a one-half hour lesson per week.

The Fine Arts department offers a music minor, and students may also choose to create a self-designed music major.

Requirements for the Minor in Music:

MUS 105 Fundamentals of Music	3 hrs.
MUS 208 Music Theory II	3 hrs.
MUS 303 Music History and Literature I	3 hrs.
MUS 304 Music History and Literature II	3 hrs.

Ensembles:	
4 hours of major performance ensemble taken from the following:	
MUS LB1 Wren Quire	2 hrs.
MUS LB2 Blue Jay Glee Club	1 hr.
MUS LB4 Westminster Women's Chorale	1 hr.

Applied lessons:	
2 hours private lessons (vocal, piano):	
MUS 101 Private Music Instruction – Beginner	1 hr.
MUS 201 Private Music Instruction – Intermediate	1 hr.
MUS 301 Private Music Instruction – Advanced (may be repeated)	2 hrs.

And ONE course selected from the following:	
MUS 305 Jazz in Japan	3 hrs.
ENG 335 A Sense of Place: American Writers on Location – New York	3 hrs.

ENG 345 Ethnic Literature: Harlem Renaissance	3 hrs.
ENG 355 Literature and the Other Arts: Jazz, Blues and Poetry	3 hrs.

All Music minors must also demonstrate piano proficiency at the MUS 201 level. This requirement may be fulfilled by taking piano lessons at the MUS 201 level or by passing a piano proficiency test at the MUS 201 level (0-2 hours).

Total Requirement: 21 hrs.

NURSING DUAL-DEGREE PROGRAM

Contact: Dr. Michael Amspoker
Phone: (573) 592-5274
Email: Mike.Amspoker@westminster-mo.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). Because of their commitment to the liberal arts and lifelong learning, the Goldfarb School of Nursing at Barnes-Jewish College is a strong match for Westminster College. Students may qualify for one of two programs: (1) the 3-2 program, through which they complete three years at Westminster and two years at the Goldfarb School of Nursing 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 the Goldfarb School. Upon completion of the 3-2 option, students will receive both a B.A. from Westminster College and a BSN from the Goldfarb School of Nursing 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 Goldfarb School of Nursing at Barnes-Jewish College.

During their years at Westminster College, students interested in the dual degree program must complete the requirements for general education and a major at Westminster, while also meeting the following course requirements in order to be considered for admission to the Goldfarb School of Nursing at Barnes-Jewish College. Advising during these years is critical, as students must take all nursing program prerequisites, as well as be able to complete both degrees in approximately five years.

Upper Division BSN Option (adapted from the Goldfarb School of Nursing at Barnes-Jewish College Catalog)

The Upper Division BSN Option is a full-time, five-term program (two years) that is comprised of 66 credit hours of nursing course work. Applicants must complete at least 54 credit hours of prerequisite course work at Westminster College before attending the Goldfarb School of Nursing at Barnes-Jewish College. GSON admits students for summer, fall, and spring terms, and classes are held during the full calendar year.

Students complete their clinical experiences at Barnes-Jewish Hospital and St. Louis Children's Hospital, as well as at other BJC HealthCare Hospitals and St. Louis metropolitan area health care facilities.

The Upper Division BSN Option prepares students to provide direct care to patients and their families in a variety of health care settings, as well as to pursue higher degrees in nursing.

Eligible graduates will take the National Council Licensure Examination (NCLEX-RN), although program completion does not guarantee eligibility to take the exam. Also, passing the exam is required to become an entry-level registered nurse. For more information, please see

<http://www.moga.mo.gov/statutes/c300-399/3350000066.htm>

Admission Requirements for the Upper Division BSN Program (with WC courses noted):

Minimum 3.0 cumulative undergraduate GPA

Minimum of 54 credit hours in the following prerequisite courses:

- Anatomy & Physiology I with lab
- Anatomy & Physiology II with lab
(BIO 203 and 370 fulfill these two requirements)
- Microbiology with lab (BIO 403)
- Biology, Chemistry, Genetics or Physics (BIO 114/115, BIO 124/125, CHM 114/115 and/or CHM 124/125)
- Nutrition (PED 251)
- Ethics (PHL 212, 242, 244, or 246)
- History or Political Science (any)
- English Composition I (ENG 103)
- English Composition II (ENG 270)
- Introduction to Sociology (SCA 111)
- General Psychology (PSY 113)
- Human Growth & Development (PSY 312)
- College Algebra (MAT 111)
- Statistics (MAT 114)
- General Elective
- Humanities Elective
- Social Science Elective

Additional Requirements for the 3-2 Westminster-Goldfarb Nursing Program:

- Completion of the Westminster requirements for general education: 53-57 hrs.
- Completion of a Westminster major (Biology, Exercise Science, or SDM: Health and Wellness recommended): 36-40 hrs
- Transfer of credit from the Goldfarb School of Nursing at Barnes-Jewish College: approximately 30 hrs.

Courses that may transfer from the Goldfarb School of Nursing at Barnes-Jewish College to Westminster College

(NURS 3270 Leadership Role Development will transfer as a Tier II Human Behavior and Social Institutions Context; all other courses will transfer as NMS elective credit):

NURS 3140 Pathophysiology	4 hrs.
NURS 3150 Foundations of Professional Practice	3 hrs.
NURS 3160 Nursing Informatics	3 hrs.
NURS 3170 Nursing Pharmacology 4	3 hrs.
NURS 3180 Health Assessment for the Professional Nurse	3 hrs.
NURS 3250 Practice of Nursing Research	3 hrs.
NURS 3260 Introduction to Adult Health	6 hrs.
NURS 3350 Psychiatric/Mental Health Nursing: A Biopsychosocial Approach	4 hrs.
NURS 3360 Nursing of the Childbearing Family	4 hrs.
NURS 4150 Adult Health Nursing I	6 hrs.
NURS 3270 Leadership Role Development	4 hrs.
NURS 4160 Nursing of Children and Families	4 hrs.
NURS 4250 Adult Health Nursing II	4 hrs.

NURS 4260 Community Health Nursing 6 hrs.

Accelerated BSN Option (adapted from the Goldfarb Catalog)

Goldfarb School of Nursing at Barnes-Jewish College offers the Bachelor of Science in Nursing Accelerated Option, an entry-level nursing program for individuals who have a bachelor's degree or higher in a field other than nursing.

The Accelerated BSN Option is a full-time, 12-month program that is comprised of 58 credit hours of nursing course work. Applicants must complete 24 credit hours of prerequisite course work at Westminster. GSON admits students for summer, fall, and spring terms. Due to the fast paced nature of the program, students are strongly encouraged not to work while attending school. They must be available a minimum of 40-50 hours per week for course work and simulation labs during the day and for clinical experiences during days, evenings, and/or weekends. Students complete their clinical experiences at Barnes-Jewish Hospital and St. Louis Children's Hospital, as well as at other BJC HealthCare Hospitals and St. Louis metropolitan area health care facilities.

The Accelerated BSN Option prepares students to provide direct care to patients and their families in a variety of health care settings, as well as to pursue higher degrees in nursing.

Eligible graduates will take the National Council Licensure Examination (NCLEX-RN), although program completion does not guarantee eligibility to take the exam. Also, passing the exam is required to become an entry-level registered nurse. For more information, please see

<http://www.moga.mo.gov/STATUTES/C3356.HTM>.

Admission Requirements for the Accelerated BSN Program (with WC courses noted):

Completion of Westminster general education requirements, and major requirements in a field other than nursing

Minimum 3.2 cumulative undergraduate GPA

Minimum of 24 credit hours in the following prerequisite courses:

Anatomy & Physiology I with lab

Anatomy & Physiology II with lab

BIO 203 and 370 fulfill these two requirements

Microbiology with lab (BIO 403)

Nutrition (PED 251)

Statistics (MAT 114)

Psychology as a Social Science (PSY 113)

Human Growth & Development (PSY 312)

ORGANIZATIONAL LEADERSHIP MINOR

Associate Professor: R. Hansen, I. Unger

Instructors: J. Haskins, K. Lacey, J. Weber

Contact: Dr. Robert Hansen

Phone: (573) 592-5041

Email: Bob.Hansen@westminster-mo.edu

Organizational Leadership (LST) is a growing interdisciplinary field in American higher education. Drawing from a core liberal arts tradition, Organizational Leadership programs, at bachelor degree and minor levels, are a defining part of liberal arts education today.

Organizational Leadership programs teach students about skills needed in order to lead in the global economy and complex social and political contexts that citizens of the 21st century face. The Organizational Leadership minor focuses on ethics and leadership; historical, political and social perspectives on leadership; organizational and group behavior; and communication skills. Westminster's Organizational Leadership minor will help students reach a better understanding of both practical and theoretical aspects of leadership.

Requirements for the Minor in Organizational Leadership

(6 hours from the following list):

LST 201 Leadership Theories and Practice 3 hrs.

LST 399 Leadership Internship **or** 3 hrs.

LST 401 Organizational Leadership Mentoring 3 hrs.

Ethics and Leadership Elective Options

(3 hours from the following List):

PHL 212 Introduction to Ethics 3 hrs.

PHL 242 Biomedical Ethics 3 hrs.

PHL 244 Business Ethics 3 hrs.

PHL 246 Environmental Ethics 3 hrs.

Historical, Political and Social Perspectives of Leadership

One course selected in consultation with

Program Coordinator 3 hrs.

Organization and Group Behavior (3 hours from the following list):

BUS 220 Fundamentals of Management 3 hrs.

BUS 221 Management Practices and

Organizational Behavior 3 hrs.

BUS 325 Entrepreneurship 3 hrs.

BUS 326 Human Resource Management 3 hrs.

BUS 337 Labor Relations 3 hrs.

LST 210 Leadership for Non-Profit Organizations 3 hrs.

LST/TNS 325 Cross Cultural Leadership 3 hrs.

POL 319 Public Administration 3 hrs.

PSY 310 Social Psychology 3 hrs.

Communication Skills (3 hours from the following list):

LST 205 Mediation and Conflict Resolution 3 hrs.

SPE 203 Interpersonal Communications 3 hrs.

SPE 310 Business & Professional Communication 3 hrs.

Total Hours Required: 18 hrs.

PHILOSOPHY MAJOR AND MINOR

Professors: C. Cain, R. Geenen

Associate Professors: J. McRae

Contact: Dr. Cliff Cain

Phone: (573) 592-5202

Email: Cliff.Cain@westminster-mo.edu

OR

Contact: Dr. James McRae

Phone: 573-592-6229

Email: James.McRae@westminster-mo.edu

The Department of Classics, Philosophy and Religious Studies offers major and minor programs in philosophy and courses that support the College's General Education Program. Philosophy inquires into every aspect of knowledge and value. It is distinguished from other

disciplines more by its critical and integrative approach than by a select subject matter. The philosophy curriculum is designed to accommodate students for whom philosophy is simply their choice of a liberal arts major, students who intend to study philosophy in graduate school, and students who study philosophy to complement their work in other disciplines.

Any 100 or 200-level course may be a student's first course in philosophy. Students who plan to take both History of Ancient and Medieval Philosophy and History of Modern Philosophy should, if possible, take History of Ancient and Medieval Philosophy first.

Requirements for the Major in Philosophy:

At least one course in ethics	
PHL 212 Intro to Ethics or	
PHL 242 Biomedical Ethics or	
PHL 244 Business Ethics or	
PHL 246 Environmental Ethics	3 hrs.
At least one course in logic	
PHL 218 Intro to Logic or	
PHL 224 Formal Logic	3 hrs.
PHL 221 History of Ancient & Medieval Philosophy	3 hrs.
PHL 222 History of Modern Philosophy	3 hrs.
A non-western philosophy course (see * below)	3 hrs.
Three upper level philosophy courses	9 hrs.
Any additional Philosophy courses	6 hrs.
Total hours:	30 hrs.

* Examples of non-western philosophy courses are PHL/REL 102 World Religions and PHL 410 Asian Philosophy though other courses may count as determined by the student's philosophy advisor or the chair of Classics, Philosophy and Religious Studies.

Any course with a PHL prefix may be counted as a philosophy requirement. In addition two courses that fit both of the following criteria may also be counted toward the philosophy major as well.

- 1) The course is deemed to have a strong philosophical content and/or methodology as determined by the chair of Classics, Philosophy, and Religious Studies or the student's philosophy advisor.
- 2) The course is either REL 102 World Religions, or is an upper level course in Religion, Political Science, Environmental Studies, English, Psychology, or Sociology/Anthropology.

Majors must earn a grade of C or better in all courses used to satisfy major requirements. Philosophy majors who intend to pursue graduate study in philosophy are strongly advised to take at least two courses in a foreign language in which there is a significant body of philosophical literature. Such a major's choice of foreign language should be discussed with a member of the department.

Requirements for the Minor in Philosophy:

PHL 218 Introduction to Logic or	
PHL 224 Formal Logic	3 hrs.
PHL 221 History of Ancient and Medieval Philosophy	3 hrs.
PHL 222 History of Modern Philosophy	3 hrs.
Any 300 or higher PHL course	3 hrs.
Philosophy Electives	6 hrs.
Total hours	18 hrs.

Minors must earn a grade of C or better in all courses used to satisfy the minor requirements.

PHYSICAL EDUCATION MAJOR AND COACHING MINOR

Instructors: A. Bordelon, J. Dyson, S. Hack, D. Hughes, C. Madson, S. Manson, M. Mitchell, J. Thompson, J. Welty,

Contact: Dr. Therese Miller
 Phone: (573) 592-5300
 Email: Therese.Miller@westminster-mo.edu

The Department of Education offers a major in Physical Education (The K-12 and Secondary teacher certification requirements are listed in the Education section of the catalog), physical education (non-teaching), a minor in coaching as well as a variety of activity courses to satisfy college graduation requirements.

All Westminster College students enroll in at least one activity course (Prefix: "PED A") to meet Westminster's general education requirements. No more than two credit hours in physical education activity courses may be counted toward the minimum hours required for the baccalaureate degree. All physical education activity courses carry one hour of credit.

Requirements for the Major in Physical Education

HES 220 Social Science in Sport	2 hrs.
HES 230 Introduction to Prevention and Care of Injuries	2 hrs.
HES 321 Kinesiology	3 hrs.
HES 340 Exercise Physiology	3 hrs.
HES 405 Measurement and Evaluation in Physical Education	2 hrs.
HES 406 Management in Physical Education & Athletics	2 hrs.
PED 309 History and Philosophy of Physical Education	2 hrs.
BIO 114/115 Biological Processes	4 hrs.
And BIO 203 Human Anatomy, Or BIO 107 Human Biology	4 hrs.
Total hours	31 - 35 hrs.

Electives: Six (6) Courses in four (4) different areas.

Team Games and Sports:	
PED A44 Recreational Games I: Team Sports	1 hr.
Individual Games and Sports	
PED A42 Fencing	1 hr.
PED A19 Golf Instruction	1 hr.
PED A37 Tennis Instruction	1 hr.
PED A45 Recreation Games II: Individual Sports	1 hr.
Tumbling and Gymnastics	
PED A21 Tumbling	1 hr.
Rhythms and Dance	
PED A23 Social Dancing	1 hr.
PED A26 Aerobics	1 hr.
Aquatic Activities	
PED A11 Recreational Swimming	1 hr.
PED A87 Aquatic Fitness	1 hr.
Physical Fitness	
PED A10 Weight Training	1 hr.
PED A12 Walk/Jog for Fitness	1 hr.
PED A00 Triathlon Training	1 hr.
PED A25 Weight Control/Cond	1 hr.

Recreation and Leisure Activities	
PED A9 Racquet Sports	1 hr.
PED A15 Yoga	1 hr.
PED A53 Bowling	1 hr.

Electives

Five (5) hours of Non-Activity electives from the courses listed below.

HES 104 First Aid and CPR	1 hr.
HES/EDU 207 School Health, Physical Education & Safety	3 hrs.
HES 132 Wellness Concepts (and PED A22 Phys. Fitness Concepts)	1 hr.
HES 206 Growth and Development	3 hrs.
HES 215 Principles of Motor Learning	2 hrs.
HES/PSY 231 Sport Psychology	3 hrs.
PED 311 Coaching Theory of Football	2 hrs.
PED 313 Coaching Theory of Baseball	2 hrs.
PED 314 Coaching Theory of Basketball	2 hrs.
PED 317 Coaching Theory of Volleyball	2 hrs.
PED 318 Coaching Theory of Softball	2 hrs.
PED 319 Coaching Theory of Tennis	2 hrs.
PED 331 Sports Officiating: Football	1 hr.
PED 334 Sports Officiating: Basketball	1 hr.
PED 337 Sports Officiating: Volleyball	1 hr.
PED 338 Sports Officiating: Softball	1 hr.
HES 350 Theories of Adapted PE	3 hrs.

Total hours 31 - 35 hrs.

*Credits must show competence in at least four of the following areas: Team Games and Sports, Individual Games and Sports, Tumbling and Gymnastics, Rhythms and Dance, Aquatic Activities, Physical Fitness, Recreation and Leisure Activities.

Note: Some courses are offered in alternate years. It is important to consult with the Physical Education Coordinator to plan a sequential schedule.

Note: For information regarding certification to teach P.E. in grades K-12 see Education.

Requirements for the Minor in Coaching

HES 230 Introduction to Prevention and Care of Injuries	2 hrs.
HES 321 Kinesiology	3 hrs.
HES 340 Exercise Physiology	3 hrs.
HES 406 Management of Physical Education and Athletics	2 hrs.
Electives: Two Courses from the List Below, One must be a Coaching Theory Course:	
HES/PSY 231 Sport Psychology	3 hrs.
PED 311 Coaching Theory of Football	2 hrs.
PED 312 Coaching Theory of Soccer	2 hrs.
PED 313 Coaching Theory of Baseball	2 hrs.
PED 314 Coaching Theory of Basketball	2 hrs.
PED 317 Coaching Theory of Volleyball	2 hrs.
PED 318 Coaching Theory of Softball	2 hrs.
PED 319 Coaching Theory of Tennis	2 hrs.
Electives: One Course from the List Below:	
PED 331 Sports Officiating: Football	1 hr.
PED 332 Sports Officiating: Soccer	1 hr.
PED 333 Sports Officiating: Baseball	1
PED 334 Sports Officiating: Basketball	1 hr.

PED 337 Sports Officiating: Volleyball	1 hr.
PED 338 Sports Officiating: Softball	1 hr.
Total Required Hours for Minor	16-17 hrs.

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

PHYSICS MAJOR AND MINOR

Assistant Professor: L. Stumpe
Visiting Instructor: L. Criswell

Contact: Dr. Laura Stumpe
Phone: (573) 592-5224
Email: Laura.Stumpe@westminster-mo.edu

The Department of 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.

Requirements for the Major in Physics:

PHY 201 Physics I	4 hrs.
PHY 212 Physics II	4 hrs.
PHY 223 Physics III	3 hrs.
PHY 314 Thermodynamics	4 hrs.
PHY 315 Modern Physics	4 hrs.
PHY 324 Light or	
PHY 325 Electronics	4 hrs.
PHY 415-416 Introduction to Theoretical Physics I & II	8 hrs.
Total hours	31 hrs.

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.

Other:	
Mathematics through MAT 312 Differential Equations	21-24 hrs.
CHM 114, 115 General Chemistry I (lecture and lab)	4 hrs.
CHM 124, 125 General Chemistry II (lecture and lab)	4 hrs.
One of the Following Three Requirements	6-8 hrs.
• Completion of a two-semester sequence of courses in French or German, or certification of reading knowledge in one of these languages by the Department of FLL	
• CSC 111 Fundamentals of Computer Science I and MAT 325 Introduction to Numerical Analysis.	
• Six hours of computer science including CSC 111 Fundamentals of Computer Science I.	

Total hours 36-48 hrs.

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.

Requirements for the Minor in Physics:

PHY 201 Physics I	4 hrs.
PHY 212 Physics II	4 hrs.
PHY 223 Physics III	3 hrs.
Two Courses Selected from the Following:	
AST 211 Astronomy	3 hrs.
PHY 314 Thermodynamics	4 hrs.
CHM 424 & 425 Physical Chemistry	4 hrs.
PHY 324 Light	4 hrs.
PHY 325 Electronics	4 hrs.
PHY 415 Introduction to Theoretical Physics I	4 hrs.
PHY 416 Introduction to Theoretical Physics II	4 hrs.
Total hours	18-19 hrs.

POLITICAL SCIENCE MAJOR AND MINOR

Professors: K. Jefferson; J. Langton
 Associate Professor: T. Gibson
 Assistant Professor: K. Wright-Smith

Contact: Dr. John Langton
 Phone: (573) 592-5295
 Email: john.langton@westminster-mo.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 four main sub-fields of the discipline: American government and politics; comparative politics; international relations; and normative political theory. 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.

Requirements for the Major in Political Science:

All Students majoring in political science must complete the following four introductory courses. They are urged to take POL 112 and 211 before POL 205 and POL 212. All four introductory courses should be completed by the end of the sophomore year.

POL 112 Introduction to Political Science	3 hrs.
POL 205 Introduction to Political Theory	3 hrs.
POL 211 American Government and Politics	3 hrs.
POL 212 Introduction to International Politics	3 hrs.
Total Introductory Hours	12 hrs.

Students may complete the major in political science by fulfilling the course requirements in one of the following tracks and certain collateral or related courses outside the discipline.

Track 1: General Political Science Track:	18 hrs.
Required: one upper level course in each sub-field:	12 hrs.

- American Politics: POL 343 Congress, POL 342 The Supreme Court, POL 301 The American Presidency, POL 311 Political Parties, Voting, and Campaign Strategies, POL 314 American Constitutional Law and Politics, and POL 316 American Jurisprudence, POL 326 Environmental Politics and Policy, POL 370 Drugs, Politics, and Public Policy
 - Comparative Politics: POL 300 Middle Eastern Politics, POL 306 West European Government and Politics, POL 308 Post-Soviet Politics, POL 323 Governments and Politics of Southeast Asia, POL 340 Religion and Politics, POL 423 Politics of the Non-Western World
 - International Relations: POL 305 International Law and Organizations, POL 362 American Foreign Policy
 - Political Theory: POL 302 Political Thought and Modern Society, POL 303 Marxism and the Marxist Tradition, POL 304 American Political Theory
- Electives: Select any two other political science courses from any sub-fields. 6 hrs.
- Total hours, General Political Science Track 30 hrs.**

Track 2: The Pre-Law Track

Required: Complete the Pre-Law Minor	21 hrs.
Electives: Select two other political science courses from any sub-field	6 hrs.
Total hours, Pre-Law Track	39 hrs.

Track 3: The Security Studies Track

Required: Complete the Security Studies Minor	18 hrs.
Electives: Select two other political science courses from any subfield	6 hrs.
Total hours, Security Studies Track	36 hrs.
Total hours, depending on selected track	30-39 hrs.

Students contemplating graduate school in political science are strongly encouraged to take at least two semesters of a foreign language, Introduction to Computers, and a relevant methods course such as MAT 313, PSY 270, PSY 274, or ECN 367. All departmental majors must have an overall "C" average or better in all political science courses (including courses in the Pre-Law and Security Studies minors for tracks two and three) presented to satisfy major requirements.

Requirements for the Minor in Political Science:

POL 112 Introduction to Political Science	3 hrs.
POL 205 Introduction to Political Theory	3 hrs.
POL 211 American Government and Politics	3 hrs.
POL 212 Introduction to International Politics	3 hrs.
1 course in comparative politics	3 hrs.
1 300-level course from an area of political science other than comparative politics	3 hrs.
Total hours	18 hrs.

All departmental minors must have an overall "C" average or better in the group of courses presented to satisfy the requirements for the political science minor.

PRE-ENGINEERING MINOR

Associate Professor: E. Martin

Contact: Dr. Erin Martin

Phone: (573) 592-5306 Fax (573) 592-5206

Email: Erin.Martin@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 degree engineering program with Washington University in St. Louis, Missouri S&T, or another institution.

Requirements for the Minor in Pre-Engineering:

EGR/PHY 101 Introduction to Engineering and Design	3 hrs.
CHM 114/115 General Chemistry I	4 hrs.
MAT 312 Differential Equations*	3 hrs.
PHY 212 Physics II	4 hrs.
Electives: Two courses from the list below	
BIO 301 Genetics	3 hrs.
CHM 124/125 General Chemistry II	4 hrs.
CSC 211 Fundamentals of Computer Science II	3 hrs.
MAT 215 Linear Algebra	3 hrs.
MAT 313 Mathematical Probability and Statistics	3 hrs.
Total hours	20-21 hrs.

*The prerequisites for MAT 312 are MAT 124, MAT 214, MAT 224, and CSC 104, all of which must be completed with a grade of C or better before enrollment in MAT 312.

PRE-LAW MINOR

Professor: J. Langton

Contact: Dr. John Langton

Phone: (573) 592-5295

Email: John.Langton@westminster-mo.edu

As a part of the Pre-Law program, Westminster offers a Pre-Law Minor, which is designed to give students the skills and knowledge they need to be successful in law school.

Requirements for the Minor in Pre-Law:

SPE 101 Introduction to Speech Communications or	
ENG 270 Expository Writing	3 hrs.
PHL 218 Introduction to Logic or	
PHL 224 Formal Logic	3 hrs.
BUS 223 Business Law	3 hrs.
POL 342 The U.S. Supreme Court or	
POL 314 American Constitutional Law and Politics	3 hrs.
POL 316 American Jurisprudence	3 hrs.
Total hours	15 hrs.

Elective Courses: 6 hours selected from the following courses:

POL 399 Law-Oriented Internship	3 hrs.
POL 304 American Political Theory	3 hrs.
POL 305 International Law and Organizations	3 hrs.

Total elective hours

6 hrs.

Total hours required for Minor

21 hrs.

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 Careers 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.

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 Accounting I (ACC 215), American Government and Politics (POL 211), Principles of Microeconomics (ECN 212), Introduction to Ethics (PHL 212), Introduction to Political Theory (POL 205), Expository Writing (ENG 270).

All departmental minors must have an overall "C" average or better in the group of courses presented to satisfy the requirements for the Pre-Law minor.

PSYCHOLOGY MAJOR AND MINOR

Professors: G. Forsythe, T. Jaeger (Chair), D. Jones

Assistant Professors: A. Coats, R. Brunner

Instructor: K. Lacey

Visiting Instructor: A. Pardee

Contact: Dr. Ted Jaeger, Chair

Phone: (573) 592-6120

Email: Ted.Jaeger@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. 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 Department intends that a major will, upon completion of his or her program, **1)** have developed a conceptual framework that includes important psychological facts, principles and theories, **2)** understand biological factors as they mediate human thought, emotion and behavior, **3)** be able to use critical thinking to analyze human behavior recognizing behavior as the product of antecedents and consequents, **4)** have developed quantitative reasoning skills to level enabling organization and analysis of data from survey, field or laboratory research, **5)** have mastered use of computer technology in the execution and/or presentation of research findings, **6)** have developed oral presentation skills incorporating APA style elements for presentation of psychological findings, **7)** have developed writing skills incorporating APA style elements for the presentation of psychological findings, **8)** have developed cooperative learning skills by working productively in groups providing leadership for task completion, **9)** have mastered information gathering and synthesizing skills related to a psychological topic, **10)** be able to connect knowledge from several sub fields in psychology to address a large question, and **11)** be able to appreciate the uniqueness of individuals based on learning historical, biological and cultural differences.

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

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; and (4) present at least one paper at an off-campus regional or national conference or have a publication in a refereed journal.

Requirements for the Major in Psychology:

PSY 112 Psychology as a Natural Science	3 hrs.
PSY 113 Psychology as a Social Science	3 hrs.
PSY 270 Research Tools	3 hrs.
PSY 274 Methods in Experimental Psychology	3 hrs.
PSY 290 Biological Psychology	3 hrs.
Three of the Following:	
PSY 310 Social Psychology	3 hrs.
PSY 312 Developmental Psychology	3 hrs.
PSY 315 Psychology of Personality	3 hrs.
PSY 320 Memory and Cognition	3 hrs.
PSY 370 Sensation and Perception	3 hrs.
PSY 390 Abnormal Psychology	3 hrs.
Two of the Following Laboratories:	
PSY 311 Social Psychology Laboratory	1 hr.
PSY 313 Developmental Laboratory	1 hr.
PSY 316 Personality Laboratory	1 hr.
PSY 321 Memory and Cognition Laboratory	1 hr.
PSY 371 Sensation and Perception Laboratory	1 hr.
A Senior Capstone:	
PSY 422 Senior Seminar or both:	3 hrs.
PSY 430 Pre-Thesis and	3 hrs.
PSY 431 Senior Thesis	3 hrs.
Psychology electives	9 hrs.
Total Hours:	38-41 hrs.

Both PSY 112 and PSY 113 must be completed before a student will be permitted to declare a major in psychology. Majors are strongly urged to take a biology course, either BIO 108 or BIO 114/115, and MAT 114 Elementary Statistics to complete general education requirements. 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.

Requirements for Minor in Psychology:

PSY 112 Psychology as a Natural Science	3 hrs.
PSY 113 Psychology as a Social Science	3 hrs.
PSY 274 Methods in Experimental Psychology	3 hrs.
One course from the following list:	
PSY 310 Social Psychology	3 hrs.
PSY 312 Developmental Psychology	3 hrs.
PSY 315 Psychology of Personality	3 hrs.
PSY 390 Abnormal Psychology	3 hrs.

One course from the following list:

PSY 290 Biological Psychology	3 hrs.
PSY 320 Memory and Cognition	3 hrs.
PSY 370 Sensation and Perception	3 hrs.

One laboratory course from the following list:

PSY 311 Social Psychology Laboratory	1 hr.
PSY 313 Developmental Psychology Laboratory	1 hr.
PSY 316 Personality Laboratory	1 hr.
PSY 321 Memory and Cognition Laboratory	1 hr.
PSY 371 Sensation and Perception Laboratory	1 hr.

Total Required Hours for Minor 16 hrs.

PUBLIC HEALTH MINOR

Contact: Therese Miller

Phone: (573) 592-5300

Fax: (573) 592-5366

Email: Therese.Miller@westminster-mo.edu

Requirements for the Minor in Public Health:

HES 240 Introduction to Global Public Health	3 hrs.
HES 261 Epidemiology	3 hrs.
BIO 107 Intro to Human Biology or	
BIO 203 Anatomy	4 hrs.

HES 410 Public Health Capstone: Advanced Research Study, Service Learning Project, or Internship 3 hrs.

Additional Courses: Take at least one course from each of the following areas:

Health Elective:	3 hrs.
PSY/WGS 301 Human Sexual Behavior	
PHL 242 Biomedical Ethics	
PSY 406 Substance Use Disorders	
HES 251 Intro to Nutrition	
HES 200 Stress Management	

Applied Learning in Public Health: 3 hrs.

HES 357 Community Nutrition	
HES 207 School Health, Physical Education and Safety in Elementary	
HES/WGS 355 Women's Health Issues	
LST/TNS 300 Cross Culture Leadership	
SCA 348 Medical Anthropology	

Total Hours: 18-19 hrs.

These courses may also be of interest to students with Public Health Minor:

BIO 335 Medical Terminology	1 hr.
HES 104 First Aid and CPR	1 hr.
BIO 370 Human Physiology	3 hrs.

RELIGIOUS STUDIES MAJOR AND MINOR

Professor: C. Cain

Associate Professor: J. McRae

Instructors: J. Haskins, M. Scott-Huffman

Visiting Instructor: H. Logan

Contact: Dr. Cliff Cain
Phone: (573) 592-5202
Email: Cliff.Cain@westminster-mo.edu

OR

Contact: Dr. James McRae
Phone: 573-592-6229
Email: James.McRae@westminster-mo.edu

Religion is a pervasive and powerful phenomenon, expressing that which people ultimately value. In an increasingly interconnected world, it is ever more critical for educated persons to study religion in its many expressions. The Department of Classics, Philosophy, and Religious Studies offers a major and a minor program in Religious Studies. Courses in religious studies provide students with an opportunity to understand their own religious heritage and to know and appreciate other religious traditions. Religion is studied as a living part of its larger cultural setting, not merely as an isolated phenomenon. The approach to the subject matter is descriptive and historical.

Requirements for the Major in Religious Studies:

Required courses: (6 hrs.)

REL 101 Introduction to the Bible	3 hrs.
REL 102 World Religions	3 hrs.

Up to two of the following courses (6 hrs.) may be counted toward a Religious Studies Major:

PHL 212 Ethics	3 hrs.
PHL 221 History of Ancient & Medieval Philosophy	3 hrs.
SCA 111 Introduction to Sociology	3 hrs.
SCA 115 Cultural Anthropology	3 hrs.
SCA 334 Magic, Witchcraft, and Religion	3 hrs.
PSY 300 Psychology of Religion	3 hrs.
SCA 402 Shamanism and Spirit Possession	3 hrs.

Any additional Religious Studies (REL) courses 15 hrs.

Total Hours Required: 27 hrs.

A student's major program must be approved by the department. Majors must earn a grade of C or better in all courses counted towards the minimum 27 credit hours in religious studies.

Other: A foreign language is recommended for students whose professional or graduate school plans make language study desirable.

Requirements for Minor in Religious Studies:

Required Courses: (6 hrs.)

REL 101 Introduction to the Bible	3 hrs.
PHL/REL 102 World Religions	3 hrs.

Three upper-level courses with the REL classification 9 hrs.

One upper level course from another department that focuses entirely or substantially on the phenomenon of religion 3 hrs.

Total Hours Required: 18 hrs.

SECURITY STUDIES MINOR

Associate Professor: T. Gibson
Assistant Professors: M. Boulton, K. Wright-Smith

Contact: Dr. Tobias Gibson
Phone: 573-592-5185
E-Mail: Tobias.Gibson@westminster-mo.edu

Westminster College students who earn a minor in Security Studies will have the skill set necessary for job placement in the national security bureaucracy of the United States government or for placement in national security graduate program. Specifically, the student will be able to identify common threats to national security, to understand policy creation and implementation, and to think critically about possible threats and reactions to national security breaches, and will be well versed in foreign policy objectives of the United States.

Requirements for the Minor in Security Studies:

SEC 201 Introduction to Security Studies	3 hrs.
SEC 300 Intermediate Security Studies	3 hrs.
POL 300 National Security Agencies	3 hrs.
POL 362 American Foreign Policy	3 hrs.

Electives: Each student must take at least two of the following electives. The two courses chosen must be from different departments and at least one must be an upper level course. These courses may be taken in the student's major department, or may be courses taught outside the student's major focus. The list below is representative, and is not comprehensive. As new Security Studies courses are developed, this list will grow and be refined. Many other courses will be accepted, based on the approval of the program coordinator.

ACC 300 Whodunit? An examination of the Perpetration of Fraud and the Ways it is Uncovered	3 hrs.
HIS 300 Modern Middle East	3 hrs.
HIS 348 History of American Foreign Relations	3 hrs.
POL 300 National Security Law	3 hrs.
POL 305 International Law and Organizations	3 hrs.
POL 313 Governments and Politics of East Asia	3 hrs.
PHL 400 Philosophy and Politics of War	3 hrs.

Total Hours Required: 18-20 hrs.

Recommended: Although not required to earn a minor in Security Studies, it is highly recommended that a student take two years of a 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 requirements for the Security Studies minor.

SELF-DESIGNED MAJOR AND MINOR

Associate Dean of Faculty: D. Jones

Contact: Dr. David Jones
Phone: 573-592-5288
E-Mail: David.Jones@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/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, 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 program, a student identifies a faculty advisor and two other faculty members, representing at least two academic divisions. The student, with the aid of the faculty committee, develops a proposal for a major under the Self-Designed Major 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 alternative 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. The committee 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. A similar process is required for a Self-Designed Minor. Forms are available in the Office of the Registrar.

The student must secure the approval of the Associate Dean of Faculty for the proposed course of study. All proposals and revisions must have the approval of the Associate Dean. 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

SOCIOLOGY AND ANTHROPOLOGY MAJOR AND MINOR

Professor: W. Guinee
Assistant Professor: L. Fein (Chair)

Contact: Dr. Lisa Fein
Phone: (573) 592-5309
Email: Lisa.Fein@westminster-mo.edu

The Department of Sociology and Anthropology offers a major and a minor program of study in sociology and anthropology. Sociology and anthropology are perhaps unique among the social sciences for their holistic perspective, that is, for their endeavor to discern broad patterns and interrelationships among all the practices and institutions of society and culture, in all times and places. The program in anthropology and sociology is designed to accommodate students for whom sociology/ anthropology is a major, students who wish to study the field to complement other studies, and students who intend to study sociology and/or anthropology at the graduate level. In the view of the department, sociology and anthropology constitute one integral field; all courses shall be taught with that assumption, and there is no separate sociology or anthropology track within the major. Students wishing to pursue graduate studies in one field or the other may wish to choose their electives with that in mind, in consultation with the members of the department. Career opportunities for majors depend in part on the student's course work emphasis within the department as well as collateral course work in other disciplines.

Students must earn a C or better in the required methods and theories courses used to satisfy the major requirements and a C average or better in overall courses used to satisfy the major. Students must also submit a learning portfolio (deemed satisfactory by the department), during their senior year.

In order to graduate with Honors in Sociology and Anthropology, a student must graduate with a 3.5 GPA or higher in Sociology and Anthropology courses, and write an honors thesis with a grade of B or better or present their sociological/anthropological work in the undergraduate scholars forum, a conference, a publication, or other approved venue.

Requirements for the Major in Sociology and Anthropology:

SCA 111 Introduction to Sociology	3 hrs.
SCA 115 Introduction to Cultural Anthropology	3 hrs.
SCA 351 Theories of Culture or	
SCA 3xx Sociological Theory	3 hrs.
SCA 302 Fieldwork or	
SCA 3xx Sociological Research Methods	3 hrs.
Sociology and Anthropology Electives	18 hrs.
Total hours	30 hrs.

POL 303 Marxism and the Marxist Tradition and/or ENG 280 Introduction to Linguistics may be substituted for an anthropology elective.

Requirements for Minor in Sociology and Anthropology:

SCA 111 Introduction to Sociology	3 hrs.
SCA 115 Introduction to Cultural Anthropology	3 hrs.
SCA 351 Theories of Culture or	
SCA 3xx Sociological Theory	3 hrs.
Elective Courses:	
Three additional Sociology and Anthropology courses, two of which must be upper level.	9 hrs.
Total hours	18 hrs.

SPANISH MAJOR AND MINOR

Professor: H. Del Porto
Assistant Professors: E. Salas-Durazo

Contact: Dr. Enrique Salas-Durazo
Phone: (573) 592-5267
Email: Enrique.Salas-Durazo@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 majors in International Business, International Studies, and Transnational Studies. 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. A student wishing to major or minor in Spanish should consult Dr. Del Porto or Dr. Salas-Durazo. It is possible to major in a language without having studied it in high school.

Requirements for the Major in Spanish:

Required Courses: (18 hrs.)

SPA 303 Advanced Spanish Conversation	3 hrs.
SPA 351 Introduction to Spanish Literature	3 hrs.
SPA 353 19 th and 20 th Century Latin American Lit.	3 hrs.
SPA 377 Spanish Civilization	3 hrs.
SPA 378 Latin American Civilization	3 hrs.
SPA 381 Advanced Grammar and Composition	3 hrs.

Elective Courses: (12 hrs.)

Four from the following list

SPA 203 Intermediate Spanish I	3 hrs.
SPA 204 Intermediate Spanish II	3 hrs.
SPA 210 Intermediate Spanish Conversation	3 hrs.
SPA 220 Intermediate Spanish Grammar & Comp.	3 hrs.
SPA 305 Commercial Spanish	3 hrs.
SPA 310 Special Topics in Literature	3 hrs.
SPA 363 Spanish-American Novel	3 hrs.

Total Hours for Spanish Major: 30 hrs.

The 30 hours required of a major exclude SPA 101 and 102. The four electives for the Major in Spanish can include a maximum of two 200-courses (6 credits). 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 a 3.2 overall GPA.

Requirements for the Minor in Spanish:

Required Course: (12 hrs.)

SPA 381 Advanced Grammar and Composition	3 hrs.
Conversation requirement:	3 hrs.
SPA 210 Intermediate Spanish Conversation OR	
SPA 303 Advanced Spanish Conversation	
Civilization requirement:	3 hrs.
SPA 378 Latin American Civilization OR	
SPA 377 Spanish Civilization	
Literature requirement:	3 hrs.
SPA 351 Intro. to Spanish Literature OR	
SPA 353 19 th and 20 th Century Latin American Lit.	

Elective Courses: (9 hrs.)

Three courses from the following

SPA 203 Intermediate Spanish I	3 hrs.
SPA 204 Intermediate Spanish II	3 hrs.
SPA 220 Intermediate Spanish Grammar & Comp.	3 hrs.
SPA 305 Commercial Spanish	3 hrs.
SPA 310 Special Topics in Literature	3 hrs.
SPA 363 Spanish American Novel	3 hrs.

Total Hours for Spanish Minor 21 hrs.

The 21 hours of a minor exclude SPA 101 and 102. Only two 200-level courses (six credits) count towards the minor (for example, a 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.

SPORTS MANAGEMENT MAJOR

Contact: Dr. Bill Carner or Dr. Therese Miller

Phone: (573) 592-5046 (Carner) or (573) 592-5300 (Miller)

Email: William.Carner@westminster-mo.edu or

Therese.Miller@westminster-mo.edu

The Sports Management Major will give the student a broad understanding of sport from participant's perspective and provide the necessary tools for a successful sports business enterprise at the collegiate level, and all levels of professional sports. Coursework will focus on principles and best practices which will be implemented through an internship.

Requirements for the Major in Sports Management

ACC 200 Fundamentals of Accounting	3 hrs.
ACC 215 Principles of Financial Accounting	4 hrs.
BUS 220 Fundamentals of Management	3 hrs.
BUS 250 Principles of Marketing	3 hrs.
BUS 318 Corporate Financial Management	3 hrs.
HES 220 Social Science in Sport	2 hrs.
HES/PSY 231 Sport Psychology	3 hrs.
HES/BUS 300 Sports Management Capstone	3 hrs.
HES 406 Intro. to Management in PE and Athletics	2 hrs.
ITY 250 Web Page Design, Aesthetics, and Interaction	3 hrs.
SPE 101 Introduction to Speech Communication or	
SPE 203 Interpersonal Communication	3 hrs.
HES/PED/BUS 399 Internship	3 hrs.
Choose one from the following	3 hrs.
BUS 330 Advertising	
BUS 334 Consumer Behavior	
BUS 300 E-Commerce	
Choose one from the following	3 hrs.
BUS 326 Human Resource Management	
BUS 337 Labor Relations	
ECN 300 Sports Economics	
BUS 223 Business Law	
Total hours	32 hrs.

TRANSNATIONAL STUDIES MAJOR

Professors: M. Amspoker, C. Cain, H. Del Porto, S. Goodfellow, W. Guinee, K. Jefferson (Chair), C. Perry, W. Zade

Associate Professors: R. Bhandari, R. Hansen, J. McRae, S. Manzoor
 Assistant Professors: M. Boulton, C. Brown, C. Dennison, L. Fein,
 H. LaVine; K. Wright-Smith
 Visiting Instructor/Professors: H. Landry, J. Straughn

Contact: Professor Kurt Jefferson
 Phone: (573) 592-5266
 Email: Kurt.Jefferson@westminster-mo.edu

Requirements for the Major in Transnational Studies

INT/TNS 201 Introduction to International/ Transnational Studies	3 hrs.
INT/TNS 401 Junior-Senior Seminar in International And Transnational Studies	3 hrs.
INT/TNS 402 International/Transnational Studies Senior Thesis (optional)*	3 hrs.
FLG 102 Second semester of a foreign language (same language as first semester language)	4 hrs.

Global Economic Development

At least one course from the following list:

ECN 211 Principles of Macroeconomics	3 hrs.
ECN 212 Principles for Microeconomics	3 hrs.
ECN 331 Intermediate Macroeconomic Theory	3 hrs.
ECN 334 Economic Development	3 hrs.
ECN 310 International Trade and Finance	3 hrs.
BUS 340 International Business	3 hrs.

Environment and Health

At least one course from the following list:

BIO 320 and BIO 321 Biology in Belize	4 hrs.
GEO 320/321 Geology and Environment of the National Parks Seminar	3 hrs.
ENV 105 Introduction to Environmental Sciences	3 hrs.
POL 326 Environmental Politics and Policy	3 hrs.
REL 324 Spiritual Ecology	3 hrs.
ECN 300 Environmental Economics	3 hrs.
PHL 246 Environmental Ethics	3 hrs.
SCA 348 Medical Anthropology	3 hrs.
WGS/HES 355 Women's Health Issues	3 hrs.

Global Justice and Human Rights

At least one course from the following list:

POL 305 International Law and Organization	3 hrs.
ITS 399 Global Human Rights Internship	3 hrs.
LST 133 Service-Learning Leadership Lab	1-2 hrs.
LST/TNS 325 Cross Cultural Leadership	3 hrs.
LST 300/400 Global Social Justice Practicum	2-3 hrs.
WGS 210 Introduction to Women's Studies	3 hrs.
SCA 325 Tribal Survival	3 hrs.
HIS 356/WGS 356 European Women	3 hrs.
HIS 327 Nazi Germany	3 hrs.
PHL 224 Business Ethics	3 hrs.

International Relations and Diplomacy

At least one course from the following list:

POL 212 Introduction to International Politics	3 hrs.
POL 362 American Foreign Policy	3 hrs.
HIS 348 History of American Foreign Relations	3 hrs.

INT 210 Model United Nations	2 hrs.
INT 212 Model UN Team	2 hrs.
INT 214 Model UN Practicum (mentoring)	1 hr.
HIS 300 Modern Middle East	3 hrs.
HIS 330 World War I	3 hrs.
HIS 350 The Vietnam Wars: Nations in Conflict, 1945-1995	3 hrs.
POL 306 West European Government and Politics	3 hrs.

Global Cultures

At least one course from the following list:

PHL/REL 102 World Religions	3 hrs.
REL 330 Religions and Cultures of India	3 hrs.
ASN 201 Asian Studies	3 hrs.
ENG 300 Booker Prize Fiction Writing	3 hrs.
ENG 345 African Diaspora	3 hrs.
HIS 300 Africa & Decolonization	3 hrs.
HIS 323 Europe Since 1945	3 hrs.
HUM 278 Latin American Civilization	3 hrs.
HUM 294 Introduction to the French-Speaking World	3 hrs.
FRE 362 Francophone Civilizations	3 hrs.
POL 300 Middle Eastern Politics	3 hrs.
SCA 115 Introduction to Cultural Anthropology	3 hrs.
SCA 334 Magic, Witchcraft, and Religion	3 hrs.
SCA 351 Theories of Culture	3 hrs.
PSY 405 International and Cross Cultural Psychology	3 hrs.
HUM 277 Spanish Civilization	3 hrs.
GOG 101 Introduction to Geography	3 hrs.
ENG 330 Visions & Revisions: Colonial and Post-Colonial Literature	3 hrs.
MUS 305 Jazz in Japan	3 hrs.
PHL 410 Asian Philosophy	3 hrs.

Total Hours Required 36-39 hrs.

Other Requirements for the major in Transnational Studies:

Students must complete the first year of language instruction (both semesters in the same language) or demonstrate equivalent proficiency.

- Five additional courses, two of which must be in one category 15 hrs.
- At least 24 hours must be upper-level (300 or higher).

Students must earn at least a C grade in each course needed to satisfy the major requirements.

*Students with a cumulative GPA of 3.30 or higher may elect to write a senior thesis for honors recognition. "Graduated with Honors" will be noted on their transcript provided they complete the thesis with a grade of B or better. Students writing a thesis will complete TNS 401 (Senior Seminar) and TNS 402 (Senior Thesis) during their junior and/or senior year.

All students are required to present a portfolio of their work, containing at least three papers or comparable projects submitted for courses in the major as well as a reflective piece on how the student has integrated the different components of the major. One paper or project must be from the Senior Seminar, and another must be from an upper-level course. The portfolio will be part of the senior seminar, INT/TNS 401.

Students may substitute experimental courses numbered 200 or 300 for the electives listed above with permission of the program coordinator.

UNITED STATES HISTORY MINOR

Contact: Sam Goodfellow
Phone: 573-592-6266
Email: Sam.Goodfellow@westminster-mo.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.

Requirements for the Minor in United States History:

HIS 103 U.S. History to 1877	3 hrs.
HIS 104 U.S. History since 1877	3 hrs.
HIS 390 Historiography	3 hrs.
Three upper level U.S. history courses	9 hrs.
Total hours	18 hrs.

WOMEN'S AND GENDER STUDIES MINOR

Contact: Dr. Cinnamon Brown
Phone: (573) 592-5271
Email: Cinnamon.Brown@westminster-mo.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.

Requirements for the Minor in Women's and Gender Studies

Required courses: (6 hrs.)

WGS 210 Introduction to Women's Studies	3 hrs.
WGS 410 Theory and Practice	3 hrs.

(An approved internship may satisfy this requirement.)

Electives:
Four courses from the list below. One course must focus primarily on Women's Issues (W) and one course must focus primarily on Gender Issues (G). Nine hours must be selected from upper-level courses.

ENG 340 Gender and Literary Expression (G)	3 hrs.
WGS/HIS 354 Scandalous Women in History (W)	3 hrs.
WGS/PSY 301 Human Sexual Behavior (G)	3 hrs.
WGS/PED 355 Women's Health Issues (W)	3 hrs.
WGS/SCA 300 Gender and Society (G)	3 hrs.
SPE 203 Interpersonal Communication (G)	3 hrs.
SPE 303 Communication in Relationships (G)	3 hrs.

Total Hours Required 18 hrs.

With approval of the minor program coordinator, students may substitute another course in which gender issues constitute a significant component.

Students who have taken Introduction to Women's Studies may complete the minor by taking one course from the electives list and

participating in an approved off-campus experience of at least twelve credit hours that includes an internship.

No more than two courses in the minor may come from any single department and no more than two may be applied to another major or minor. These restrictions apply to all courses, including internships, special topics and independent study.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

Westminster students participating in the Army ROTC or Air Force ROTC program may take courses on the campus of the University of Missouri-Columbia. Information is available online at <http://admissions.missouri.edu/academics/moreOpportunities.php> or you may contact:

ARMY
Captain Lindsey Decker
University of Missouri-Columbia
221 Crowder Hall
(573) 882-2657 or 7721
Deckerl@missouri.edu
Website: <http://armyrotc.missouri.edu/>

U.S. AIR FORCE
Captain Tammy D. Rounsavall
University of Missouri-Columbia
213 Crowder Hall
Columbia, MO 65211-4110
Phone: 573-882-0554
rounsavallt@missouri.edu

COURSE DESCRIPTIONS

ACC - Accounting

ACC 215 Principles of Financial Accounting (4 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.

ACC 216 Principles of Managerial Accounting (4 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. Prerequisites: 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 every other fall semester, alternating with ACC 308. Prerequisites: ACC 216.

ACC 308 Managerial and Cost Accounting (4 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 every other fall semester, alternating with ACC 307. Prerequisites: ACC 216.

ACC 312 Intermediate Accounting I (4 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 every fall semester. Prerequisites: ACC 216 or permission of instructor.

ACC 319 Federal Income Tax I (4 hrs.) A study of federal income tax laws and their current application to individuals and partnerships, with emphasizes various practical applications of Accounting Information Systems topics in a laboratory setting. Offered every fall semester. Prerequisites: MIS 201 for MIS Majors; MIS 201 or 210 for ACC Majors; previous or concurrent enrollment in ACC 320.

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. This course is specifically designed for accounting and management information systems majors and minors. Offered every fall semester. Prerequisites: MIS 201 for MIS Majors; MIS 201 or 210 for ACC Majors.

ACC 321 Accounting Information Systems Lab (1 hr.) This course emphasizes various practical applications of Accounting Information Systems topics in a laboratory setting. Offered every fall semester. Prerequisites: MIS 201 for MIS Majors; MIS 201 or 210 for ACC Majors; previous or concurrent enrollment in ACC 320.

ACC 322 Intermediate Accounting II (4 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 every spring semester. Prerequisites: ACC 312.

ACC 418 Advanced Accounting (4 hrs.) This course is designed to study specialized accounting problems including partnerships, consolidated financial statements, international operations and segment reporting. Offered every spring semester. Prerequisites: ACC 322 or permission of instructor.

ACC 419 Federal Income Tax II (4 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 every spring semester. Prerequisites: ACC 319.

ACC 421 Auditing (4 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 every spring semester. Prerequisites: ACC 322.

ART

ART 210 Photography I (3 hrs.) This course introduces photography as an art form and emphasizes basic photographic principles and techniques. Camera with adjustable aperture and shutter required. Materials fee required and will be assessed at the beginning of the course. Offered fall and spring semesters.

ART 215 Graphics Arts I (3 hrs.) This course is an introduction to the language and ideas of graphic design. Students will acquire the fundamentals of desktop publishing including layout, design, and typography. The course is designed around software including Photoshop and Illustrator. Offered fall and spring semesters.

ART 230 Survey of Western Art I (3 hrs.) This is a study of sculpture, painting, architecture and the minor arts from early history to the Renaissance. The main focus is placement of the art of each period within the society by which it was produced. Offered fall semester.

ART 231 Survey of Western Art II (3 hrs.) This is a study of sculpture, painting, architecture and the minor arts from the Renaissance to contemporary times. The main focus is placement of the art of each period within the society by which it was produced. Offered spring semester.

ASN – Asian Studies

ASN 201 Introduction to Asian Studies (3 hrs.) A broad and multifaceted introduction to several regions of Asia examining such concerns as history, politics, economics, religion, culture, society, and aesthetics.

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. Prerequisites: MAT 111 or one year of high school algebra and one year of high school geometry.

BIO - Biology

BIO 105 Essentials of Biology (3 hrs.) This non-lab course designed for non-majors will introduce them to key areas in the biological sciences. It will include topics from cellular and molecular biology, ecological and evolutionary biology, and biology of the organism. Emphasis will be on general principles and concepts. Where possible, the course will make connections to current issues. Students cannot count for credit both this course and BIO 108 without prior instructor approval. BIO 105 will satisfy the Scientific Inquiry (non-lab) Context in Tier II of the General Education Program. This course is typically offered one to two times each academic year.

BIO 107 Intro to Human Biology/Lab (4 hrs.) Introduction to Human Biology is designed to give students an understanding of the organization, maintenance, and functions of the systems within the human body. The course will address not only structure and function of systems, but also issues of genetics, human disease and human evolution. The laboratory will incorporate activities in cell structure, systems anatomy, genetics, human disease. This course is typically offered once each academic year in the spring semester.

BIO 108 Introduction to Biological 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. This course is typically offered one or two times each academic year. Students cannot count for credit both this course and BIO 105 without prior instructor approval. BIO 108 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program.

BIO 114 Biological Processes (3 hrs.). An introduction for the beginning student to fundamental organism and cellular processes such as molecular and Mendelian genetics, photosynthesis, and the physiology of organ systems. Students must take this course in conjunction with BIO 115. This course is typically offered once per academic year in the spring semester. BIO 114/115 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program.

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. Students must take this course in conjunction with BIO 114. This course is typically offered once per academic year in the spring semester. BIO 114/115 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program.

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. Students must take this course in conjunction with BIO 125. This course is typically offered once per academic year in the fall semester. BIO 124/125 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program.

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. Students must take this course in conjunction with BIO 124. This course is typically offered once per academic year in the fall semester. BIO 124/145 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program.

BIO 201 Introduction to Evolution (3 hrs.) In the final paragraph of the Origin of Species, Charles Darwin suggests “there is grandeur in this view of life.” His “view of life” is biological evolution, the idea that all organisms share a common ancestry far back in time, like an enormous “family tree.” While biological evolution is one of the most profound and well supported scientific theories ever, it is also very controversial. This non-majors course will introduce students to evolutionary theory by discussing first, what is evolution? We will also cover several common misconceptions to clarify what it is NOT. Finally, we will discuss some of the benefits of understanding this theory and why it is so controversial. This is a lecture only course intended for non-majors and fulfills a General Education credit as a Tier II-A (Scientific Inquiry) non-lab course.

BIO 203 Human Anatomy (4 hrs.) Human Anatomy offers a detailed study of the structure of the organ systems comprising the human body. Laboratory includes dissection of a mammalian specimen supplemented by human models and preserved materials. Basic clinical or pathological aspects of each system are considered as student interests dictate and time permits. This course is typically offered every academic year in the fall semester. Prerequisites: BIO 124/125 and BIO 114/115.

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. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 124/125 and BIO 114/115, or permission of instructor.

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. This course is typically offered every academic year in the fall semester. Prerequisites: BIO 124/125 and 114/115.

BIO 206 Laboratory Instruction Techniques (1 hr.) This course is open to students who are qualified to serve as laboratory assistants in various biology courses. Students assist instructor in the laboratory and serve as mentors for students in course. This course is typically offered every semester during the academic year. Prerequisites: open by invitation to students who have earned an A or B average in BIO 108, BIO 124/125, or BIO 114/115.

BIO 208 Functional Plant Morphology (4 hrs.) This course is designed as an integrated study of the gross morphology, internal anatomy and physiology of vascular plants. Laboratory studies emphasize the interrelationships between plant form and function. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 124/125 and 114/115.

BIO/ENV 210 Biogeography (3hrs.) Biogeography is the study of the distribution of biodiversity over space and time. It aims to reveal where organisms live and at what abundance. It addresses the questions of which species, where and why (or why not). Biodiversity is viewed in light of historical factors, such as speciation and extinction, plate tectonics and glaciations, as well as in the light of current and future threats, including but not limited to climate change. This course is typically offered every other academic year in the spring semester. Prerequisite: BIO 124/125 and BIO 114/115.

BIO 211 Insects and Human Affairs (3 hrs.) This course provides an introduction to insects and their interactions with humans. Human beings and insects will be compared with respect to both form and function, and students will learn to distinguish the major groups of insects. The course will examine the effects of insects on agriculture (both harmful and helpful), the impact of insects on the course of human history, and their representation in art, music, and literature. This course is typically offered every other academic year in the spring semester. BIO 211 will satisfy the Scientific Inquiry (non-lab) Context in Tier II of the General Education Program.

BIO 301 Genetics (4 hrs.) This course will be an introduction to and a survey of the science of genetics. Topics covered will include classical “Mendelian” genetics, population genetics, and modern molecular genetics. The laboratory will augment these approaches with traditional studies in fly genetics and current practices in molecular genetics. This course is typically offered once per academic year. Prerequisites: BIO 124/125 and 114/115.

BIO 307 Biology of Social Insects (3 hrs.) This course will focus on the biology of the social insects (bees, wasps, ants, and termites). These insects will be examined from a variety of perspectives including behavioral, ecological, physiological, and evolutionary. Topics will include the evolution of social behavior, Africanized bees, and kin recognition. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 108, BIO 124/125 or BIO 114/115.

BIO 308 Taxonomy and Systematics of the Flowering Plants (4 hrs.) This Summer Session course emphasizes the identification of the flowering plants. Emphasis is placed on the sight identification of plant families, the use of keys to identify plant species, and the preparation of permanent herbarium specimen. Short field trips to various habitats in the vicinity and extended trips to other parts of the state will be scheduled. This course is typically offered every other Summer Session. Prerequisites: BIO 124/125, or BIO 114/115.

BIO 309 Phycology (4 hrs.) Introduction to the taxonomy, morphology and ecology of the cyanobacteria and eukaryotic algae. Although laboratory studies will emphasize the identification of freshwater taxa, representative marine species will also be studied. Prerequisites: BIO 124/125, or BIO 114/115.

BIO 314 Vertebrate Histology (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. Prerequisite: BIO 124/125 and BIO 114/115

BIO 315 Entomology (4 hrs.) This course focuses on the biology of insects with the following objectives: (1) to identify common insects to Order and Family; (2) to describe the basic anatomy and physiology of insects; (3) to discuss the roles of insects in ecosystems; (4) to discuss the interactions between humans and insects. This course is typically offered every other academic year in the fall semester. Prerequisites: BIO 124/125 and 114/115.

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. This course typically is offered every other academic year in the spring semester. Prerequisites: BIO 124/125 and 114/115.

BIO 320 & 321: Biology in Belize (4 hrs.) This course serves as an introduction to the natural history, geography, pre- and post-Columbian history, land-use patterns, and current political climate of Belize, Central America. Following a preparatory spring semester seminar (BIO 320), a three-week Summer Session course (BIO 321) will be taught in Belize where students will study the biota of the offshore caves, coral reefs, grassland savannas and neo-tropical jungles. Special attention will be paid to local land use and conservation issues and the effects of ecotourism on the local economy and relevant ecosystems. This course is typically offered every other academic year in the spring semester and the following summer session. Prerequisites: Completion of at least two courses in biology or permission of the instructor.

BIO 322 Vertebrate Biology (3 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. Prerequisites: BIO 114/115 and BIO 124/125.

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. This course is typically offered once every one-two academic years. Prerequisites: BIO 124/125 and 114/115.

BIO 327 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. This course is typically offered every other academic year in the fall semester. Prerequisites: BIO 114/115 and BIO 124/125.

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. This course is typically offered once every one-two academic years. Prerequisites: BIO 124/125 and 114/115.

BIO 335 Medical Terminology (3 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 comprehension is based on the concept of: (1) word roots, (2) prefixes, and (3) suffixes primarily derived from Latin and Greek origins. Prerequisites: BIO 114/115, BIO 124/125, and permission of instructor required.

BIO/ENV 340 Wetlands (3hrs.) The composition, structure, function and importance of wetlands ecosystems. Comparisons of different wetland types, hydrology, soils, biochemistry and nutrient cycles, plants and animals and their adaptations, and conservation strategies. Discussions will also include wetland construction, preservation and restoration as well as management issues. Course includes a required overnight weekend field trip to

southeastern Missouri. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 124/125, BIO 114/115, and CHM 105/106 or CHM 114/115. Course fee.

BIO/ENV 345 Forest Resources & Management (3 hrs.) Forest ecosystems are important the world over; in addition to providing essential ecosystem functions, they supply humans with important natural resources and recreation opportunities. Forests are at the same time threatened by potential overextraction and overutilization. This course will examine forest biology and ecology, forest management for multiple uses and influence of economics and society on forests. Off-campus field trips are required. This course is typically offered every other academic year in the fall semester. Prerequisite: BIO 114/115 and BIO 124/125.

BIO/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. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 124/125 and BIO 114/115.

BIO 370 Human Physiology (4 hrs.) This course is designed for students with a deep interest in how the human body works. You will learn about how the human body functions at molecular, cellular, and systems levels. This course is typically offered once each academic year in the spring semester. Prerequisites: BIO 114/115, BIO 124/125, and BIO 203 or with permission.

BIO 398 Independent Research Projects (1-4 hrs.) Students interested in independent reading or developing individual research projects may enroll in BIO 398 for variable credit. The faculty in the department strongly encourages students majoring in biology to develop and pursue at least one research project. This course is typically offered every semester during the academic year. Prerequisites: BIO 124/125, 114/115, and permission of the department chair.

BIO 403 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. This course is typically offered once each academic year in the spring semester. Prerequisites: BIO 124/125 and 114/115.

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. This course is typically offered once each academic year in the spring semester. Prerequisites: CHM 314, 315, 324, and 325 (CHM 324 & 325 can be taken concurrently with BIO 404), BIO 124/125 and 114/115.

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. This course is typically offered once each academic year in the fall semester. Prerequisites: BIO 124/125, BIO 114/115, and BIO 203. The course is by application and consideration of faculty in the department, and requires instructor permission.

BUS - Business

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.

BUS 221 Management Practices and Organizational Behavior (3 hrs.) An expansion of material presented in Fundamentals of Management, with emphasis on individual and group behavior, organization structure and design, management development and leadership, conflict in organizations, decision-making, and group dynamics, and the effect of measurement and control on human performance. Case studies of actual organizations are used.

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.

BUS 230 Personal Finance (3 hrs.) This course uses fundamental concepts of financial management to build a framework for personal financial decisions. Topics to be discussed include financial planning, sources of consumer credit, home ownership, stock and bond investment, dollar cost averaging, the random walk theory, insurance, and estate planning.

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.”

BUS 318 Corporate Financial Management (3 hrs.) A study of the principles of financial management and of their application to the corporation. Topics include financial analysis and controls, capital theory and capital budgeting, alternative sources of short- and long-term financing, operation of financial markets, and long-run financial strategy. Prerequisites: ACC 215.

BUS/MIS 310 E-Commerce (3 hrs.) This course combines business/marketing/entrepreneurship and web design. The opportunities and challenges of e-commerce, the appropriateness of different products, services, processes, and revenue models in an e-commerce context, and the (technological, legal, ethical, social) infrastructure surrounding e-commerce are investigated. Students learn to write e-commerce business plans, and to design and develop web sites to support these plans using XHTML and CSS. A semester-long group project, often with real-life clients, provides an opportunity to apply these skills as well as the principles of virtual project management. Prerequisites: Either BUS 250, MIS 201/202, or MIS 220.

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.

BUS 325 Entrepreneurship (3 hrs.) This course is designed to develop an understanding of the environment within which small business concerns function. The practical application of business theory will be stressed. Topics include areas of management, advertising, marketing research, customer credit, financing, and personnel. Prerequisites: ACC 215 and 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. Prerequisites: BUS 220 or BUS 221.

BUS 327 Operations Management (3 hrs.) The purpose of this course is to introduce the student to the production function in a business enterprise, and to acquaint him or her with the decisions that must be made by the production manager and with some of the analytical techniques available to assist in this task. Topics include facilities layout, capital expenditure analysis, inventory control, production control, and quality control. Prerequisites: MAT 114.

BUS 328 Managerial Finance (3 hrs.) A continuation of Corporate Financial Management, this course studies principles of financial management and of their application to the corporation. Topics include cost of capital, dividend policy, valuation, capital markets, common stock financing, debt and preferred stock financing, lease financing, warrants and convertibles, option pricing models, mergers and holding companies, and reorganization and bankruptcy. Prerequisites: BUS 318.

BUS 330 Advertising (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. Prerequisites: BUS 250.

BUS 334 Consumer Behavior (3 hrs.) A detailed study of the forces, which shape the process of consumer motivation and decision-making. Topics include theoretical models of consumer choice processes and the influences of culture, lifestyle, and demographics on the consumer. Marketing strategy formulation will be stressed. Prerequisites: BUS 250.

BUS 337 Labor Relations (3 hrs.) This course will examine the evolution of the labor movement since the mid-nineteenth century, particularly labor-management relationships. Topics covered will include: labor laws and other legal influences, union organizing, collective bargaining negotiations, administration of contracts, grievance processing, organizations’ and unions’ adaptation to the changing environment of the 1990's and the future. Prerequisites: BUS 220.

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. Prerequisites: BUS 250 or permission of the instructor.

BUS 350 Investments (3 hrs.) This course is designed to serve investors who are (or will be) actively developing and monitoring their own investment portfolios. Topics include capital markets, investment strategies, risk and return, common stock investments, fixed-income securities, options, commodities, mutual funds, tax shelters, and portfolio management. Prerequisites: ACC 215, BUS 230 or BUS 318.

BUS /MIS 360 Decision Making (3 hrs.) This course studies how human beings make decisions, and how those decisions can be predicted, modeled, and improved. It covers a selection of behavioral and quantitative tools and perspectives, such as utility theory, risk preferences, decision trees, influence diagrams, value of perfect and imperfect information, linear programming, sensitivity analysis, what-if and scenario analysis, multicriteria decision

making, and group decision making. This course will be accepted as an elective in the MIS major, and can fulfill the analytical requirement of the Business major (as an alternative to BUS 327 and ECN 351).

BUS 450 Business Policy (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. Prerequisites: ACC 215 and 216; BUS 220, 250 and 318; ECN 211 and 212.

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.

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.

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.

CHM 115 General Chemistry I Laboratory (1 hr.) Laboratory to accompany CHM 114. Meets three hours per week.

CHM 124 General Chemistry II (3 hrs.) A continuation of CHM 114 with emphasis on equilibrium, electrochemistry, kinetics, and thermodynamics.

CHM 125 General Chemistry II Laboratory (1 hr.) Laboratory to accompany CHM 124. Meets three hours per week.

CHM 300A Environmental Chemistry (3 hrs.) This is a three credit-hour lecture course. Students desiring laboratory experience also may choose to enroll in Environmental Chemistry Laboratory (CHM 300B/BIO 300B) a one credit-hour lab course. The prerequisites are General Chemistry I (CHM 114) and General Chemistry II (CHM 124). Students with a major outside the Natural and Mathematical Sciences Division may use this course to satisfy the General Education requirement of an upper-level course outside of their division. Chemistry and Biochemistry majors may use CHM 300A as an elective upper-level course within their major.

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. Prerequisites: 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. Prerequisites: 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. Meets three hours per week. Prerequisites: CHM 124/125.

CHM 324 Organic Chemistry II (3 hrs.) A continuation of CHM 314.

CHM 325 Organic Chemistry II Laboratory (1 hr.) Laboratory to accompany CHM 324. Meets three hours per week.

CHM 334 Analytical Chemistry I (3 hrs.) A study of the principles and methods of quantitative analysis. Prerequisites: CHM 124/125.

CHM 335 Analytical Chemistry I Laboratory (1 hr.) Laboratory to accompany CHM 334. Gravimetric, volumetric and simple instrumental methods are studied. Meets three hours per week. Prerequisites: CHM 124/125.

CHM 344 Analytical Chemistry II (2 hrs.) Introduction to instrumental methods of analysis with emphasis on the principles of measurement and instrumentation. Prerequisites: CHM 334/335.

CHM 345 Analytical Chemistry II Laboratory (2 hrs.) Laboratory to accompany CHM 344. Methods may include polarography, spectrophotometry, chromatography, potentiometric titrations, and amperometric and conductometric determinations. Meets six hours per week.

CHM 404 Physical Chemistry for the Life Sciences (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.. Prerequisites: .CHM 124/125, 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.

CHM 422 Advanced Inorganic Chemistry (3 hrs.) A study of the principles and theories of inorganic chemistry, emphasizing modern approaches to the field. Prerequisites: CHM 304, 324/325, MAT 224, and PHY 212, or permission of the instructor.

CHM 424 Physical Chemistry I (3 hrs.) A study of the theoretical principles of chemistry and their applications. Prerequisites: CHM 324/325, CHM 344/345, MAT 224, PHY 212.

CHM 425 Physical Chemistry I Laboratory (1 hr.) Laboratory to accompany CHM 424. Meets three hours per week. Prerequisites: CHM 324/325, CHM 344/345, MAT 224, PHY 212.

CHM 434 Physical Chemistry II (3 hrs.) A continuation of CHM 424.

CHM 435 Physical Chemistry II Laboratory (1 hr.) Laboratory to accompany CHM 434. Meets three hours per week.

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.

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.

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.

CLA/SCA 301 History and Methods of Archaeology (3 hrs.) What archaeology is, how it is done, how it originated and developed, what archaeologists have accomplished, and how archaeology interacts with other scholarly disciplines are among the topics explored in this course. The purpose is to develop an informed understanding of archaeology and archaeological literature. There is extensive use of illustrative material drawn from American, Biblical, Classical, Minoan Mycenaean, Egyptian, and Mesopotamian digs. No laboratory or field work is required. Prerequisites: 3 hrs in REL or SCA.

CLA 320 Medicine, Miracles and Magic (3 hrs.) This course will examine, from a multi-disciplinary perspective, various approaches to healing – the medical, the miraculous, and the magical – from the Greco-Roman world and from the modern world to see the role they played in individuals and communities lives and the interrelationships between these various approaches to healing. This course will also expect the students to understand and apply, in a critical fashion, pertinent scholarship from various scholarly fields to the ancient (and modern) material. With over 62% of the American population having used complementary and alternative medicine (based on a national Center for Health Statistics survey in 2002) and with the increased popularity of various “non-medical” approaches to healing among various religions (e.g. 43% of Americans using complementary and alternative approaches listed prayer as one approach they used – same 2002 survey), the students will “form intelligent judgments about and rational responses to” a “complex issue,” namely, healing, “they will confront as citizens in the 21st century” (New Foundations Document, p. 21). Prerequisites (one of the following): LAT 101, LAT 102, LAT 203, GRE 101, GRE 102, CLA 215, CLA 227, CLA 228, CLA 340, REL 101, REL 102, PHI 101, PHI 102, PHI 221, SCA 111, SCA 115, PSY 112, PSY 113.

CLA 325 Omens/Dreams/Portents (3 hrs.) This course will examine, from a multi-disciplinary perspective, dreams, omens, and portents from the ancient world to see the role they played in individuals and communities lives and the role they played in literature along with the discussion in the ancient world of to what extent and whether any of these omens, etc. were authentic and accurate. This course will also expect the students to understand and apply, in a critical fashion, pertinent scholarship from various scholarly fields to the ancient (and modern) material. With the explosive growth of “Charismatic” or “Pentecostal” churches within the US and abroad and with the rise or reemergence of other religious groups, churches, movements, etc. which employ or stress dreams, omens, and portents (e.g. visions, prophecies), the students will “form intelligent judgments about and rational responses to” a “complex issue, problem, or concern they will confront as citizens in the 21st century” (New Foundations Document, p. 21). Prerequisites (one of the following): LAT 101, LAT 102, LAT 203, GRE 101, GRE 102, CLA 215, CLA 227, CLA 228, REL 101, REL 102, PHI 101, PHI 102, PHI 221, SCA 111, SCA 115, PSY 112, PSY 113.

CLA 340 Pagans & Christians (3 hrs.) The Christianization of the Greco/Roman World. The course examines the circumstances that led to the adoption of Christianity by the Greco/Roman world and the consequences of this seemingly dramatic change for both the ancient and modern world. Students will explore the ways in which pagan and Christian thought were similar and different to one another, the social and religious dynamics of conversion, the nature of religious persecution, and the political, social, and intellectual consequences of a Christianized world. Prerequisites: one of the following: LAT 101, 102, or 203; GRE 101, 102, or 203; CLA 215, 227, or 228; PHL 212 or 221; POL 112 or 205; REL 101 or 102; SCA 111 or 115.

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*. Prerequisites: CLA 215, CLA 227, CLA 228, or any 200-level literature course offered by the English department.

CLA 352 Greek Literature in Translation (3 hrs.) A survey of the major Greek writings, which have had the most influence on Western literature. Works to be read usually include the *Iliad* and *Odyssey* of Homer, the Homeric Hymns, selections from Greek lyric poets, the *Works and Days* of Hesiod, the *Odes* of Pindar, the historical works of Herodotus and Thucydides, selections from Plato and Aristotle and other philosophers, the poems of Theocritus, the *Argonautica* of Apollonius of Rhodes, select orations of Demosthenes and Aeschines, *Daphnis and Chloe* of Longus, select dialogues of Lucian, and select works of Plutarch. Prerequisites: CLA 215, CLA 227, CLA 228, HIS 105, HIS 106, PHI 221, or any 200-level literature course offered by the English department.

CLA 361 Ancient Greek Drama (3 hrs.) The course is a survey of ancient Greek drama—tragedy and comedy. Through an examination of the plays of Aeschylus, Sophocles, Euripides, Aristophanes and possibly Menander the students will become familiar with the origins, nature, and practice of ancient Greek drama and examine and reflect on the key ideas/motifs of the plays and their significance to the Greek audience and especially to the modern 21st century audience. Prerequisites: any one of the following: CLA 215, 227 or 228; PHL 212 or 221; POL 112 or 205; SCA 111 or 115; REL 101 or 102; ENG 205 or 248.

CLS – College Learning Strategies

CLS 090 Essentials of Reading and Writing (3 hr.) This is a non-tier course designed for students who place into the class based on ACCUPLACER reading and writing scores. As a result, the course focuses on improving both reading comprehension and written expression. The goal of this course is to better prepare students for the rigors of college-level reading and writing assignments. The reading portion will address the four areas of competency: comprehension, reiteration, vocabulary, and context/content based application across the curriculum. This will be accomplished through various reading and response exercises and evaluations throughout the semester. The writing portion of this course will focus on syntax, grammar, punctuation, word choice, and effective expression of and reaction to complex issues. This course will prepare students to succeed in subsequent college courses that involve large quantities of reading and writing assignments.

CLS 091 College Reading and Writing Strategies (3 hr.) The second course in this series is also a non-tier course. This course is taught in conjunction with English 103, Academic Writing, and is essentially a support class for that course. In addition to providing writing support and explanation of assignments in Academic Writing, however, this course will also continue the focus on reading comprehension and utilization of texts that began in CLS 090. This course also contains a research component, designed to teach students various research techniques, documentation, comprehension of materials, and the proper incorporation of published materials in their own writing assignments.

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.

CSC – Computer Science

CSC 101 Introduction to Computers (3 hrs.) This course is designed to present an introduction to using computers. Specifically, the student will learn to use the computers in a variety of ways, including operating systems, productivity applications, Internet, communications, ethics, and research. The student will also come to understand how computers are related to and influence our everyday lives.

CSC 104 Programming Logic and Design (3 hrs.) This is a “concepts first” course in programming and is an introduction to the use of digital computers for programming computer applications using the C++ language. Students become acquainted with the underlying principles of computer programming methodologies. Specifically, this course examines the methods of computer programming logic and design as they relate to computer programming languages. Students will gain a complete understanding of the appropriate techniques that act to clearly and completely define and specify the functional requirements of a computer program. This course promotes computer program design through a highly structured and modular approach emphasizing logical reasoning and critical thinking that will enhance the design of any computer program. Offered every fall and spring.

CSC 111 Fundamentals of Computer Science I (3 hrs.) This course continues to provide students with experience in properly designing, implementing, and testing more complex programs written in the C++ language using skills developed in CSC 104. The course also extends the practice of problem solving, algorithm development, and program documentation forming the foundation for other advanced study of computer science concepts and applications. Offered in the fall of even years. Prerequisites: CSC 104.

CSC 178 Survey of Computer Science (3 hrs.) This survey course will challenge you to think deeply about what computer scientists do and how they do it. You will gain a broad appreciation of the historical foundations of computer science, system design, software, and hardware, as well as the effects of computing on society. Specific concepts covered using hands-on activities include: information representation and manipulation; file systems and directories; compatibility and data exchange; security and privacy; elements of computer architectures and operating systems; computer networks, computer programming, the Internet, and the World Wide Web. This course focuses on the comprehending and applying basic scientific principles specific to the computer science discipline. Offered in the spring.

CSC 201 Introduction to Digital Systems (3 hrs.) This is an introduction to microprocessor-based digital systems and covers a variety of topics, including computer organization, architecture, binary data representations and algorithms, and low-level programming concepts. Offered in the spring. Prerequisites: CSC 104 and CSC 178.

CSC 205 Visual Basic Programming (3 hrs.) This course introduces concepts and programming techniques for building useful interactive computerized information systems. Graphical user interface (GUI), event-driven, object-oriented programming is studied using the Microsoft Visual Basic software development environment. The Visual Basic programming language is used to solve problems focusing on suitable examples from a variety of disciplines. This course utilizes a project-centered approach focusing on teamwork, real-world examples, and in-class exercises allowing the student to immediately apply the knowledge gained. Offered every fall. Prerequisites: CSC 104 and concurrent enrollment in ITY 351.

CSC 210 Microcomputer Applications (3 hrs.) This course provides a hands-on approach to learning a variety of software applications useful to anyone who is interested in becoming more fluent with Information Technology. The course will concentrate on strategies and applications that will enhance personal computer operations, including operating system and file management utilities, data manipulation and graphing, multimedia and advanced application features. Offered every other spring.

CSC 211 Fundamentals of Computer Science II (3 hrs.) This course is a study of advanced techniques and algorithms for representing and manipulating data structures with an emphasis on software quality and analysis of algorithms and applied mathematics. Offered in the spring of odd years. Prerequisites: CSC 111.

CSC 314 Advanced Digital Systems (3 hrs.) This course continues exploration of the architecture and design of microcomputer-based systems focusing on Boolean logic, circuits, instruction set architectures, and general computer hardware organization. Prerequisites: CSC 201 and CSC 211.

CSC 316 Compilers, Interpreters, and Operating Systems (3 hrs.) This course is an introduction to the underlying design of most compilers spanning formal foundations to modular software development. The design and implementation of compilers extends into many other domains so the student will gain knowledge and techniques fundamental to computer application implementation techniques. Topics include lexical analysis, syntax specification, parsing, error recovery, syntax-directed translation, semantic analysis, symbol tables, and run-time storage organization. This course also provides an introduction to the basic structure and concepts of understanding and creating computer operating systems. Topics include concurrent processes, CPU and disk scheduling, memory management, deadlocks, systems evaluation, and simulation and performance measurement along with the hardware, firmware, and software organization of computer systems. Offered every other spring. Prerequisites: CSC 201 and CSC 211.

CSC 327 Database Management Systems (3 hrs.) This course is designed to enable the student to translate the information needs of an organization into effective conceptual and logical models easily implemented in any relational database system. This course utilizes a project-centered approach focusing on teamwork, real-world examples, and in-class exercises allowing the student to immediately apply the knowledge gained. Offered in the fall. Prerequisites: ITY 177 and CSC 178 and concurrent enrollment in ITY 351.

CSC 350 Systems Analysis and Design (3 hrs.) The course presents an overview of the systems development life cycle, software engineering, and techniques used to plan and document information technology systems. The Analysis & Design phases of systems development are emphasized. This course utilizes a project-centered approach focusing on teamwork, real-world examples, and in-class exercises allowing the student to immediately apply the knowledge gained. Offered every fall. Prerequisites: CSC 104, ITY 177, and CSC and concurrent enrollment in ITY 351.

CSC 390 Object-Oriented Programming (3 hrs.) This course focuses on object-oriented programming, a process that encourages a style of programming that leads to modular architectures, which in turn promotes reliability and reusability, two attributes needed for small- and large- scale programming alike. The ability to write understandable software systems that solve complex problems is a key contribution of object-oriented technology. Offered every other spring. Prerequisites: CSC 211 or CSC 205, and CSC 350.

CSC 398 Independent Study (1-4 hrs.) Independent study under the supervision of faculty members on a particular topic agreed upon by both the student and instructor. Department consent required.

CSC 399 Internship (1-4 hrs.) Computer related experience in business or industry jointly supervised by faculty and computer professionals and consent of department.

CSC 411 Topics in Programming (3 hrs.) A study of various programming languages and programming topics at a level that is useful to all programmers. Topics will range from introductory to complex, and will bring the student to a level of understanding and practice that makes the use of

reference books and help facilities easier along with the capability to use languages and algorithms in both high and low level applications. Offered every other spring. Prerequisites: CSC 111 or CSC 205, and CSC 350.

CSC 427 Client/Server & Web-Based Information Systems (3 hrs.) In this course the student will learn to design, implement, and test multiple interdependent Client/Server software applications using state of the art hardware and software. Specifically, the student will learn to leverage the power of Web-enabled technologies to deploy integrated easy-to-use browser based applications accessible from multiple platforms. Offered every other spring. Prerequisites: CSC 205 or CSC 211, CSC 327 or CSC 350, and ITY 232, ITY 250 and ITY 351.

CSC 454 Computer Science Practicum (1 hr.) This course provides an experiential, service learning opportunity for upper level Computer Science students and others interested in exploring the field of computer networking maintenance and support. In this course, students will work together to plan, design, implement, maintain, and test configurations conducive to facilitating work and learning in an educational setting. Work teams, focusing on different tasks, will be responsible for conducting and documenting required work. The focus of this course is on servicing faculty and student needs with regard to academic computing on the Westminster College campus. Prerequisites: ITY 232, Junior or Senior CSC/ITY major, and consent of instructor. Offered every fall and spring.

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 resources 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.

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. Prerequisite: MAT 114.

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. Prerequisite: MAT 114.

ECN 235 Research Method in Economics and Business (3 hrs.) This course provides the students with an overview of research methods that are commonly used to support economic and business research and decision-making. The course emphasizes business applications. This course will enhance students understanding of quantitative, statistical and qualitative methods used in business and economics. 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. Prerequisites: MAT 114 (or MAT 122 or 124), ECN 110 (or ECN 211 or 212).

ECN 308 Economics of Industrial Organization (3 hrs.) In this course students will study business firms' behavior under different market structures. The course studies behavior of firms: their strategy, performance, and interactions under various market conditions and levels of competition. It explains and studies reasons behind business practices such as mergers, acquisition, price discrimination, advertising, product selections, innovations vertical restraints, cartels and exclusionary conducts. It also explains why there are economic regulations, such as antitrust and other industrial regulations. This course will introduce game theory as a tool of economic analysis. Prerequisites: This is an advance level course and has prerequisite courses: ECN 212, MAT 114, and MAT 122 or (permission from instructor). Basic understanding of principles of microeconomics, algebra, and calculus is necessary and these will not be reviewed in the class. ECN 332 Intermediate Price Theory is recommended but not necessary.

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. Prerequisite: ECN 331.

ECN 316 Public Finance (3 hrs.) Examines the role of government in a market system and develops the tools necessary to evaluate government policies. Explores the development and growth of the public sector of the economy, the theory and character of public revenue, expenditure, and debt; studies the use of public finance to achieve economic stability, promote economic growth, and effect other social goals; and examines federal, state, and local taxes, expenditure, and administration. Offered every other spring semester. Prerequisites: ECN 211 and 212.

ECN 325 Money and Banking (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. Prerequisite: 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. Prerequisite: ECN 211.

ECN 332 Intermediate Price Theory (3 hrs.) An intensive study of the tools which economists use to analyze the allocation of human and material resources among alternative uses. Topics discussed include consumer choice; the determinants of price, output, and employment in various market situations; the effects of imperfect competition on resource allocation and on factor incomes; and some consideration of current problems of public policy. Prerequisites: ECN 212 and MAT 122.

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 every other fall semester. Prerequisites: ECN 211 and ECN 212.

ECN 351 Managerial Economics (3 hrs.) A review of business objectives and the concepts of demand, cost, market structure, discounting, and probability. These concepts are then used to examine business decision techniques. Special emphasis is placed on the statistical derivation and interpretation of demand and cost curves, linear programming as an aid to solving complex product mix and resource usage problems, and decision making under uncertainty. Prerequisites: ECN 212, MAT 114 and MAT 122.

ECN 360 Mathematical Economics (3 hrs.) This course gives students majoring in economics and business a sound grounding in mathematical economics that has become indispensable for proper understanding of the current economics and business literatures. The course provides an introduction to a wide array of mathematical techniques used in solving economic problems and developing economic theories. Students will learn and apply integral and differential calculus, differential equations, linear algebra to study and explore economic optimization, static equilibrium analysis, linear economic models, and economic dynamics. The course will provide students an excellent grounding to work in applied and theoretical economics, econometrics and economic modeling. Prerequisites: (1) MAT 124, MAT 215, ECN 331, ECN 332, or permission from the instructor for students with strong mathematics background (such as seniors with Math majors or Economics majors who have combined GPA above 3.5 in MAT 122 and ECN 235).

ECN 362 Sports Economics (3 hrs.) This course introduces students to how economic concepts apply to the business and practice of sports. The sports world is filled with empirical evidence that illustrates economics in action and allows for testing economic theories. Basic economic models will be applied to evaluate professional and amateur sports. We will investigate topics such as the league structure, labor-relations, incentive structures, salary caps, stadium financing, etc. In addition to our attention to professional sports, we will also spend a portion of our time on college athletic programs. By the end of the course, students should be able to distinguish the sports industry from most other types of business industries. Prerequisites: MAT 114, MAT 122 or higher, and ECN 212.

ECN 364 Labor Economics (3 hrs.) This is an applied microeconomics course, where students will be exposed to the theories of the labor market and the effects of various government policies on the labor market in the U.S. Socioeconomic issues such as legal and illegal immigration, race and gender discrimination will be investigated in the course. Essentially, students will be using microeconomic economic theories to analyze the determinants of labor demand, labor supply, the causes and effects of wage differential, unemployment and labor unions. Complex topic of worker's compensation and wage structure will also be explored. Prerequisites: ECN 212 and MAT 124 or higher.

ECN 367 Econometrics (3 hrs.) An intensive study of the use of multivariate linear regression techniques applied to the estimation of economic relationships. This study will include the assumptions of the statistical model, how to recognize when these assumptions have been violated by the economic model or the data, and what corrective procedures are appropriate. Also discussed will be methods for checking forecast accuracy in advance of the forecast period and simultaneous equation estimation procedures. Prerequisites: MAT 114 and either MAT 122 or MAT 124.

ECN/ENV 377 Environmental Economics (3 hrs.) This course will introduce students to the theories and methods used to understand and evaluate environmental problems and policies. The class will provide students the much needed exposure to the non-competitive markets, the methods to analyze such markets, and the effects of these markets on economic institutions. The objective of this course is to introduce students to theories and methods used to understand and evaluate the environmental problems and policies. We will start with concepts of externalities, public goods, property rights and why markets could fail in these cases. Policies to correct market failure in domestic and international situations will be examined. Students will explore the common property problem in case of renewable resources and the public policies used to correct the problem. Prerequisites: MAT 122 or MAT 124, and ECN 212.

ECN 425 Senior Seminar (3 hrs.) This course provides the capstone experience in economics. Students will learn how to apply knowledge gained in economics courses to further their understanding of contemporary economic issues. The course provides a review of intermediate macroeconomics, price theory and econometrics. Students will complete a senior thesis which provides an opportunity to conduct original research on an economic or

interdisciplinary issue. Students will present and discuss their research results in class throughout the semester. Prerequisites: Senior standing, ECN 331, ECN 332, ECN 367, and at least two economics electives or consent of instructor.

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. This course serves as a prerequisite to EDU 290.

EDU 203 Teaching Art, Music and Language Arts (3 hrs.) Students study methods of integrating art and music through language arts into the school curriculum. Students engage in language extension activities using the expressive arts of storytelling, creative writing, puppetry, art, drama, music and movement. Students develop and demonstrate learning activities and experiences and collect relevant resources. Instructional content and strategies are aligned with recommendations and guidelines from state and national organizations. Open to all. Offered in spring semesters.

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 every other spring semester.

EDU/HES 207 School Health, PE, & Safety in Elementary (3 hrs.) This course is designed to study the principles of health, physical fitness, and safety for wellness and optimal development focusing on the needs of children with an emphasis on younger students, ages 4-9. Students will prepare developmentally appropriate health activities for elementary. Offered in fall semester.

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 every spring semester. Prerequisites: ENG 103.

EDU/PSY 221 Education 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. (Cross-listed as PSY 221). Offered every spring semester.

EDU 230 Child Growth and 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. Offered each semester.

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 in fall semester.

EDU 233 Adolescent Growth and Development (3 hrs.) The intent of this course is to investigate the complex societal impacts on the growth and well-being of adolescents. Relevant literature, research projects and collaborative critiques will allow students to explore the nature of both adolescence and education. Relationships among language, power, and identity across various cultures will be linked to develop the knowledge base of individuals planning to work with middle school and high school students. Offered in fall semester.

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 every third spring semester as needed.

EDU 288 Assessment in Early Childhood (2 hrs.) This course will introduce students to a variety of assessment procedures and instruments that can be used to evaluate learning and the developmental achievements of young children, particularly literacy assessments related to the No Child Left Behind legislation for all public schools. Students will have a chance to observe young children and various assessment testing first hand. The official position papers of ACEI (Association of Childhood Educators International) and NAEYC (National Association of Educators of Young Children) will be examined also. Offered in even-year fall semesters.

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. Prerequisites: EDU 101 or permission of the instructor.

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. Prerequisites: EDU 290, usually taken concurrently.

EDU 306 Teaching Elementary 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 every fall. Prerequisites: EDU 290, 291 and admission to teacher education program.

EDU 308 Methods of Teaching Social Studies in Elementary and Middle Schools (2 hrs.) Social studies is content focus 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 every fall semester. Prerequisites: EDU 290, 291, and admission to teacher education program.

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 in even year fall semesters. Prerequisites: ENG 103, at least one writing intensive course, and admission to the teacher education program.

EDU 310 Methods of Teaching Science in Elementary and Middle Schools (2 hrs.) Science is the content focus as students explore concepts, hands-on teaching methods, materials, inquiry projects 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 are included. Offered every fall semester. Prerequisites: EDU 290, 291, and admission to teacher education program.

EDU 311 Middle School Philosophy and Organization (2 hrs.) This course examines the philosophy of the middle school, including school and classroom design, teaching methodology 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. Prerequisites: Adolescent Growth and Developments, EDU, 290, 291, and admission to teacher education program. Offered in odd year spring semesters or as needed. Taken concurrently with EDU 314.

EDU 314 Middle School Curriculum and Instruction (2 hrs.) Students will observe middle school classrooms. Activities will center upon an understanding of the young adolescent age group and the characteristics and requirements of middle school/junior high school teaching. Students will plan a short-term and long-term unit plan, including interdisciplinary lesson plans. Offered in odd year spring semesters. Taken concurrently with EDU 311.

EDU/PED 345 Methods of Teaching Middle School Physical Education (3 hrs.) This course is designed for students planning to teach middle school age physical education programs. Topics include program development, selecting and implementing instructional units, integrating physical education with other disciplines, professional development, and teaching assessment.

EDU 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 and middle school teachers. Topics include fractions, decimals, geometry, probability and statistics, measurement and other appropriate topics. Offered every spring semester. Prerequisites: a C or better in MAT 231.

EDU 370 Business Programs Implementation(3 hrs.) This course seeks to prepare future Secondary Business Teachers with information about various programs, comparisons and evaluations of ideal instruction as well as familiarizing the student with professional career and vocational organizations related to Business Education. Students will directly observe in secondary business classes Grades 7-12, and interview teachers, administrators, sponsors of organizations and community partnership leaders from the business community. After several written assignments, students will present a Power Point presentation to other business education students. Prerequisites: EDU 290, 291 and 425, and admission to the teacher education program.

EDU 380 Integrated Curriculum in Early Childhood (3 hrs.) This course seeks to integrate the disciplines of language arts, math, social studies, music, art and science in preparation of curriculum content for early childhood and kindergarten classrooms. Students prepare detailed long-term lesson plans and collect resources to implement the plans. Plans developed will meet the MO Pre K and Show-Me Standards as well as the ACEI and NAEYC Standards for Early Childhood Classrooms. Offered every third spring semester or as needed. Prerequisites: EDU 290 or permission of the instructor.

EDU 385 Diversity in Education (3 hrs.) This course will introduce both education and non-education majors with 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 fall semester. Prerequisites: EDU 290, PSY 113, SCA 111 or SCA 115, POL211 or REL 102, or permission of the instructor.

EDU 392 Teaching Reading in Content Areas (2 hrs.) Students in this course explore the reading-learning process involved in comprehending text in content area reading materials. The study includes an overview of the reading process for developing readers of any age, but special attention is given to instructional strategies and study skills of upper elementary, middle school, and secondary students. Students should concurrently enroll in EDU 393. Offered in spring semester. Prerequisites: EDU 290, 291 and admission to teacher education program.

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. Offered each semester. Prerequisites: EDU 291 and admission to the teacher education program.

EDU 398 Independent Study (1-3 hrs.) An individual study or research topic not covered in regular course offerings is done with the supervision of faculty. Students need permission of the instructor and the program director. It is the responsibility of the student to provide a rationale and an outline of the proposed study. Open only to education majors.

EDU 417 Advanced Practicum (1-6 hrs.) This practicum provides intensive teaching and learning opportunity for students who need to expand practical theory and gain more field experience in diverse classroom settings. Prerequisites: EDU 291.

EDU 425 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 in fall semester. Prerequisites: Admission to teacher education program.

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 every other fall semester. Prerequisites: EDU 425, completion of appropriate English courses, and admission to the teacher education program.

EDU 433 Teaching Mathematics in Middle and Secondary Schools (3 hrs.) This course is offered for those who plan to teach mathematics in high schools. Students explore curriculum development and instructional methods and gain experience with multimedia materials and resources that are appropriate for classroom use. State and national standards are used as guidelines for content orientation. Offered every other fall semester or as needed. Prerequisites: EDU 425, completion of appropriate math courses, and admission to the teacher education program.

EDU/PED 434 Secondary PE Methods (3 hrs.) This is a study of teaching methods, teaching styles, and concepts appropriate for high school students. Emphasis is given to program, equipment, scheduling and other management strategies, teaching and learning styles in physical education, and curriculum design. Content orientation is based on standards recommended by state and national professional organizations. Offered every other fall semester. Prerequisites: EDU 425, completion of appropriate physical education courses, and admission to the teacher education program.

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 every other fall semester. Prerequisites: EDU 425, completion of appropriate social science courses, and admission to the teacher education program.

EDU 436 Teaching Science in Middle and Secondary Schools (3 hrs.) Students study issues, trends, and methods in teaching science for secondary school students. Curriculum projects are based on objectives and concepts that are included in state and national standards for science teaching. Offered in even year fall semesters. Prerequisites: EDU 425, completion of appropriate science courses, and admission to teacher education program.

EDU/FLG 437 Methods of Teaching a Foreign Language (3 hrs.) Students study issues, trends and methods in teaching a foreign language to students in elementary, middle and secondary students. Projects involve lesson planning development and unit planning. Offered as needed.

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 in spring semesters. Prerequisites: EDU 306 and admission to the teacher education program.

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 every semester. Prerequisites: EDU/PSY 221, EDU 291, admission to the teacher education program.

EDU 490 Educational Seminar (3 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 each semester.

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 is 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 each semester.

EDU 495 Student Teaching: Middle School (6-12 hrs.) This course is for students seeking certification in middle school education, grades 5-9. 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 is 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 each semester.

EDU 497 Student Teaching: Secondary School (6-12 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 is 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 each semester.

EGR – Engineering

EGR/PHY 101 Introduction to Engineering and Design (3 hrs.) This course will introduce students to the engineering profession. Emphasis will be placed on engineering design, project management skills, software applications, teamwork, and communication.

EGR/PHY 230 Engineering Mechanics & Statics (3 hrs.) Statics is the study of rigid-body mechanics which deals with the equilibrium of bodies. Covered topics include the principles of statics, force systems, internal forces, structural analysis, friction, center of gravity, and moments of inertia. May be taken for Tier III credit.

ENG - English

ENG 101 Pre-Academic Writing (3 hrs.) Critical Thinking. Definitions of critical thinking may vary somewhat from discipline to discipline, but in general to think critically means to question and analyze texts, lines of reasoning, or situations. It involves, among other things, identifying the essence of a text; finding connections among seemingly disparate ideas; identifying, analyzing, and evaluating arguments; placing ideas in larger contexts; and employing reasoning skills to solve problems. Activities and assignments in ENG 101 develop many of these critical thinking skills. (2) Communication. Many aspects of communication referred to in the Statement of Mission, Goals, and Vision are practiced in ENG 101. All sections of ENG 101 use reading assignments to provide a basis for the written work. Speaking is practiced through classroom activities such as discussion, oral reports, and role-playing; in addition, individual and small group conferences allow you to present your ideas to your professor who then guides you in shaping your thoughts and converting ideas into writing. Finally, listening is directly addressed by practicing note-taking and by learning how to separate the wheat from the chaff in class discussions. (3) Technology. Because ENG 101 is based on the process approach to writing, you are required to use word processing to create initial drafts and to take drafts through several revisions. ENG 101 will also introduce you to a range of on-line resources, and you will be expected to use both on-line and print sources in your research paper and elsewhere. In addition, you will be taught how to evaluate on-line sources, how to use them effectively, and how to document them correctly. Finally, ENG 101 draws on a variety of other activities that teach or develop your ability to use technology, such as writing or editing exercises in a computer lab, e-mail or electronic bulletin boards for journals or class discussions, and interactive textbooks.

ENG 103 Academic Writing (3 hrs.) A composition course designed to prepare students for writing in all academic disciplines. Based on the process approach to writing, the course treats reading, thinking, and writing as integrated skills. Writing Skills covered include summary, synthesis, analysis, argumentation, and research.

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, poetry, and artwork for publication, and in the technical processes of producing a magazine, including graphic design and layout, typography, and printing methods. Offered in spring semester.

ENG 204 Introduction to Literature (3 hrs.) An introduction to the study of literature, including poetry, fiction, creative nonfiction and drama. Emphasis will be placed on basic terminology used in discussing literature, on the study of a variety of critical theories, and on techniques for writing about literature. Offered consistently as writing intensive or writing intensive option course.

ENG 205 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.

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.

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.

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.

ENG 248 World Literature to 1600 (3 hrs.) A survey of masterpieces of world literature from ancient times to 1600. Readings are done in English, but only non-English authors are included. Works studied include the pre-Biblical epic Gilgamesh from the valley of the Tigris-Euphrates, through Greek, Roman, Hindu classics, to the Middle Ages and the Renaissance; representative authors include Homer, Dante, Cervantes, and Kalidasa. Offered at least every two years.

ENG 249 World Literature since 1600 (3 hrs.) A survey of world literature since 1600. Readings are done in English, but the authors studied come from all over the world including Africa, South America, and Asia, as well as Europe. Among the authors studied are Moliere, Goethe, Tolstoy, Borges, Garcia Marquez, Kafka, and Soyinka. Offered at least every two years.

ENG 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. Prerequisites: ENG 103.

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. Prerequisites: ENG 103.

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. Prerequisites: ENG 103.

ENG 280 Introduction to Linguistics (3 hrs.) A survey of the major aspects of theoretical and applied linguistics including an introduction to contemporary linguistic theory. Emphasis is placed on phonetics, phonology, semantics, and syntax, as well as language acquisition, sociolinguistics, and historical and comparative linguistics. Offered at least every two years.

ENG 290 Critical Practicum (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). Prerequisites: A 200-level literature course or instructor permission. Offered in spring semester.

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, Science Fiction, or The Country and City in Nineteenth Century British Poetry. Offered at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

ENG 325 Literary Movements (3 hrs.) The study of a coherent period or movement in literature, based on the premise that literature written within certain time spans, and occasionally in a particular place, is often related by a series of literary norms, standards, and conventions, the introduction, spread, diversification, and disappearance of which can be traced. The course will usually be taught with particular attention to the relation between literature and the associated intellectual and cultural milieu. Renaissance Literature, Romanticism, British Modernism, the Jazz Age, and the Beat Movement are examples of possible courses that may be offered under this topic. Offered at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

ENG 330 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 at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

ENG 335 A Sense of Place (3 hrs.) A study of the way various writers have 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 Literature of the Environment, American Writers in Paris, or Rural/Urban Literature. Offered at least every two years. Prerequisites: a 200-level course in literature.

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 at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

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 at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

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 at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

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 Shakespeare on Film, Literature Goes to the Movies, the Photograph as a Literary Text and Jazz, Blues, and Poetry. Offered at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

ENG 360 Special Topics in Media Studies (3 hrs.) This is a second course in journalism for students who have completed the introductory course. Topics will vary, but may include current trends in media, investigative reporting, beat reporting, blogging, and interactive news media. Offered every third semester. Prerequisites: ENG 260.

ENG 365 Magazine Writing and Editing (3 hrs.) Topics vary by semester and include a range of theoretical issues and practical skills related to all aspects of the contemporary media. Recent offerings have included: 1) the study of the historical evolution and social impact of various media technologies (print, radio, television, internet) and their application in a variety of mass communication contexts (journalism, entertainment, advertising) and, 2) the study of magazine journalism including an introduction to the business side of magazines as well as extensive practice in editing and writing for magazines. Offered at least every two years. Prerequisites: a 200-level English course with preference given to ENG 260.

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 every third semester in rotation. Prerequisites: ENG 103 and 275.

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 every third semester in rotation. Offered every third semester in rotation. Prerequisites: ENG 103 and 275.

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. Prerequisites: ENG 103 and 275.

ENG 398 Independent Study (1-4 hrs.) Systematic readings, guided by a member of the department, on a particular author, a particular period, or a special problem. Enrollment by permission of the instructor. Prerequisites: a 200-level course in literature or permission of the instructor.

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. Prerequisites: Successful completion of ENG 290 and departmental approval.

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. Prerequisites: A grade of "B" or better in ENG 420.

ENV – Environmental Science

ENV 105 Introduction to Environmental Sciences (3 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. ENV 105 will satisfy the Scientific Inquiry (non-lab) Context in Tier II of the General Education Program.

ENV/BIO 210 Biogeography (3hrs.) Biogeography is the study of the distribution of biodiversity over space and time. It aims to reveal where organisms live and at what abundance. It addresses the questions of which species, where and why (or why not). Biodiversity is viewed in light of historical factors, such as speciation and extinction, plate tectonics and glaciations, as well as in the light of current and future threats, including but not limited to climate change. This course is typically offered every other academic year in the spring semester. Prerequisite: BIO 108, ENV 105.

ENV/BIO 340 Wetlands (3hrs.) The composition, structure, function and importance of wetlands ecosystems. Comparisons of different wetland types, hydrology, soils, biochemistry and nutrient cycles, plants and animals and their adaptations, and conservation strategies. Discussions will also include wetland construction, preservation and restoration as well as management issues. Course includes a required overnight weekend field trip to southeastern Missouri. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 108, CHM 105/106, ENV 105. Course fee.

ENV/BIO 345 Forest Resources & Management (3 hrs.) Forest ecosystems are important the world over; in addition to providing essential ecosystem functions, they supply humans with important natural resources and recreation opportunities. Forests are at the same time threatened by potential overextraction and overutilization. This course will examine forest biology and ecology, forest management for multiple uses and influence of economics and society on forests. Off-campus field trips are required. This course is typically offered every other academic year in the fall semester. Prerequisite: BIO 108, ENV 105.

ENV/BIO 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. This course is typically offered every other academic year in the spring semester. Prerequisites: BIO 108, ENV 105.

ENV/ECN 377 Environmental Economics (3 hrs.) This course will introduce students to the theories and methods used to understand and evaluate environmental problems and policies. The class will provide students the much needed exposure to the non-competitive markets, the methods to analyze such markets, and the effects of these markets on economic institutions. The objective of this course is to introduce students to theories and methods used to understand and evaluate the environmental problems and policies. We will start with concepts of externalities, public goods, property rights and why markets could fail in these cases. Policies to correct market failure in domestic and international situations will be examined. Students will explore the common property problem in case of renewable resources and the public policies used to correct the problem. Prerequisites: MAT 122 or MAT 124, and ECN 212.

ENV 405 Environmental Assessment (3 hrs.) Tools, methods, and techniques employed in the study of environmental impact assessment and resource management. Research fundamentals and related environmental legislation will be studied and applied to environmental problems and

resource evaluation. The major product is the development of a project requiring an EIS, researching the alternatives, gathering information, writing, and presenting the report. Junior or senior standing, both Tier II Science courses. Offered every other fall semester. Prerequisites: ENV 105, GEO 108 or GEO 110 and Junior or Senior standing, completion of both Tier II Science courses.

FAR – Fine Arts

FAR 215 Art of the Film (3 hrs.) This course presents a survey of the history and development of American and foreign cinema, focusing on direction, cinematography, and theme. Students supplement weekly viewing of films with discussions, readings, and written assignments.

FAR 310 The Art of Service: Community Based Arts Initiatives (hrs.) The power of the Arts in grassroots social change is enormous. At the heart of this transformative power lies first the ability to recognize social and political injustices, second a creative self which exists within each of us, and third reliable and tested techniques necessary to mobilize communities. This course will explore these intersections of society, politics, creativity, the arts, and concepts of community. Together we will investigate arts based initiatives in the United States and the inequalities or injustices they have addressed through community mobilization. These programs will be analyzed according to the five conceptual areas of contact, research, action, feedback, and teaching (CRAFT). Students will research and design their own community based arts initiatives and as a class they will implement an arts based initiative in our local community for a final project. Any of the following courses will serve as a prerequisite for this Tier III course: ART 230, ART 231, MUS 105, MUS 205.

FLG – Foreign Languages

FLG 220 Teaching World Language (1 hr.) This course engages Westminster students in teaching elementary French or Spanish to 4th and 5th graders in an after-school enrichment program at McIntire Elementary School. As part of a teaching team, students are responsible for organizing and presenting one class each week during a nine week period. In addition, all students meet with the instructor for one hour each week to discuss their own and their students' learning experiences.

FOR - Forum

FOR 101 Forum (3 hrs.) Students will attend presentations on campus by visiting musicians, performers, politicians, writers, businessmen and others. In class, the instructor introduces vocabulary and background necessary for understanding the presentation, and helps students think critically to arrive at personal evaluations of the information. This class is taught every semester, with 2-credit option and a 3-credit writing-intensive option.

FRE - French

FRE 101 Elementary French I (4 hrs.) This course is designed to develop elementary proficiency in oral expression, listening comprehension, reading, writing, and cultural understanding. Offered annually in the fall semester. Online language laboratory and written assignments required. Open to students with no previous study of French or placement in FRE 101.

FRE 102 Elementary French II (4 hrs.) This is a continuation of FRE 101. It further develops the four skills, speaking, listening, reading, and writing. It includes cultural material. Offered annually in the spring semester. Online and written assignments required. Prerequisite: FRE 101 or one year of high school French.

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. Offered annually in the fall semester. Online and written assignments required. Prerequisite: 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. Offered annually in the spring semester. Oral presentations, online and written assignments required. Prerequisite: 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. It fulfills a Tier II requirement in Artistic Expression and Critical Appreciation Context. Taught in English.

FRE/HUM 294 Introduction to the French-speaking World (3 hrs.) An overview of French speaking cultures outside of Europe. Topics considered include the historical connection between France and the non-European Francophile 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. As a culture course, it fulfills Tier II requirements in "Cultural Diversity and Global Interdependence Context." Offered in English every other spring semester.

FRE 303 Advanced French Conversation (3 hrs.) Concentrated oral usage of the language in simulated life situations and discussion of literature and culture. Prerequisites: 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. Prerequisites: FRE 204 or instructor's approval.

FRE 306 Critical Writing and Reading (3 hrs.) Intensive practice of reading and writing skills in French, with emphasis on grammar accuracy, vocabulary, and critical concepts necessary to analyze literary and cultural documents. Offered in French, in fall semester. Prerequisites: FRE 204 or instructor's approval.

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 every other spring semester. Prerequisites: FRE 306 or instructor's approval.

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 in French every other fall semester. Prerequisites: FRE 306 or instructor's approval.

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. Prerequisites: FRE 306 or instructor's approval.

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. Prerequisite: French 306 or instructor's approval. Offered in French.

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. As a culture course, it fulfills the Tier II requirement in Cultural Diversity & Global Interdependence. 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 in French every other spring semester. Prerequisite: French 306 or instructor's approval.

FRE 425 Senior Honors Thesis/Project (3 hrs.) Students majoring in French 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. Prerequisites: Three 300-level courses and permission of the instructor.

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, map reading, theory of plate tectonics, surface and subsurface hydrology, landform, geologic hazards, and environmental issues. Satisfies natural science lab requirement. The lab portion of the course provides "hands-on" experiences laboratory work, as well as off-campus field trips. GEO 108 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program.

GEO 110 Earth Systems (4 hrs.) Study of the 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 will satisfy the Scientific Inquiry (lab) Context in Tier II of the General Education Program. Offered every spring semester.

GEO 116 Environmental Geology (4 hrs.) Geology of natural hazards in the environment, such as volcanoes, landslides, earthquakes, mass wasting and landslides, subsidence, weather, and tsunami. The course provides “hands on” experiences. In addition to laboratory work, off-campus field trips will be required. This course satisfies the Tier II science with lab requirement for General Education.

GEO 305 Hydrogeology (3 hrs.) Natural water systems both on and beneath the surface will be investigated. Issues receiving particular attention will include behavior and characteristics of natural systems, human impacts on the systems (including contamination and flooding), and water quality and public health. Offered every other spring semester. Prerequisites: GEO 108 or 110 and MAT 111, 121 or 124 and CHM 105/106 or CHM 114/115.

GEO 310 Introductory Soil Science (4 hrs.) Nature, properties and distribution of soils and their relationship to the influence of vegetation, climate, landforms, and human activity. Understanding how soils form and how and why they vary horizontally across the landscape and vertically with depth. Emphasis upon North American patterns. Required field trips and labs. Offered every other fall semester. Prerequisites: CHM 114/115 and GEO 108 or 110.

GEO 320 Geology and Environment of the National Parks Seminar (2 hrs.) Hands-on opportunity to learn geology field techniques, do a cooperative planning effort, and to study on-site the geology and environment of the national parks of the United States and/or Canada. Following a preparatory spring seminar (GEO 320), the one to three-week Summer Session course (GEO 321) will be taught on an off-campus field trip in the United States and/or Canada. Some of the study will be led by federal and state personnel. The geology and environment will be studied at individual national parks, as well as regionally. May be taken more than once for credit.

GEO 321 Geology and Environment of the National Parks Trip (2 hrs.) May be taken more than once for credit.

GEO 325 Geomorphology (3 hrs.) Landforms of the continents and marine basins and the physical processes that create and fashion them. In addition to external agents, such as running water, glacial ice, gravity, and waves, the internal forces that create landforms are evaluated. Emphasis upon North American geomorphic patterns. Offered every other spring semester.

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 every other spring semester.

GEO 330 Application of Geographic Information 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 every other spring semester. Prerequisites: Junior standing and a Tier I math course.

GOG - Geography

GOG 101 Introduction to Geography (3 hrs.) This course explores the discipline of geography from the dual perspective of the natural and social sciences. Through an examination of key concepts, tools, and methodologies of both physical and human geography, students will be encouraged to develop an understanding of the interaction of human factors such as population, culture and economic or political organization with the physical environment. GOG 101 will satisfy a Tier II Human Behavior and Social Institutions Context general education requirement.

GRE - Greek

GRE 101 Ancient Greek I (4 hrs.) The fundamentals of Greek grammar and syntax are introduced in order to acquaint the student with the linguistic tools necessary for reading Greek literature. Four class meetings per week.

GRE 102 Ancient Greek II (4 hrs.) A continuation of fundamental grammar and syntax, and selected readings from Greek literature. Four class meetings per week. Prerequisites: GRE 101.

GRE 203 Ancient Greek III (3 hrs.) Selections from Greek literature and review of grammar. Prerequisites: GRE 102.

HES – Health and Exercise Science

HES 104 First Aid and Cardiopulmonary Resuscitation (Fee) (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.

HES 132 Wellness Concepts (1 hr., second block, and Spring semester) Students identify their current wellness status, acquire accurate wellness information, and develop skills to analyze health claims, and work toward personal wellness objectives. Physical Education Majors will take this course concurrently with Physical Fitness (PED A22) to meet state requirements for 2 hrs. of health related fitness and wellness.

HES 204 Fitness and Wellness Concepts (2 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.

HES/EDU 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 every other spring semester.

HES 207 School Health, Physical Education and Safety in Elementary (3 hrs.) This course is designed to study the principles of health, physical fitness, and safety for wellness and optimal development focusing on the needs of children with an emphasis on younger students, ages 4-9. Students will prepare developmentally appropriate health activities for elementary. Offered in fall semesters.

HES 215 Principles of Motor Learning (2 hrs.) The class will include lecture and laboratory experiences to study the principles and factors, which 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.

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.

HES 230 Introduction to Prevention and Care of Athletic Injuries (2 hrs.) To provide students majoring in athletic training, physical education, and health with introductory information concerning primary injury care and management, with a special emphasis on the preventative aspects of athletic injuries. Additional information regarding legal and organizational issues will also be addressed.

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 one semester a year.

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. Upon successful completion of this course, a student earns credit in the non-western part of the Tier II Language/Culture context. 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.

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.

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) occur 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. Course satisfies Tier II Human Behavior and Social Institutions requirement.

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. Prerequisites: BIO 107, BIO 203 or instructor permission.

HES 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 pertinent to teaching, coaching, and appropriate for students interested in health and exercise. Prerequisites: BIO 107 and BIO 203.

HES 350 Theories of Adapted Physical Education (3 hrs.) Designed to identify exceptional children and to provide a learning environment suitable to their needs and capabilities. Offered in spring of odd numbered years. Requires two hours of lecture and one hour of activity.

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.

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. Prerequisites: One course from the following: PSY 112 or 113; BIO 105, 107, 108, 114, or 124; SCA 111 or 115; ECN 212; POL 112; or PHL 101.

HES 398 Independent Study Advanced study in health and/or physical education not covered in regular course offerings. Students work on a subject selected in conference with the instructor.

HES 399 Internship Supervised experience in a cooperative program with business, government, community, or related establishment in the areas of health and/or physical education.

HES 405 Measurement and Evaluation in Physical Education (2 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 in spring of odd numbered years. Prerequisites: MAT 114.

HES 406 Management in Physical Education and Athletics (2 hrs.) A study in the development and promotion of educationally sound programs. Offered in spring of odd numbered years.

HIS - History

HIS 101 British History to 1800 (3 hrs.) An introductory course covering British/British Isles social, intellectual, cultural and political history.

HIS 102 Survey of British History from 1800 to the Present (3 hrs.) An introductory course covering British social, intellectual, cultural, and political history.

HIS 103 History of the United States to 1877 (3 hrs.) A survey course covering American social, intellectual, economic and political development from pre-colonial times to 1890.

HIS 104 History of the United States since 1877 (3 hrs.) A survey course covering American social, intellectual, economic and political development from 1890 to the present. A student may take this course without having had HIS 103.

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.

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.

HIS 109 World History I (3 hrs.) This course will emphasize the economic, cultural, and political interrelationships between different parts of the world as well as the global issues that define the modern era.

HIS 110 World History II (3 hrs.) This course will cover global history from the Enlightenment 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.

HIS 250 Modern East Asia (3 hrs.) A survey course comparing the histories of Japan, Korea, and China from the late 18th century to the present. It examines political, economic, and social relationships within the larger historical context of the development of the East Asian region. This course fulfills the "significant non-Western" requirement of the Cultural Diversity and Global Interdependence Context in Tier II. This course also fulfills an elective for the Asian Studies minor.

HIS 267 Latin American History and Culture (3 hrs.) A survey course examining various aspects of Latin American culture, including religion, politics, art, music, literature, and economics. Students who have successfully completed, or are enrolled in, HUM 278 may not also enroll in this course. Offered in alternate years.

HIS 279 African Civilization (3hrs.) A general survey of economic, political, and cultural world of sub-Saharan Africa from ancient times to the present. Offered in alternate years.

HIS 303 Selected Themes in British History, 1485-1714 (3 hrs.) A thematic study of early modern Britain encompassing political, social, economic, and religious history. Possible themes to be explored in-depth by the Visiting Professor of British History are the Tudor dynasty, the Reformation, war and religion in the seventeenth century, the Restoration, the pre-industrial economy of Britain, overseas trade and exploration, Britain and Ireland, and education and social mobility. Prerequisites: HIS 102, 105 or permission of the instructor.

HIS 304 Selected Themes in British History, 1714 to the Present (3 hrs.) A thematic study of modern British history. Possible themes to be explored in-depth by the Visiting Professor of British History are the industrial revolution, war and social change, the rise and fall of the British Empire, the creation of the welfare state, Britain and Ireland, Britain and America, 1914-1945, and English regionalism/ Scottish and Welsh nationalism in the twentieth century. Prerequisites: HIS 102, 106 or permission of the instructor.

HIS 321 Europe in the Nineteenth Century, 1815-1900 (3 hrs.) A study of continental Europe with particular emphasis on France, Germany, and Russia; their international relations; and the impact of industrialization, nationalism, liberalism, and socialism. Prerequisites: HIS 106 or permission of the instructor.

HIS 322 Europe in the Twentieth Century, 1900-45 (3 hrs.) An intensive study of the impact of two world wars on European society, politics, economies, culture, and diplomatic relations. Prerequisites: HIS 106 or permission of the instructor.

HIS 323 Europe since 1945 (3 hrs.) An intensive study of East-West relations, the emergence of “consumer societies,” and the movement towards European economic and political integration. Prerequisites: HIS 106 or permission of the instructor.

HIS 327 Nazi Germany (3 hrs.) This course will focus on the political and social history of the Nazi era in order to build a clearer understanding of how it happened and what it was like to live in a totalitarian society. Prerequisites: HIS 106 or permission of the instructor.

HIS 330 World War I (3 hrs.) World War I was “the Great War,” the war that should have ended all wars, but ushered in the turbulent 20th Century instead. This course will examine the origins, the experience, and the aftermath of World War I. The goal is to understand the impact of the war on those who lived through it, as well as the war’s relevance to the last 100 years of history. Global in perspective, this course will draw on literature and film, in addition to traditional historical materials. Prerequisites: HIS 106, 104 and 102.

HIS 332 Sectionalism, Civil War, and Reconstruction (3 hrs.) A study of the causes of the Civil War, the war itself, and the tragic aftermath known as Reconstruction. The course utilizes several films, such as Ken Burns’ “The Civil War.” Offered in alternate years. Prerequisites: HIS 104 or permission of the instructor.

HIS 334 Comparative Race and Religion (3 hrs.) An examination of how concepts of race and ethnicity influenced issues and policies within the United States beginning with mass immigration in the late nineteenth century. Exploring the historical experiences of particular groups (such as Native Americans, African Americans, Chicanos/Chicanas, whites, and/or Asian Americans), students will consider both historical and contemporary influences of race and ethnicity related to such issues as poverty, health care, education, warfare, and reproduction. Prerequisite: HIS 103 or 104.

HIS 336 America since 1945 (3 hrs.) A study of the social, intellectual, economic, and political history of the United States since World War II. Offered in alternate years. Prerequisites: HIS 104 or permission of the instructor.

HIS 346 Religion in Medieval Life (3 hrs.) A study of how religion impacted life in medieval Europe. The course will examine early conversions, saints, monastic orders, pilgrimages, popular religion, Christianity’s relationship with politics, and how Christian Europe dealt with heresy, Judaism, and Islam, including the Crusades. Prerequisite: HIS 105.

HIS 348 History of American Foreign Relations (3 hrs.) A discussion and analysis of major interpretations and issues in American foreign relations with an emphasis on events after 1880. Adopting a comparative approach, the course will include an evaluation of U.S. diplomacy from the perspective of other nations and peoples. Prerequisites: one of the following Tier II courses: HIS 104, 106, 250, 267, 279, HUM 278, 294, POL 211, 212, SCA 115, ASN 201, INT 201, REL 102 or ENV 105.

HIS 349 United States Constitutional History: Issues and Problems (3 hrs.) A study of constitutional/legal debates related to economic, social, political, and historical change. Emphasizing constitutional developments since 1877, students consider such topics as federalism, abortion, the right to die, law and the military, civil rights, reverse discrimination, and criminal/victim rights. Prerequisites: HIS 103, 104, POL 112 or 211.

HIS 350 The Vietnam Wars: Nations in Conflict, 1945-1995 (3 hrs.) A discussion and analysis of the Vietnam wars in the nineteenth and twentieth centuries, focusing on events after 1945. Prerequisites: ONE OF THE FOLLOWING Tier II courses: HIS 104, 106, 250, POL 211, 212, REL 102, INT 201, SCA 115, ENV 105, PHL 246 or ASN 201.

HIS/WGS 354 Scandalous Women (3 hrs.) This course takes a chronological approach in examining women from the colonial era to the present day that challenged traditional gender roles and earned the label of “scandalous.” Throughout the course, students will explore the changing connotation of words such as scandalous and deviant in order to assess how social, political, and cultural realities often shape what Americans deem rebellious female behavior. This is a Tier III course. Prerequisites: HIS 103 or HIS 104 or WGS 210.

HIS 356 European Women (3 hrs.) This course will examine the history of women and gender in Europe from the French Revolution to the present. Women’s and gender history raises a number of issues that are relevant in today’s world. Topics such as women’s suffrage, women and work, and family inform us about the process of democratization over the last two centuries as well as about how men and women lived. We will examine how women have affected history and how events have affected women. In addition the course will explore the relationship between men and women over the last 200 years. Cross listed as WGS 356. Prerequisites: HIS 102, HIS 104, HIS 106, or WGS 210, or permission of the instructor.

HIS 390 Historiography (3 hrs.) A study of the philosophy and method of historical research, writing, and thinking. History majors and minors should enroll in this course in the Spring semester of their junior year. Prerequisites: Two 100-level history courses or permission of the instructor.

HIS 398 Independent Study (1-3 hrs.) Systematic reading, guided by members of the department, on particular historical periods, problems, or personalities. Enrollment by permission of the instructor.

HIS 422 Senior Thesis (2 hrs.) The practical application of the techniques of historical research preparatory to HIS 423. Required of all history majors in the fall semester of the senior year. Prerequisites: HIS 390.

HIS 423 Senior Thesis (3 hrs.) The practical application of the techniques of historical research, analysis, and composition culminating in a thesis. Students will defend their theses in seminar. Required of all history majors in the spring semester of the senior year. Prerequisite HIS 422.

HIS 424 Senior Thesis (1 hr.) Rewriting the senior thesis based on faculty and student critiques.

HON – Honors

HON 101 Introduction to Honors Study (1 hr.) In this introductory, 1 credit mini-course, 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.

HON 150 Special Topics Seminar (3 hrs.) Tier II approval. 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.

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.

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.

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.

HUM - Humanities

HUM 277 Spanish Civilization (3 hrs.) An introduction to Spanish civilization from its beginnings to the present. Can be taken as an alternative to SPA 102 in fulfillment of the Foreign Language requirement. Taught in English.

HUM 278 Latin American Civilization (3 hrs.) An introduction to the culture and civilization of Latin America, from the colonial period to the present, with concentrated study of contemporary Latin American culture. Includes historical, social and economic aspects, as well as art and literature. It fulfills the non-western course requirement in Tier II Cultural Diversity & Global Interdependence . Taught in English.

FRE/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. As a culture course, it fulfills Tier II requirement in “Cultural Diversity and Global Interdependence Context.” Offered in English every other spring semester.

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.

INT – International Studies

INT/TNS 105 International Student Transition Seminar (1 hr.) This transition seminar is a course designed for new international students. The course focuses on 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, making healthy decisions, developing a successful financial plan, workplace/classroom etiquette, navigating the American health system, and more.

INT/TNS 201 Intro to International/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 international studies in today’s world and in the lives and careers of students. Students from all majors and backgrounds are welcome.

INT 210 Model United Nations (2 hrs.) Offered in the fall semester only, this course presents an overview of the history, structure, and workings of the United Nations, particularly in reference to current world issues. Each student researches and debates these issues as the representative of a world nation. The course culminates in a simulation of the General Assembly.

INT 212 Model United Nations Team [Nation] (2 hrs.) Research, writing, and debate necessary for participating in the Westminster Model United Nations team’s representation of a world nation (as noted in the course title) at the Midwest Model United Nations simulation. Because of the changing issues addressed and the varying countries represented, this course may be taken three times for credit. Offered only in the spring semester. Prerequisites: INT 210 and permission of the instructor.

INT 214 Model United Nations: Practicum (1 hr.) The modeling of simulation techniques for students in INT 210. Offered only in the second half of the Fall semester and open only to students who intend to rejoin the Westminster Model United Nations team in the following semester. Prerequisites: INT 212 and permission of the instructor.

INT/TNS 401 Senior Thesis I (3 hrs.) Completion of necessary research or practical investigations and a preliminary draft of the thesis. Required for honors student in International Studies. Prerequisites: Senior standing.

INT/TNS 402 Senior Thesis II (3 hrs.) Completion of the final draft and the defense of the thesis begun in INT 401. Required for honors in International Studies. Prerequisites: Senior standing.

ITS - Internship

ITS 199 Career Exploration Internship (1 hr.) In this course, you will have the opportunity to investigate the world of work through participation in an internship, working a minimum total of 35 hours (2-3 hours/week) at your internship site. Internships represent a learning strategy that integrates practical work experience with a directed, reflective, academic component to help you develop personal, professional, and academic competencies.

ITS 399 Departmental Internship (1, 2, 3, or 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 learning and must initiate his/her 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 Center for 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. Prerequisites: Junior standing and initial discussion with the Internship Coordinator.

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. Prerequisites: Junior or Senior standing, 2.5 GPA, permission of advisor.

ITY – Information Technology

ITY 177 Foundations of Information Technology Science (3 hrs.) This course offers an introduction to how various information technologies can serve to meet the needs of various disciplines, particularly in the Natural and Mathematical Sciences. The focus of this course is on studying how the methods of science and information technology are combined to reliably and validly collect data, transform data into information, synthesize information, and effectively convey knowledge to others. Offered every fall.

ITY 181 Introduction to Software Engineering (3 hrs.) This course is a comprehensive, yet concise introduction to the complete life cycle of a software system, from inception, to release, and through support. Significant emphasis is placed on software and systems deployment processes and methodologies including analysis design, security, project management, and reporting. Learning outcomes are achieved through hands-on problem solving and in-depth case studies. Offered in the fall.

ITY 232 Computer Networking (3 hrs.) This course provides an overview of the area of computer networks and data communication, including concepts and designs. It is encouraged not only for those students interested in careers in networking or computer science, but also for students who will hold positions requiring an understanding of networking technology, such as science, education, or related fields. Topics to be covered include networking models, how data signals are transmitted, networking hardware and software, LANs, WANs, intranets, Internet, future trends, and telecommunication systems. Offered every other spring.

ITY 233 Computer Networking Lab (1 hr.) This computer laboratory course provides a hands-on approach to implementing the skills and concepts presented in ITY 232 Computer Networking. It is required of all Computer Science or Information Technology majors, and any student who wishes to learn more about the technical side of computer networks. Topics covered in the laboratory assignments will reinforce topics covered in the ITY 232 class, but from a technical approach to learning through application. Offered in the spring. Requires concurrent enrollment in ITY 232.

ITY 250 Web Page Design, Aesthetics, and Interaction (3 hrs.) This course focuses on enabling students to compose and present a variety of information 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 include study of Human Computer Interaction (HCI) concepts including human perception and cognition, content organization, use of color, typography, multimedia, accessibility, globalization, and trust. Offered every spring.

ITY 305 PC Hardware and Troubleshooting (3 hrs.) This course examines the history and evolution of the personal computer and personal computer operating systems. The course provides hands-on practice in building, maintaining, and troubleshooting computer hardware and installing and supporting personal computer operating systems. The course addresses four main areas: 1) PC Hardware, 2) PC Software, 3) Installation, 4) Maintenance & Troubleshooting. In each section, we will review the terminology, discuss the advantages/disadvantages of different options, and gain hands-on experience with the technology. Offered every other fall. Prerequisites: ITY 177 and ITY 232.

ITY 331 Information Storage & Management (3 hrs.) This course provides a comprehensive introduction to storage technology which will enable the student majoring in any discipline to make more informed information storage decisions in the increasingly complex environment of a modern storage infrastructure within any organization. All organizations and academic disciplines are increasingly dependent on data and information residing on some form of network-based storage and dependent on its security, reliability, performance, and availability 24/7. The course focus is on storage architectures, features, and benefits of Intelligent Storage Systems including networked storage technologies; long-term archiving solutions; and the increasingly critical areas of information security, the emerging field of storage virtualization technologies, and information availability and business continuity. This course is appropriate for students from any discipline who desire to know more about managing the risks and features of information storage. Offered in the spring. Prerequisites: ITY 177, ECN 100, ECN 211/212, or MIS 201; MIS 210 and MAT 114.

ITY 351 Systems & Software Engineering Studio The Systems and Software Engineering Studio provides formal studio work environment for the engagement and execution of planned and approved scientific research or service learning projects within the Computer Science and Information Technology disciplines and software and systems development projects integrated in CSC 205, CSC 327 or CSC 350. The goal of this studio course is to maximize the focus of each of these three components comprising modern IT software engineering projects (people, processes, and technology) in the three independent courses as they re defined by their individual course objectives. The project provides the environment in which the course learning objectives are achieved. A project, the central focus of this studio course typically incorporates teamwork communication with clients, emulation of consulting tasks, and engages students in activities reflecting those found in the workplace. It is broad in scope, often covers the duration of an entire semester, is applied in each of the separate content focused courses, and requires the student to be resourceful in designing an appropriate solution. Projects are real world situations of real people with real needs. Students enrolled in CSC 205, CSC 327, or CSC 350 must be concurrently enrolled in ITY 351. Offered in the fall. Prerequisites: CSC 104, CSC 178, ITY 177, ITY 181 and concurrent enrollment in either CSC 205, CSC 327, or CSC 350 is required.

ITY 360 Advanced Digital Communications and Networking (3 hrs.) This course focuses on the underlying topologies and accompanying data structures involved with advanced digital communications and networks. Emphasis is placed on the examination of both packet and circuit switched networks. Offered every other spring. Prerequisites: ITY 232 and ITY 305.

ITY 398 Independent Study (1-4 hrs.) Independent study under the supervision of faculty members on a particular topic agreed upon by both the student and instructor. Department consent required.

ITY 399 Internship (1-12 hrs.) Information Technology related experience in business or industry jointly supervised by faculty and computer professionals. Department consent required.

ITY 415 Information Technology in the Organization (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 introduce business functions common to all organizations (accounting, marketing, human resources, safety/loss prevention, finance, customer management, inventory management, etc.), discuss the information needs within each of these functional areas, and identify how IT supports the common and unique needs of each area and concentrate on risk analyses of threats to business continuity/information availability (BC/IA), planning for BC/IA needs, and describing 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 archive; information security; cloud computing; and disaster recovery. As a service learning experience, students will develop an IT BC/IA plan for a non-profit or service organization, thus developing skills to create such a plan for any organization. This course is appropriate for students from any discipline who desire to know more about the dependencies between information, organization, and technology. Offered in the spring. Prerequisites: ITY 177, PHL 101, PHL 244, ECN 110, ECN 211, ECN 212, LST 201, or SEC 201.

ITY 460 Network Administration (3 hrs.) This course explores the hardware, software, personnel, and procedures needed to operate and maintain computer networks. It provides students with an opportunity to plan and implement networks and administer servers. Issues of network performance, monitoring, troubleshooting, and user support are also examined. Offered every other fall. Prerequisites: CSC 350 and ITY 360.

LAT - Latin

LAT 101 Elementary Latin I (4 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. Four class meetings per week.

LAT 102 Elementary Latin II (4 hrs.) A continuation of fundamental grammar and syntax, and selected readings from Latin literature. Four class meetings per week. Prerequisites: LAT 101.

LAT 203 Intermediate Latin (3 hrs.) Selections from Latin literature and review of grammar. Offered annually in the Fall semester. Prerequisites: LAT 102.

LAT 204 Intermediate Latin II (3 hrs.) The course is an introduction to Latin poetry - its mechanics, conventions and the cultural context in which Roman poets lived and wrote. Usually offered annually in the Spring semester. Prerequisites: LAT 203.

LST – Organizational Leadership

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.

LST 131 Theoretically Based Leadership Lab (1 hr.) This seminar-style course will introduce students to theories of leadership as those theories relate to personal and group leadership, organizational change and other relevant leadership issues and theories. Students will apply the information presented in the course to improve their leadership skills and develop an understanding of their role in the community. 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. At the instructor's option, the course may be offered with a second hour of credit with the addition of a service-learning project. The service-learning project will require a minimum of 15 hours of service.

LST 132 Problem Based Leadership Lab (1 hr.) This seminar-style course will introduce students to theories of leadership through the examination of campus, community, national and global issues and problems. Students will apply the information presented in the course and problem solving

techniques to improve their leadership skills, and develop strategies for addressing community challenges. Using active learning strategies, decision making models, the social change model, or change theories, 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. At the instructor's option, the course may be offered with a second hour of credit with the addition of a service-learning project. The service-learning project will require a minimum of 15 hours of service.

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.

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).

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 improve 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. This qualifies as a Tier II E course.

LST 205 Mediation and 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).

LST 210 Leadership for Non-Profit Organizations (3 hrs.) This 3-hour course will take an in-depth examination of special and/or specific topics in leadership. Students will examine the leadership issues, requirements, strategies and techniques that may be unique to the topic. The course will examine the issue from both the individual leadership and group leadership perspectives. (Courses might include: gender and leadership, leadership for non-profit organizations, fund raising for non-profit organizations, and leadership in government.)

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).

LST/TNS 325 Cross-Cultural Leadership (3 hrs.) Today's world demands culturally-intelligent leaders – leaders who understand themselves and the culture from which they come, and who are able to use their cross-cultural skills to make a positive difference regardless of cultural setting, whether it is across the globe or in their own community. Developing cross-cultural competence is the primary goal for this course, attained through a case study/problem-based learning method that challenges students, individually and in groups, to apply their critical thinking skills to real challenges faced by cultures different than their own. It enhances a student's ability to see challenges from multiple points of view and pushes them to broaden and deepen their ability to use different filters to understand human behavior and organizational dynamics. Ultimately, it is a course for students who feel a "call to action" and want to make the world a better place by collaborating with others who come from different cultures and back-stories.

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 300 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.

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 Tier I or Tier II course and review information learned in the previous tutoring courses. Prerequisite: Open to students who have successfully completed LST 280.

LST 399 Leadership Internship (3 hrs) This course will allow the upper-level Organizational Leadership minor to complete an internship in Organizational Leadership. The student will utilize the Organizational Leadership coordinator/director and LST 401 instructor (who may at times be different people) as resource persons in completing the course. The final grade for the course will be assigned by the LST minor coordinator or a designate mutually arranged by the LST minor coordinator and the student. The student will work through assignment in the internship with the minor coordinator, or the faculty member who oversees the special project, and the internship coordinator. The internship may include private and public sector opportunities, which include for-profit and not-for-profit organizations. The minor coordinator, the internship coordinator and the student will decide jointly how the internship will broadly configure to the LST minor program. Hence, the minor coordinator or his or her designate will be responsible for assigning the final grade for the internship.

LST 401 Organizational Leadership Mentoring (3 hrs) This course will allow the upper-level Organizational Leadership minor or certification student who has completed LST 201 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 co-instructor or assistant –the-instructor to LST 201 Leadership Theories 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; 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.

MAT - Mathematics

MAT 070 Fundamentals of Mathematics (4 hrs.) The study of the generalization from arithmetic to algebra. Conceptual development of number concepts and use of those concepts as foundational tools for the development of algebraic ideas are emphasized.

MAT 090 Intermediate Algebra (2 hrs.) This course emphasizes the mathematical principles and operations which are necessary background for a college algebra course. Class meets three to four times per week. Enrollment by permission of the mathematics department. Offered every semester, one or more sections depending on demand. Prerequisites: ACT math score 18 or SAT math score 400.

MAT 111 College Algebra (3 hrs.) 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. Not meeting prerequisite requires the student to successfully complete MAT 090 with a grade of C or better. Offered every semester, one or more sections depending on demand.

MAT 114 Elementary Statistics (3 hrs.) 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; and regression and correlation. Prerequisites: ACT math score 23 or SAT math score 540 and at least 4 years of high school math, including 2 years of algebra with at least B's. Not having prerequisite requires the student to successfully complete MAT 111 College Algebra with a grade of C or better.

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. Prerequisites: ACT math score 22 or SAT math score 540 and at least 4 years of high school math, including 2 years of algebra with at least B's. Not meeting prerequisite requires the student successfully complete MAT 111 with a grade of C or better.

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. Prerequisites: ACT math score 24 or SAT math score 540 and at least 4 years of high school math, including 2 years of algebra and some pre-calculus with at least B's. Students not meeting these prerequisites requires the students to successfully complete MAT 111 with a grade of C or better.

MAT 124 Calculus I (5 hrs.) Plane analytic geometry with an introduction to calculus, including differentiation and integration of elementary functions and the definite integral. Prerequisites: ACT math score of 25 (27 preferred) or SAT math score of 600 (630 preferred) and at least 4 years of high school

math, including a pre-calculus or trigonometry course with a grade of at least B. Not having prerequisite requires the student to successfully complete MAT 121, Pre-calculus with a grade of C or better.

NOTE: A course leading to the fulfillment of the Tier I math requirement must be taken in the first year. (MAT 070 Fundamentals of Mathematics, MAT 090 Intermediate Algebra, MAT 111 College Algebra, MAT 114 Elementary Statistics, MAT 121 Pre-Calculus, or MAT 124 Calculus I).

MAT 210 Projects in Geometry (3 hrs.) Plane and solid geometry will be under investigation in this course, as well as transformational geometry. This course is primarily designed to meet the needs for state certification for elementary and middle school teachers desiring to complete an area of concentration in mathematics. Prerequisites: Tier I mathematics requirement met with a C or better. Offered as needed.

MAT 214 Calculus II (4 hrs.) A continuation of MAT 124. This course includes integration of standard forms, the definite integral, applications of integration and the study of sequences and series. Prerequisites: Completion of MAT 124 with a C or better. Offered every semester.

MAT 215 Linear Algebra (3 hrs.) An introduction to the concepts of linear transformations and matrices, determinants, eigenvalues, linear functions and selected applications. Prerequisites: Completion of MAT 124 with a C or better. Offered in the fall semester of odd years.

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. Prerequisites: Completion of MAT 214 with a C or better. Offered every semester.

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. Prerequisites: Completion of the Tier I mathematics requirement with a C or better. Offered every fall semester.

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. Prerequisites: MAT 214 or permission of instructor. This is a Tier III course. Offered every spring semester of even years.

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. Prerequisites: Completion of MAT 124 with a C or better. This is a tier III course offered in the fall semester of odd years.

MAT 312 Differential Equations (3 hrs.) A study of ordinary differential equations and one or more of the related following topics: boundary-value problems, Fourier series and the Laplace transformation. Offered every spring semester of odd years. Prerequisites: Completion of CSC 104 and MAT 224 with a C or better. Recommended prerequisite: completion of MAT215 with a C or better.

MAT 313 Mathematical Probability and Statistics (3 hrs.) This course will introduce the student to the mathematics of probability and statistics. The concepts of discrete and continuous probability distributions will be studied in detail. The material will be applied to the areas of statistical inference, including estimation and hypothesis testing. Offered every spring semester. Prerequisites: Completion of CSC 104 with a C or better; and completion of MAT 214 with a C or better or concurrent enrollment in MAT 214.

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 every fall semester. Prerequisites: Completion of CSC 104 and MAT 331 with a C or better.

MAT 331 Mathematics Seminar (3 hrs.) A study of the foundations of mathematics, logical deductive reasoning and proof. Emphasis on sets and number theory. This course prepares the mathematical sciences major for success in other 300- and 400-level mathematics courses. Prerequisites: Completion of CSC 104 with a C or better; and MAT 224 with a C or better or permission of the instructor. Offered every spring semester.

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 in spring semester. Prerequisites: a C or better in MAT 231 or permission of the instructor.

MAT 398 Independent Study (1-4 hrs.) Individual study under the supervision of staff members on a particular topic agreed upon by both the student and the instructor. Enrollment by permission of the instructor.

MAT 422 Modern Algebra (3 hrs.) A study of sets, rings, integral domains of integers, fields, polynomial rings, factorization of integers and polynomials, real and complex fields, groups and vector spaces. Offered every fall semester. Prerequisites: Completion of CSC 104 and MAT 331 with a C or better.

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 will learn proof techniques which are fundamental to the mathematical field of analysis. Prerequisites: Completion of CSC 104, MAT 331, and MAT 224 with grades of C or better. Offered every spring semester.

MIS – Management Information Systems

MIS 201 Introduction to Information Systems (3 hrs.) This is an information systems course that focuses on examination and discussion of information technology that creates competitive firms, manages global corporations, and provides useful products and services to customers. The course addresses ethical and social impacts of information systems as well as business re-engineering, electronic commerce, the Internet, fuzzy logic, client/server computing and intelligent agents. Students who register for this class must also register for MIS 202.

MIS 202 Introduction to Information Systems Lab (1 hr.) The focus of this course and topics covered vary semester to semester and emphasize practical application of topics covered in MIS 201 Introduction to Information Systems. This class is taken in conjunction with MIS 201. Prerequisites: Previous or concurrent enrollment in MIS 201.

MIS 210 Spreadsheet Applications in Business (3 hrs.) This course provides a working knowledge of MS-Excel that includes designing a variety of worksheets, preparing graphs, working with database query, macro writing, and menu techniques. Emphasis is on the functional rather than the technical approach to understanding, using, and managing electronic spreadsheets.

MIS 220 People and Information (3 hrs.) Of the five elements of information systems (hardware, software, people, information, and processes), by far the most important – especially from a Management Information Systems point of view – are people and information. Systems must be designed to meet the information needs of decision makers, and follow the physical, cognitive, and affective design standards that best support users. This class builds on recent, multidisciplinary articles and book excerpts to introduce current issues and trends in human-computer interaction. Students then apply the principles and theories in a number of small, realistic projects – such as critiquing existing applications, interfaces, or web sites, surveying user requirements for real-life IT practitioners, and building mini-web-sites, presentations, videos, or graphical communications.

MIS/BUS 310 E-Commerce (3 hrs.) This course combines business/marketing/entrepreneurship and web design. The opportunities and challenges of e-commerce, the appropriateness of different products, services, processes, and revenue models in an e-commerce context, and the (technological, legal, ethical, social) infrastructure surrounding e-commerce are investigated. Students learn to write e-commerce business plans, and to design and develop web sites to support these plans using XHTML and CSS. A semester-long group project, often with real-life clients, provides an opportunity to apply these skills as well as the principles of virtual project management. Prerequisites: Either BUS 250, MIS 201/202, or MIS 220.

MIS 320 MIS Issues and Skills (3 hrs.) This course studies an MIS problem or trend from a perspective that is technology-independent. Multidisciplinary readings and case studies explore in detail a key issue such as project management, knowledge management, data visualization, human-computer interaction, or distance collaboration. Skills that are necessary to cope successfully with the issue are identified, and a series of assignments provide opportunities for students to develop and test these skills. Students also write a white paper intended to help a well-defined audience understand the issue and a number of potential solutions. Prerequisites: MIS 220 or PSY 270.

MIS 322 Ethics and Technology (3 hrs.) This course surveys a number of social and ethical issues that stem from developments in Information Technology (such as privacy, intellectual property, technological civil disobedience, hacking, freedom of speech, deindividuation, and the digital divide). Through readings, discussions, and research assignments, students become more familiar with current issues, learn to think critically about them, and debate the merit of various ethical positions. This is a Tier III class, cross-listed as PHL 420. Prerequisites: At least one Tier II Philosophy course (PHL 101, 102, 212, 221, 222, 242, 244, or 246) or CSC 177.

MIS 323 MIS Applications (3 hrs.) This course conducts a detailed study of a specific MIS application, such as Customer Relationship Management, Social Media Marketing, Geographic Information Systems, Digital Dashboards, Expert Systems, or Systems Dynamics. We review (a) the business and social needs that triggered and shaped the development of the application, (b) the providers, features, and adoption criteria in the current market place, and (c) the adoption trends and likely future developments. There is also a realistic project that allows the student to experiment with the software involved and deploy a solution to a well-defined problem.

MIS/BUS 360 Decision Making (3 hrs.) This course studies how human beings make decisions, and how those decisions can be predicted, modeled, and improved. It covers a selection of behavioral and quantitative tools and perspectives, such as utility theory, risk preferences, decision trees, influence diagrams, value of perfect and imperfect information, linear programming, sensitivity analysis, what-if and scenario analysis, multicriteria decision making, and group decision making. This course will be accepted as an elective in the MIS major, and can fulfill the analytical requirement of the Business major (as an alternative to BUS 327 and ECN 351).

MIS 398 Independent Study (1-4 hrs.) Independent study of the supervision of staff members on a particular topic agreed upon by both the student and instructor. Enrollment by permission of instructor. Offered by consent of department.

MIS 399 Internship (1-4 hrs.) A Management Information Systems computer related experience in business or industry jointly supervised by faculty and MIS/computer professionals. Offered by content of department.

MIS 423 Advanced MIS Applications (3 hrs.) This course will build on a 300-level MIS course by teaching further systems analysis, design, and programming skills for advanced use such as developing dynamic, database-linked web sites, mobile apps, or data analytics solutions. Case studies and the reverse-engineering of existing products will be used to demonstrate key principles. As with all MIS courses, the skill-building will be thoroughly grounded within an exploration of the business or social needs that drive the technologies concerned. Students will apply what they learn within the context of a realistic, open-ended, ill-defined project. Prerequisites: A 300-level MIS course.

MIS 430 Senior Thesis (3 hrs.) In the capstone course for the MIS program, students are required to conduct a research or implementation project that (a) utilizes the knowledge and skills that they have gained in the major, and (b) culminates in either a scholarly article of publishable quality, or a well-documented, application that solves a complex, real-life or realistic problem. Students may propose entirely new project for their theses, work on a part of a faculty research project or a large-scale implementation at their workplace, or expand and refine a project that they developed in a 300- or 400-level MIS course or internship. Prerequisites: A 300-level MIS course.

MSC – Military Science

MSC 110 Foundations of Officership (1 hr.) Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management.

MSC 111 Introductory Military Science Lab I (1 hr.) Field application of skills taught in Military Science 110, to include leadership, land navigation, tactical skills and basic soldier skills. Prerequisite: MSC 110.

MSC 112 Basic Leadership (1 hr.) Establishes foundation of basic leadership fundamentals such as problem solving, communication, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

MSC 113 Introductory Military Science Lab II (1 hr.) Field application of skills taught in Military Science 112, to include leadership, land navigation, tactical skills and basic soldier skills. Prerequisite: MSC 112.

MSC 220 Individual Leadership Studies (2 hrs.) Students identify successful leadership characteristics through observation of others and self through experimental learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings.

MSC 221 Intermediate Military Science Lab I (1 hr.) Progressively more challenging leadership scenarios presented in a field and classroom environment. Students practice basic military skills such as squad-level offensive and defensive operations. First aid topics and drill and ceremony are also taught. Prerequisite MSC 220.

MSC 222 Leadership and Teamwork (2 hrs.) Study examines how to build successful teams, various methods for influencing action, effective communication in selling and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback.

MSC 223 Intermediate Military Science Lab II (1 hr.) Progressively more challenging leadership scenarios presented in a field and classroom environment. Students practice basic military skills such as platoon-level offensive and defensive operations. Practical application of night land navigation. Prerequisite: MSC 222.

MSC 323 Leadership and Problem Solving (3 hrs.) Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. Prerequisite: department consent.

MSC 324 Leadership and Ethics (3 hrs.) Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, considerations of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication ability. Prerequisite: MSC 323.

MSC 325 Leadership & Management (3 hrs.) Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. Prerequisite: MSC 324.

MSC 326 Officership (3 hrs.) Study includes case study analysis of military law and practical exercises on establishing an ethical command climate, service as an officer, capstone exercise. Leadership lab students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. Prerequisite: MSC 325.

MSC 327 Advanced Transition to Lieutenant I (3 hrs.) Independent research, analysis, and monthly discussion on related military topics. Personal, academic, and professional goals and objectives, development and maintenance of an officer evaluation report support form. Prerequisites: MSC 110, 220, 323, and 325 or department head permission.

MSC 328 Advanced Transition to Lieutenant II (3 hrs.) Independent research, analysis and monthly discussion on related military topics. Personal, academic, and professional goals and objectives, development and maintenance of an officer evaluation report support form. Prerequisites: MSC 110, 220, 323, and 325 or department head permission.

MSC 360 Death by a Thousand Cuts Counterinsurgency/Insurgency The American Experience (3 hrs.) This course explores the problem of insurgency and counterinsurgency in terms of what we can learn from these conflicts. It examines counterinsurgency theory and practice, the Philippine Insurrection, Banana Wars, Vietnam War, Afghanistan, and Iraq. Offered fall and spring semesters.

MSC 361 The American Experience in Vietnam (3 hrs.) This course was developed to provide students the opportunity to examine the American experience in the Vietnam War, to search for meanings in this experience, and to arrive at their own conclusions concerning the impact of the war upon the nation. Moreover, it challenges the students to think critically about war and the use of military power to settle differences between nations. Offered fall semester.

MSC 362 Counterinsurgency in Asia (3 hrs.) This course explores the problem of insurgency and counterinsurgency in Asia in terms of what we can learn from these conflicts. The course examines the insurgency in the Philippine Insurrection 1899-1902, the Vietnam War, the Soviet-Afghan War, in Thailand, Sri Lanka and Malayan Emergency. Offered fall semester.

MSC 363 U.S. Military History in the Western Tradition (3 hrs.) Analysis of United States military history from the Colonial period to the present (1609-2012). It is a comprehensive look into the evolution of warfare in America, military traditions and heritage, and technology. This course analyzes the following: American Revolution, War of 1812, Mexican American War, Civil War, Indian Wars, Spanish American War, World War I, Inter War Period, World War II, Korean War, Vietnam War, Gulf War, Afghanistan, and Iraq. Offered spring semester.

MUS - Music

MUS LB1 The Wren Quire (2 hrs.) The Wren Quire is open to all Westminster College students. For three hours each week, this choir studies and rehearses choral music representing diverse styles and genres. The study, rehearsal, and performance of choral music by the Wren Quire features unique approaches to inter-disciplinary topics and relevant contemporary issues. The Wren Quire performs on- and off-campus and represents the mission and vision of Westminster College in annual choir tours. Offered fall and spring semesters.

MUS LB2 Blue Jay Glee Club (1 hr.) This male ensemble studies, rehearses, and performs a variety of music written specifically for male choruses. The Blue Jay Glee Club rehearses twice a week for one hour and performs both on- and off-campus. Offered fall and spring semesters.

MUS LB3 Westminster Concert Band/Orchestra (2 hrs.) This is the principal instrumental ensemble where students will continue to develop their musical skills through the study and performance of concert literature.

MUS LB4 Westminster Women's Chorale (1 hr.) The Women's Chorale is dedicated to the study, rehearsal, and performance of treble chorus music. The Chorale rehearses twice a week for one hour and performs both on- and off-campus. Offered fall and spring semesters.

MUS 101 Applied Music Instruction-Beginner (1 hr.) Designed for the beginning student in voice, piano, instrumental or guitar. Students will develop basic music reading skills and achieve a fundamental understanding of musical analysis, interpretation, and performance. Separate fee required. Offered fall and spring semesters.

MUS 105 Fundamentals of Music (3 hrs.) An introductory course in the fundamentals of music theory. Basic music theory principals from music symbols to simple analysis of melodic and harmonic material are introduced. Offered fall semester of a two year rotation.

MUS 106 Theories and Practices of Musical Expression and Performance (3 hrs.) Musical performances entail far more than the accurate realization of a composer's notations. For a performance to reflect the intent of the composer and also communicate the sentiments of the performer, that performer must investigate the context within which the piece originated and make informed decisions regarding musical expression and interpretation. In this course, student musicians will learn a methodology that suggests appropriate steps toward musical interpretation and historical investigation of a composition; together, this interpretative and investigative methodology will suggest approaches for creating more expressive musical performances. At various significant junctures throughout the course, students will present "Inform-ances" (performances accompanied by appropriate musical information) to each other and the College community.

MUS 110 Aural Training I (1 hr.) Aural Training I is the first semester of an integrated two semester ear training sequence for music minor and major areas of study. This course develops critical listening skills through dictation, sight singing, conducting and aural analysis. The class will focus on singing melodies and duets, ear training, keyboard skills and rhythmic reading at beginning level, according to the proficiencies listed below. These abilities will be gained through exercises and the study of music materials offered in the class including the textbook, selected music repertoire, and the use of listening materials. Permission of instructor required.

MUS 201 Applied Music Instruction-Intermediate (1 hr.) Private lessons for the intermediate piano, voice, instrumental and guitar 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 fall and spring semesters. Separate fee required.

MUS 205 Music in the Western World (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 effect western culture. Offered fall and spring semesters.

MUS 208 Music Theory II (3 hrs.) In-depth analysis of Common Practice Period Music. Emphasis on the study of harmony will build upon skills learned in MUS 105. Prerequisites: MUS 105 or consent of instructor. Offered in spring semesters in rotation with other 300-level music courses.

MUS 210 Aural Training II (1 hr.) Aural Training II is the second semester of an integrated two semester ear training sequence for music minor and major areas of study. This course develops more in depth listening skills through dictation, sight singing, conducting and aural analysis. The class will focus on singing of more difficult melodies and duets, ear training, keyboard skills and rhythmic reading at the advanced level, according to the proficiencies listed below. These abilities will be gained through exercises and the study of music materials offered in the class including the textbook, selected music repertoire, and the use of listening materials. Prerequisite: MUS 110 and permission of instructor.

MUS 220 Choral Conducting I (2 hrs.) Choral Conducting I is the first semester of an integrated two semester conducting class sequence for the music minor and major areas of study. This course will present conducting techniques so that the student may be able to develop an understanding of the communicative methodology required to conduct any vocal ensemble. These abilities may be gained through many different activities including developing talents and abilities through rehearsal and performance experience. Prerequisite: MUS 105 and Permission of Instructor.

MUS 230 Choral Conducting II (2 hrs.) Choral Conducting II is the second semester of an integrated two semester conducting class sequence for the music minor and major areas of study. This course will present advanced conducting techniques so that the student may be able to develop an intricate and advanced understanding of the communicative methodology required to conduct any vocal ensemble. These abilities may be gained through many in-depth activities including developing talents and abilities through rehearsal and performance experience. Prerequisite: MUS 105, MUS 220, and permission of instructor.

MUS 301 Applied Music Instruction-Advanced (2 hrs.) Private lessons for the advanced piano, voice, instrumental, and guitar student. Applied instruction is dedicated to the synthesis of technique, analysis, interpretation, and critical judgment as students prepare for cumulative performance assessments. Separate fee required. Offered Fall and Spring semesters.

MUS 303 Music History and Literature I (3 hrs.) An in-depth study of music history and literature from the medieval period through the Baroque. Offered in the fall semester in rotation with other required courses.

MUS 304 Music History and Literature II (3 hrs.) An in-depth study of music history and literature from the Baroque period through the present. Offered in spring semesters in rotation with required courses.

MUS 305 Jazz in Japan (3 hrs.) This course includes a review of jazz history and techniques, an overview of modern Japanese culture, and the study of this music in Japan. Special emphasis is on the events of World War II and the years of the Allied Occupation of Japan. Other topics include the music industry in Japan and the use of jazz in film soundtracks. Prerequisites: One or more of the following: SCA 230, MUS 205, POL 201, ENG 355, BUS 240, or permission of instructor.

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 – 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 is a Tier III course. As such, it 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.

MUS 315 Choral Literature (2 hrs.) Choral Literature is a one semester course designed to study and survey choral music literature from the perspective of historically significant masterworks and the utilitarian perspective of appropriateness of particular types of ensembles. Skills will be developed through guided practice in listening and score study. Prerequisite: MUS 303 and 304 or permission of instructor.

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 300 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.

MUS 405 Choral Techniques (2 hrs.) An overview of singers’ vocal development including analysis of common vocal challenges, pedagogical techniques in group and single settings, evaluation of vocal and choral literature and texts of vocal interviews, and guidelines for performance at the elementary and secondary level of experience required. Prerequisite: Permission of Instructor.

NSC – Natural Science

NSC 305 Survey of the History of Science (3 hrs.) An introduction to the leading concepts and methodologies of science from the ancient Greeks through the mid-nineteenth century. Prerequisites: a course in natural science, philosophy, or history, or permission of the instructor.

NSI – Natural Science, Interdisciplinary

NSI 4xx Advanced Projects (3 hrs.) Special interdisciplinary courses in the humanities, natural science and mathematics, or social sciences, respectively, 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. See the Schedule of Classes for topics and Prerequisites. May be repeated for credit with change of topic.

PED – Physical Education

PED A9 Racquet Sports (1 hr.) Students will learn the skills, rules, terms, scoring, and etiquette involved in a variety of racquet sports. Badminton, paddleball, racquetball, and table tennis included.

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.

PED A11 Recreational Swimming (1 hr.) In this course the students will participate in an individualized, progressive program of swimming for fun and fitness.

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.

PED A13 Restrictive/Adaptive PE (1 hr.) Students with special needs will develop and practice a physical education and activity program that is individualized to their specific needs.

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.

PED A19 Golf Instruction (Fee) (1 hr.) Students will learn proper golf techniques, which will provide a foundation for a lifetime enjoyment of the sport.

PED A21 Tumbling (1 hr.) Students will learn fundamental skills, techniques, terminology, and safety for performing basic tumbling skills. Principles of training, conditioning, and spotting are included.

PED A22 Physical Fitness Concepts (1 hr.) Student's baseline fitness values are assessed, fitness principles are learned, and training and behavioral strategies are developed through in-class activities. Physical Education Majors will take this course concurrently with Wellness Concepts (HES 132) to meet state requirements for 2 hrs. of health related fitness and wellness. Majors cannot use this course for Activity Competency in Physical Fitness too.

PED A23 Social Dancing (1 hr.) Students learn fundamental skills in folk, square, and social dance necessary for demonstration purposes in teaching situations.

PED A25 Weight Control and Conditioning (1 hr.) Students will examine the relationship between diet, exercise, and weight control. The students will also plan and implement a program based on their individual needs.

PED A26 Low Impact Aerobics (1 hr.) Students will learn a variety of low-impact aerobic exercise combined with total body toning exercises. Safety and effectiveness emphasized.

PED A30 Art of Strength (1 hr.) This course is designed to improve the strength of one's self. "Art of Strength is today's embodiment of the timeless concept of Physical Culture: how to train for maximum functional strength, giving you a body that is even stronger than it looks, more durable, less prone to injury, and more resilient. Art of Strength includes training methods, equipment and programs that have been proven to work across a wide spectrum of users, including elite athletes, fitness enthusiasts, first responders, adolescents, and anyone looking to get more out of life." (www.artofstrength.com)

PED A37 Tennis (1 hr.) This course will provide students with the opportunity to review basic tennis skills through participation in drills, actual game play and mini tournaments. Individual stroke analysis will also be given. For students that have the basics down, higher level instruction on singles and doubles.

PED A42 Fencing (1 hr.) This course will provide students with the opportunity to learn basic fencing skills through participation in drills, actual game play, and mini tournaments.

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.

PED A45 Recreational Games II: Individual Sports (1 hr.) Students learn fundamental techniques and skills for individual sports with emphasis on demonstration for teaching and coaching.

PED A53 Bowling (Fee) (1 hr.) In this course the students will learn the rules of the game, including score keeping, the foul line, and the equipment restrictions, will learn the basic motor skills necessary to bowl, and learn the basic bowling etiquette.

PED A87 Aquatic Fitness (1 hr.) Students will learn a variety of ways to exercise in the water to improve aerobic fitness, strength, and flexibility.

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 in fall semester.

PED 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.

PED 311 Coaching Theory of Football (2 hrs.) The analysis of football strategies and coaching techniques applied with variation. Prerequisites: knowledge and skill in the sport.

PED 312 Coaching Theory of Soccer (2 hrs.) The analysis of soccer strategies and coaching techniques applied with variation. Prerequisites: knowledge and skill in the sport.

PED 313 Coaching Theory of Baseball (2 hrs.) The analysis of baseball strategies and coaching techniques applied with variation. Prerequisites: knowledge and skill in the sport.

PED 314 Coaching Theory of Basketball (2 hrs.) The analysis of basketball strategies and coaching techniques applied with variation. Offered in fall semesters of odd numbered years. Prerequisites: knowledge and skill in the sport.

PED 317 Coaching Theory of Volleyball (2 hrs.) The analysis of volleyball strategies and coaching techniques applied with variation. Offered fall semesters of even numbered years. Prerequisites: knowledge and skill in the sport.

PED 318 Coaching Theory of Softball (2 hrs.) The analysis of softball strategies and coaching techniques applied with variation. Offered in spring semester of odd numbered years. Prerequisites: knowledge and skill in the sport.

PED 319 Coaching Theory of Tennis (2 hrs.) The analysis of tennis strategies and coaching techniques applied with variation. Offered in spring semester of even numbered years. Prerequisites: knowledge and skill in the sport.

PED 331 Sports Officiating: Football (1 hr.) Designed for the development of expertise in officiating. Certification optional to student. Laboratory required.

PED 332 Sports Officiating: Soccer (1 hr.) Designed for the development of expertise in officiating. Certification optional to student. Laboratory required.

PED 333 Sports Officiating: Baseball (1 hr.) Designed for the development of expertise in officiating. Certification optional to student. Laboratory required.

PED 334 Sports Officiating: Basketball (1 hr.) Designed for the development of expertise in officiating. Certification optional to student. Laboratory required.

PED 337 Sports Officiating: Volleyball (1 hr.) Designed for the development of expertise in officiating. Certification optional to student. Laboratory required.

PED 338 Sports Officiating: Softball (1 hr.) Designed for the development of expertise in officiating. Certification optional to student. Laboratory required.

PED/EDU 345 Methods of Teaching Middle School Physical Education (3 hrs.) This course is designed for students planning to teach middle school age physical education programs. Topics include program development, selecting and implementing instructional units, integrating physical education with other disciplines, professional development, and teaching assessment.

PED 434 Methods of Teaching Secondary Physical Education (2 hrs.) This course is designed for students planning to teach in a high school physical education program including selecting instructional units, integration with other subject areas, developing unit and lesson plans, and assessing and grading students.

PHL - Philosophy

PHL 101 Introduction to Philosophy (3 hrs.) This course offers an introduction to the fields and methods of philosophy. It encourages the advancement of critical thinking skills in relation to fundamental questions about who and what we are and how we should live our lives. More specifically, it explores questions relating to the following sorts of issues from a wide range of traditional and multi-cultural perspectives: belief in God; knowledge of the world itself; the relationship between our bodies and our minds; and the foundation for and application of morality. Offered each fall.

PHL/REL 102 World Religions (3 hrs.) An introduction to the study of religion and a survey of the principal living religious traditions of the world, stressing their origins, historical development and contemporary manifestations. The religious traditions include indigenous, Hindu, Buddhist, Jain, Sikh, Confucian, Taoist, Shinto, Jewish, Christian and Islam. In addition, the course examines new religious movements and the responses of religions to contemporary ethical issues such as the environmental crisis and economic justice.

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 each spring.

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 every other spring.

PHL 221 History of Ancient and Medieval Philosophy (3 hrs.) This course is a study of the philosophers of the Western world from ancient to medieval times. The focus is on the works of the Pre-Socratic philosophers, Socrates, Plato, and Aristotle, though a brief introduction to Hellenistic and Medieval philosophers will be included. Sample topics include the following: epistemology (the nature of knowledge), civil disobedience, the relation between society and the individual, scientific knowledge, knowledge of God, and general claims about that which is necessary for achieving a flourishing life. Offered every other fall.

PHL 222 History of Modern Philosophy (3 hrs.) This course is a study of the 17th and 18th century Western philosophers such as Descartes, Hume, Leibniz, Berkeley, and Kant and the philosophical problems they pursued. Sample topics include: epistemology (the study of knowledge), responses to skepticism, philosophy of religion (including belief in God, the problem of evil, and the greatest possible world), personal identity, and the foundation and justification of society (e.g. per social contractarianism). Offered every other fall.

PHL 224 Formal Logic (3 hrs.) This course develops a complete system of deductive logic and its application to arguments in English. After learning how to identify and translate arguments from English into a formal language, various formal logical systems are introduced including Aristotelian categorical logic, statement logic, and predicate logic. Additional tools for analyzing validity that are explored include truth tables, Venn diagrams, and formal proofs.

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.

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.

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 every other spring semester.

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. Prerequisites: Any one of the following PHL 101, 212, 221, 222, 242, 244, 246; ENG 204, 205, 206, 238, 239, 248, 249; CLA 215; FRE 280; GER 204; LAT 204.

PHL 328 Genetic Manipulation (3 hrs.) This seminar provides an interdisciplinary examination of practices and policies relating to actual or imagined genetic manipulation of human beings and other life forms. We will discuss the history and practice of eugenics, the attempt to create "better" offspring, and its relationship to potential genetic technology. In part drawing from a Rawlsian framework we will discuss issues such as human cloning, genetic screening, and genetic manipulations of humans in light of principles such as justice, fairness, discrimination and other values such as the sanctity of life. We will also consider broader genetic manipulation of plants and animals and resulting ethical controversies from broadly scientific, ecological, philosophical and religious perspectives.

PHL 334 Evolution & Intelligent Design (3 hr.) This course examines evolution and intelligent design as competing explanations of biological and human origins through three perspectives – philosophy, science, and religion. The validity of these theories is explored and their underlying assumptions examined – e.g. what assumptions does each make about the nature of science, explanations, and the world. Further, the course examined the broader social and ethical dimensions of evolution and intelligent design, e.g. policy implications of each view (e.g. whether and how they should be taught in schools) and ethical implications of each view (e.g. the sort of moral values and principles each view implies, if any). Prerequisites: Any one of the following BIO 105/106, BIO 114/115, BIO 211, BIO 124/125; PHL 101, 212, 221, 222, 242, 244, 246.

PHL 398 Independent Study (1-4 hrs.) This course permits advanced study of topics not covered in regularly offered courses on a research-tutorial basis. The topic is defined by the student in conference with the instructor. Prerequisite: two previous courses in philosophy, a major or minor in philosophy, and permission of instructor.

PHL 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. Prerequisite varies depending on course.

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. Prerequisite 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. Prerequisite varies depending on course.

PHY - Physics

PHY/EGR 101 Introduction to Engineering and Design (3 hrs.) This course will introduce students to the engineering profession. Emphasis will be placed on engineering design, project management skills, software applications, teamwork, and communication.

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. This course is typically offered once per academic year in the spring semester. Prerequisites: 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. This course is offered once per academic year in the Fall semester. Prerequisites: PHY 105 or one year of high school physics and previous or concurrent enrollment in MAT 124 or one year of high school calculus.

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. This course is offered once per academic year in the spring semester. Prerequisites: PHY 201.

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). This course is typically offered once per academic year in the fall semester. Prerequisites: PHY 212 and previous or concurrent enrollment in MAT 214.

PHY/EGR 230 Engineering Mechanics & Statics (3 hrs.) Statics is the study of rigid-body mechanics which deals with the equilibrium of bodies. Covered topics include the principles of statics, force systems, internal forces, structural analysis, friction, center of gravity, and moments of inertia.

PHY 314 Thermodynamics (4 hrs.) Study of the general laws of thermodynamics, the kinetic theory of gases and statistical mechanics. Lecture three hours; laboratory three hours. Prerequisites: PHY 223 and MAT 224.

PHY 315 Modern Physics (4 hrs.) The course covers applications of quantum theory and relativity theory to atoms, molecules and subatomic particles. Lecture three hours; laboratory three hours. Prerequisites: PHY 223 and MAT 224.

PHY 324 Light (4 hrs.) A study of topics in geometrical and physical optics and in spectroscopy, including an examination of optical instruments and light sources such as lasers. Lecture three hours; laboratory three hours. This course is typically offered every other academic year in the spring semester and alternates with PHY 325. Prerequisites: PHY 223.

PHY 325 Electronics (4 hrs.) The theory of semiconductor devices and applications of these devices in circuits. The course emphasizes electronic instrumentation and experimental technique. Lecture three hours; laboratory three hours. This course typically is offered every other academic year during the spring semester and alternates with PHY 324. Prerequisites: PHY 212.

PHY 398 Independent Study (1-4 hrs.) On topics from the major areas of physics, chosen according to the background, requirements, or interests of the individual student. Course work will consist of readings, problem solving, laboratory research, practicums, reports or conferences, as appropriate.

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. This course is offered as needed. Prerequisites: PHY 223, MAT 224 and previous or 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. This course is offered as needed. Prerequisites: PHY 223, MAT 224 and previous or 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.

POL 205 Introduction to Political Theory (3 hrs.) This course seeks to impart a normative and critical understanding of politics through the reading and analysis of classical and contemporary works of political philosophy.

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.

POL 212 Introduction to International Politics (3 hrs.) This course emphasizes the basic concepts, forces, institutions and problems underlying the international political system.

POL 301 The American Presidency (3 hrs.) A study of the modern American presidency in terms of its concepts and controversies. Prerequisites: POL 211.

POL 302 Political Thought and Modern Society (3 hrs.) Offers a detailed investigation of the emergence and transformation of liberal political theory in light of the evolution of modern society. Particular attention is focused on the writings of John Rawls and Robert Nozick. Prerequisites: POL 205.

POL 303 Marxism and the Marxist Tradition (3 hrs.) A detailed investigation of the sources and content of Marx's theory of history, society and politics. Examines modifications made to Marx's system by Lenin and selected contemporary radical theorists. Prerequisites: POL 112, 205, ECN 225, or permission of the instructor.

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. Prerequisites: POL 112, 205, or permission of the instructor.

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. Prerequisites: POL 212 or permission of the instructor.

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 every other spring semester. Prerequisites: POL 112 or 212.

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. Prerequisites: POL 112, 212 or permission of the instructor.

POL 311 Political Parties, Voting and 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. This course is offered in the Fall semester of even-numbered years and students are required to participate in political campaigns of their choice. Prerequisites: POL 112 or 211.

POL 313 Governments and Politics of East Asia (3 hrs.) Comparative analysis of political systems of Japan, Korea and China with special emphasis on the processes of social change, the development of attitudes and political customs. Prerequisites: ASN 201 or permission of the instructor.

POL 314 American Constitutional Law and Politics (3 hrs.) This course, "American Constitutional Law and Politics," (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. Prerequisites: POL 211.

POL 316 American Jurisprudence (3 hrs.) This course, "American Jurisprudence," (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. Prerequisites: POL 211.

POL 319 Public Administration (3 hrs.) Drawing on the literature of politics, psychology and organization theory, this course studies the role of bureaucracies, mainly federal agencies, in the formulation and implementation of public policy. Prerequisites: POL 211.

POL 323 Governments and Politics of Southeast Asia (3 hrs.) A study of the historical background, contemporary setting, political process and major problems of Thailand, Burma, Indonesia, Vietnam, Laos and Cambodia. Prerequisites: ASN 201 or 212.

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 every other spring semester. Prerequisites: POL 112 or POL 211 or ENV 105.

POL 340 Religion and Politics (3 hrs.) This interdisciplinary seminar focuses on the complex interrelationship between religion and politics in a variety of historical and contemporary contexts. After a comparative survey of the methods of the two disciplines, students explore how religion and

politics have interacted in diverse settings, such as the American Revolution, the contemporary "culture wars" in the United States, protection of Native American sacred sites, the rise of religious nationalism in India and Pakistan, the war on terrorism and the Israeli-Palestinian conflict.

POL 342 U.S. Supreme Court (3 hrs.) This course is intended to provide insight into the United States Supreme Court. It will cover subjects that include, but are not limited to: understanding Supreme Court opinions; how justices are chosen to sit upon the Court; the reasons why the Supreme Court makes the decisions it does; and the impact of the Supreme Court on the political and legal landscape in the United States.

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 – "to govern." How does the structure of Congress impact the behavior of its members? What makes for "quality" representation? These questions, and more, will be discussed in this course. Prerequisites: POL 112, POL 211 or permission of the instructor.

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. Prerequisites: FAR 215, HIS 104, POL 112, POL 211.

POL 362 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. Prerequisites: POL 211 or 212.

POL 370 Drugs, Politics and Public Policy (3 hrs.) Examines the response of the American political system to the use of psychoactive drugs. Class will consider questions pertaining to the explanation of human behavior, the structure and dynamics of American society and politics, the formation of public policy and fundamental issues of moral and political philosophy to encourage critical and sophisticated thought regarding the actual and desired relationship of American citizens with psychoactive drugs and possible political strategies for responding to perceived issues. Prerequisites: POL 112, 212 or 205.

POL 423 Politics of the Non-Western World (3 hrs.) An analysis of the theories, concepts and processes of the political development and modernization of selected states in Asia, Africa and Latin America. Prerequisites: nine hours of comparative politics and international relations or permission of the instructor.

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

PSY 113 Psychology as a Social Science (3 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 further course topics.

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 in once per year.

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 one semester a year.

PSY 270 Research Tools (3 hrs.) A hands-on exploration of how the psychologist uses the computer to search for literature, execute experiments, analyze data, and report results. Through a series of exercises using primarily PC computers in the psychology laboratory, students learn how to use the Internet to search for previously published research, how to locate and use electronic literature, how to use statistical packages such as SPSS, and how to generate graphs and other APA style documents. Offered one semester a year. Prerequisites: PSY 112, PSY 113, and MAT 114.

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. MAT 114 Elementary Statistics is recommended but not required. Offered one semester a year. Prerequisites: PSY 112 and 113.

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 one semester a year. Prerequisites: PSY 112 or BIO 114.

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

PSY 302 Psychological Tests and Measurements (3 hrs.) An introduction to the theory and practice of psychological tests. The course surveys the most commonly used methods, techniques, and instruments for measuring and assessing individual differences with regard to intelligence, personality, interests, aptitude, and achievement. An appraisal is made of the place of psychological tests in contemporary society and their ethical implications. Offered occasionally. Prerequisites: PSY 112 or 113.

PSY 303 Animal Learning (3 hrs.) An investigation of learning principles derived from animal research. Content includes behavioristic formulations of classical and operant conditioning, the applications of these principals, and the work of prominent learning theorists. Subsequent material focuses on animal cognition and the effort to describe the representational, problem solving, and language skills of various species. Offered one semester every two years. Prerequisites: PSY 112 or 113.

PSY 304 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 occasionally. Prerequisites: PSY 112 or 113.

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 one semester every two years. Prerequisites: PSY 113.

PSY 311 Social Psychology Laboratory (1 hr.) Optional laboratory to accompany PSY 310. Meets three hours per week. Offered one semester every two years. Prerequisites: PSY 113 and 274.

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 one semester every two years. Prerequisites: PSY 112 or 113.

PSY 313 Developmental Psychology Laboratory (1 hr.) Optional laboratory to accompany PSY 312. Meets three hours per week. Offered one semester every two years. Prerequisites: PSY 113 and 274.

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 one semester every two years. Prerequisites: PSY 113.

PSY 316 Personality Laboratory (1 hr.) Optional laboratory to accompany PSY 285. Meets three hours per week. Offered one semester every two years. Prerequisites: PSY 113 and 274.

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 one semester every two years. Prerequisites: PSY 112 or 113.

PSY 321 Memory and Cognition Laboratory (1 hr.) Optional laboratory to accompany PSY 320. Meets three hours per week. Offered one semester every two years. Prerequisites: PSY 112 and 274.

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 is within the rubrics of psychological, political science and sociological principles. It is inherently an interdisciplinary course due to its interaction between several fields of learning. 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. The course is offered every two years. Prerequisites: POL 112, POL 211, PSY 113, or SCA 111.

PSY 358 Cognitive Neuroscience (3 hrs.) Cognitive Neuroscience is an interdisciplinary field emerging primarily from the work of brain scientists and cognitive psychologists. Researchers attempt to understand how the brain enables and shapes the activity of the mind and if, in turn, the mind can impact brain function. This course begins by exploring brain circuitry and action along with the modern scientific tools (fMRI, transcranial magnetic stimulation, etc.) that advance our knowledge of these topics. Thereafter, cognitive issues such as recognition, attention, memory, decision making, consciousness, and mental deficits associated with disease and illness will become our focus. Finally, applications of the emerging knowledge to philosophical problems (e.g., free will) as well as legal and medical concerns will be discussed. Prerequisites, any one of the following: PSY 112, PSY 113, BIO 107, BIO 114, PHL 101.

PSY 370 Sensation and Perception (3 hrs.) How stimuli are encoded and integrated at the sensory level and further analyzed via cognitive processes to create a phenomenological reality. Emphasis is on vision. Topics include thresholds and psychophysical laws, brightness and color sensations, size, form, and depth perception, and the constancies. Loudness, pitch, and localization of sound will also be considered. Offered once every two years. Prerequisites: PSY 112.

PSY 371 Sensation and Perception Laboratory (1 hr.) Optional laboratory to accompany PSY 370. Meets three hours per week. Offered once every two years. Prerequisites: PSY 112 and 274.

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

PSY 398 Independent Study (1-4 hrs.) This course gives the psychology major an opportunity to increase his or her understanding of psychology as a discipline through a program of individual research supervised by a faculty member. The course may be repeated with change of topic. Enrollment by permission of the instructor. Offered every semester.

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 one semester every two years. Prerequisites: PSY 113 and one of the following: ASN 201, HIS 250, 267, 279, 334, 356, HUM 277, 278, INT 201, PHL 102, POL 212, REL 102, SCA 111, 115, WGS 210.

PSY 406 Substance Use 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 one semester every two years. Prerequisites: PSY 274 or 290 or BIO 107.

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 one semester every two years. Prerequisites: PSY 113.

PSY 418 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 occasionally. Prerequisites: PSY 112, 113, SCA 111 or SCA 115.

PSY 422 Psychology Seminar (3 hrs.) Discussions, readings, and individual papers based on special problems in psychology. Offered one semester a year. Prerequisites: PSY 112 and 113, PSY 270 or 274, and permission of the instructor.

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 one semester a year. Prerequisites: PSY 112, PSY 113, PSY 270, PSY 274 and permission of the Instructor(s).

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 one semester a year. Prerequisites: PSY 112 and 113, PSY 270 and 274, senior standing, and completion of PSY 430 with a C or higher.

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. Special attention will be given to the questions of the Bible's relevance in addressing contemporary ethical issues. Typically offered every semester. Meets the "Fundamental Questions and Values" context requirement of Tier II of the New Foundations curriculum.

REL/PHL 102 World Religions (3 hrs.) An introduction to the study of religion and a survey of the principal living religious traditions of the world, stressing their worldviews, origins, historical development, and contemporary manifestations. The religious traditions include indigenous, Hindu, Buddhist, Jain, Sikh, Confucian, Taoist, Shinto, Jewish, Christian and Islamic. In addition, the course examines new religious movements and the responses of religions to contemporary ethical issues such as the environmental crisis and economic justice. Typically offered every semester. Meets the requirement of a course with a non-Western focus in the "Cultural Diversity and Global Interdependence" context of Tier II of the New Foundations curriculum.

REL 305 Perceptions of Death (3 hrs.) A study of the meaning of death in its biological, psychological, social, cultural, ethical and religious contexts. Topics in this seminar 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 dying, grief, funerals, suicide, beliefs concerning life after death and artistic responses to death, and ethical issues surrounding death (such as the artificial prolongation of life, euthanasia, capital punishment, cloning, and genocide). Typically offered every other year. Meets the Tier III Integrated Course Requirement. Prerequisites: 3 hours of Religious Studies credit.

REL 314 The Prophets (3 hrs.) The prophetic books of the Hebrew Bible (Old Testament) are studied against their literary, cultural and historical backgrounds. Particular attention is given those outstanding figures such as Elijah, Isaiah and Jeremiah, whose thought contributed significantly to the development of the Judeo-Christian tradition. The contemporary relevance of the prophets will also be considered. Typically offered once every four years. Prerequisites: 3 hours of Religious Studies credit.

REL 315 Psalms, Wisdom Literature and the Apocrypha (3 hrs.) A study of the literary and historical worlds of the Book of Psalms, Wisdom Literature (Proverbs, Job and Ecclesiastes) and selected books of the Old Testament Apocrypha (Deuterocanon). The contemporary significance of these books will also be studied. Typically offered once every three-four years. Prerequisites: 3 hours of Religious Studies credit.

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 are also studied. Typically offered every other year. Prerequisites: 3 hours of Religious Studies credit.

REL 317 The Writings of Paul (3 hrs.) This course examines the background, development and significance of Pauline thought. It is based on the Pauline letters of the New Testament and other relevant readings from ancient and modern interpreters. Typically offered once every three-four years. Prerequisites: 3 hours of Religious Studies credit.

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. Typically offered once every three-four years. Prerequisites: 3 hours of Religious Studies credit.

REL 322 Native American Spirituality (3 hrs.) This seminar seeks to develop an understanding of the rich and diverse spiritual traditions of Native Americans. After an introductory survey of the history of Native America, students will explore the myths and rituals of a number of Native American nations in their changing cultural contexts, including: Hotinonshonni (Iroquois Confederacy), Lenape (Delaware), Ani'-Yun'-wiya (Cherokee), Lakota (Sioux), Hopi, Dine' (Navajo), and Kwakwaka'wakw (Kwakiutl). Other topics include the Ghost Dance movement, the Native American Church, the role of Native American spiritual teachings in the modern environmental movement, and legal issues such as protection of sacred sites. Meets the Tier III Integrated Course requirement. Typically offered every other year. Prerequisites: 3 hours of Religious Studies credit, SCA 115 or 230.

REL 324 Spiritual Ecology (3 hrs.) This seminar focuses on the teachings of the world's religions (and other spiritual movements) on the human relationship with the rest of nature. The religions and movements studies include Native American spiritual traditions, Hinduism, Jainism, Sikhism, Buddhism, Taoism, Confucianism, Shinto, Judaism, Christianity, Islam, Deep Ecology and Ecofeminism. Other topics include: the nature, causes and extent of the environmental crisis and solutions to it, focusing on the role of religion; the treatment of religion and the spiritual by environmental writers (e.g., Aldo Leopold and Linda Hogan); reflections on ecology by contemporary theologians (e.g., Thomas Berry and Sallie McFague) and the relationship between spiritual ecology and ecological activism. Meets the Tier III Integrated Course requirement. Typically offered every other year. Prerequisites: ENV 105, PHL 212/246 or 3 hours of Religious Studies credit.

REL 330 Religions and Cultures of India (3 hrs.) This seminar is an interdisciplinary study of the major religious and cultural traditions of India, with an emphasis on their contemporary manifestations. Areas of study will include the indigenous traditions of India; the family of traditions known as Hinduism; alternative traditions that emerged in India (Buddhism, Jainism, Sikhism); and traditions introduced into India (Zoroastrianism, Islam and Christianity). Special topics will include: issues related to caste and gender; the role of religions in contemporary Indian politics, literature, and cinema; the impact of secularization and modernization in India; and the expanding influence of the religions of India in the West, especially the United States. Meets the Tier III Integrated Course requirement. Typically offered every other year. Prerequisites: 3 hours of Religious Studies credit or SCA 230.

REL 340 Religion and Politics (3 hrs.) This interdisciplinary seminar focuses on the complex interrelationship between religion and politics in a variety of historical and contemporary contexts. After a comparative survey of the methods of the two disciplines, students explore how religion and politics have interacted in diverse settings, such as the American Revolution, the contemporary culture wars in the United States, protection of Native American sacred sites, the rise of religious nationalism in India and Pakistan, the war on terrorism and the Israeli-Palestinian conflict. Meets the Tier III integrated course requirement. Typically offered every other year. Prerequisites: 3 hours of Political Science or Religious Studies credit.

REL 398 Independent Studies in Religion (1-4 hrs.) This course permits advanced study of areas in religion not covered by regular listings on a research-tutorial basis. The precise topic is defined by the student in conference with the instructor. Offered as needed. Prerequisites: six hours of religion and permission of the instructor.

SCA – Sociology & Anthropology

SCA 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. Counts toward the Tier II, Human Behavior and Social Institutions context.

SCA 115 Introduction to Cultural Anthropology (3 hrs.) This course explores human diversity from hunters and gatherers through industrialized societies. It examines the implications of various economic, social, political, symbolic, and religious systems for the lives of men and women. Counts toward the Tier II, Human Behavior and Social Institutions context.

SCA 230 Specific Cultures and Civilizations (3 hrs.) This course will examine a specific culture or culture region. We will use historical, artistic, and "native" descriptions as well as ethnographic data to try to penetrate the social institutions and relations of the people. The specific culture studied will vary; recent offerings include Native American Cultures; Japanese Culture; and Cultures of South Asia. Counts as a non-Western course in the Tier II, Cultural Diversity and Global Interdependence context. The course is repeatable for credit with change of topic.

SCA/CLA 301 History and Methods of Archaeology (3 hrs.) What archaeology is, how it is done, how it originated and developed, what archaeologists have accomplished, and how archaeology interacts with other scholarly disciplines are among the topics explored in this course. The purpose is to develop an informed understanding of archaeology and archaeological literature. There is extensive use of illustrative material drawn from American, Biblical, Classical, Minoan Mycenaean, Egyptian, and Mesopotamian digs. No laboratory or field work is required. Prerequisites: 3 hours in REL or SCA.

SCA 302 Fieldwork (3 hrs.) An investigation of the methods of anthropology. Students will apply these methods by conducting their own ethnographic fieldwork projects. Prerequisites: SCA 111 or 115.

SCA 304 Principles of Field Archaeology (3-4 hrs.) This course is constructed around an actual archaeological dig in which the student is a full participant. Archeological dig techniques, field survey and recording, artifact preservation, classification and interpretation, and laboratory methods are taught by practice within a framework of contemporary archaeological theory. Students admitted to the class who lack adequate background in archaeology or appropriate field experience will be required to complete a noncredit orientation prior to entering the class. Prerequisites: permission of the instructor.

SCA 315 Gender and Society (3 hrs.) This course examines multiple aspects of gender, including how it is constructed through our social interactions, how it is challenged by people who do not conform to traditional conceptions of gender and sexuality, and how ideas about gender vary by culture. It will also explore the role of social institutions, such as the media, work, and family, in shaping our ideas about gender and sexuality.

SCA 325 Tribal Survival (3 hrs.) This course will focus on specific problems of contact between radically different cultures and the consequent effects on indigenous peoples. We will consider the differences in mode of production and cultural issues. What should be the place of non-industrialized societies in today's world? How do they relate to the larger world and how can we best relate to them? Is ethnocide inevitable or are there alternatives? Prerequisites: SCA 111 or 115.

SCA 334 Magic, Witchcraft, and Religion (3 hrs.) This course will examine anthropological approaches to the supernatural. We will begin with an overview of several important theoretical models and then apply anthropological perspectives to a variety of indigenous religious behaviors, folk beliefs, and magical phenomenon. Meets the Tier III integrated course requirement. Prerequisites: SCA 111, 115 or REL 102.

SCA 345 Sociology of Religion (3 hrs.) The course will endeavor to introduce students to the major thinkers in the field of the sociology of religion, to some of its central theories regarding the nature of religion and the relationship between religion and society, and to some applications of its theories to specific religions and societies. Meets the Tier III integrated course requirement. Prerequisites include any one of the following: SCA 111, 115; REL 101, 102; CLA 215; HIS 105.

SCA 348 Medical Anthropology (3 hrs.) This course will use a trans-cultural framework to investigate issues of health and illness as they relate to human culture. Topics will include stigmas attached to conditions of illness, traditional and bio-medical therapies, cultural interpretations of health, illness narratives, hunger and disease in developing nations, the culture of disability, the evolution of health, issues of cross-cultural medical practice, and epidemiology. Meets the Tier III integrated course requirement. Offered every other spring semester. Prerequisites: SCA 111 or 115.

SCA 351 Theories of Culture (3 hrs.) This course will examine some of the most important theories in anthropology. Students will read the ethnographic and theoretical writings of a number of prominent anthropologists. We will consider the central problems addressed by these works, their conflicting solutions, and their methods. Finally, this course addresses the questions of the validity and nature of describing an "other." Offered every other fall, in alteration with SCA 300 Social Theory. Prerequisites: SCA 111 or 115.

SCA 355 Social Stratification (3 hrs.) This course will examine explanatory theories and empirical case studies of social stratification. Special emphasis will be placed on how social identities, including race, class, and gender, interact with one another and with social institutions to construct systems of social inequality. Prerequisites: SCA 111 or 115.

SCA 360 Sociological Theory (3 hrs.) This course will provide students with an overview of classical and contemporary sociological theory. Through a critical examination of primary texts, the course will explore fundamental questions concerning modern societies, including why societies change or remain stable over time, what are the forces that govern human interactions, and how can we explain some of the causes and consequences of social inequality.

SCA 363 Deviance (3 hrs.) Deviance is a fluid concept. How we determine what behaviors are "deviant" changes over time and varies according to context. This course will provide an overview of the sociology of deviance, including issues of labeling and stigma, the medicalization of deviance, and the politics that shape how deviance is defined and subject to sanctions. Specific areas of "deviance" that we will address include homosexuality, mental illness, and alcohol and drug use, among others.

SCA 398 Independent Study (1-4 hrs.) Topics of special interest on a tutorial basis, or supervised field research projects. Prerequisites: SCA 111 or 115 or permission of instructor.

SCA 402 Shamanism and Spirit Possession (3 hrs.) In this course we will examine shamanic worldviews and practices around the world from a variety of theoretical perspectives. We will consider such issues as the origins of shamanism, the life history and training of a shaman, relations of power surrounding shamanism, the ecstatic journey, healing techniques, the use of hallucinogenic drugs in shamanic cultures, the question of whether shamans are psychotics, and shamanic activity as symbolic performance. In addition we will examine demonic and positive possession, and spirit healing cults. Finally, we will take a brief look at the neo-shamanic movement in contemporary America and ask how this tradition can function when divorced from its social and cultural roots. Prerequisites: SCA 111 or 115.

SCA 430 Anthropology and Sociology Seminar (3 hrs.) A capstone course for upper-class majors examining principal sociologic and anthropological theorists and major theoretical and methodological controversies within sociology and anthropology. Prerequisites: SCA 111, 115, 351, 352, or permission of instructor. Note: SCA 302 or SCA 300 (Investigating the Social World) are currently required for the major instead of this course.

SCA 431 Anthropology and Sociology Honors Thesis (2 hrs.) An option for upper-class majors who successfully complete the theory and methods requirements. Students produce an original critical paper based on either library or field research in consultation with the members of the department.

SEC – Security Studies

SEC 201 Intro to Security Studies (3 hrs.) This course will provide the foundations for the Security Studies minor, 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.

SPA - Spanish

SPA 101 Elementary Spanish I (4 hrs.) Pronunciation, basic conversation, fundamentals of grammar, and easy reading. Offered every fall semester.

SPA 102 Elementary Spanish II (4 hrs.) A continuation and honing of skills learned in Spanish 101, concentrating on the subjunctive and more advanced points of grammar. Offered every spring semester. Prerequisites: SPA 101.

SPA 203 Intermediate Spanish I (3 hrs.) Emphasis is placed on a review of grammar and practice in Spanish composition. The readings are drawn from contemporary Spanish and Latin American literature. Offered every fall semester. Prerequisites: SPA 102.

SPA 204 Intermediate Spanish II (3 hrs.) Continuation of SPA 203. Offered annually in the spring semester. Prerequisites: SPA 203.

SPA 210 Intermediate Spanish Conversation & Composition through Literature (3 hrs.) Intensive oral practice in Spanish designed to improve pronunciation, increase students' basic vocabulary, and develop communication skills for everyday situations. Prerequisites: SPA 102.

SPA 220 Spanish Grammar & Composition through Literature (3 hr.) This course has been created as a bridge between the lower level and upper level Spanish courses. Specifically it has been designed to improve the student's reading and writing strategies in Spanish through literary analysis. Prerequisite: SPA 102.

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. Prerequisites: SPA 204, 210 or permission of the instructor.

SPA 305 Commercial Spanish (3 hrs.) This course gives practice in translating commercial documents and correspondence from Spanish to English, and from English to Spanish as well as on the development of a specialized vocabulary in both languages. Prerequisites: SPA 204.

SPA 310 Special Topics in Literature (3 hrs.) Courses on various topics in Spanish literature are offered under this listing. Topics: Survey of Spanish Literature since the 18th Century, Spanish Novel, Spanish Drama, and Spanish-American Short Story. It can be taken multiple times as long as the topic is different. Prerequisites: SPA 381 or permission of the instructor.

SPA 351 Introduction to Spanish Literature I (3 hrs.) This course covers Spanish literature, from the Middle Ages to the present. The selected works will include plays, novels, short stories and poetry. Prerequisite: SPA 381 or permission of the instructor.

SPA 353 Nineteenth and Twentieth Century Latin American Literature (3 hrs.) Readings of selected novels, short stories, plays, essays, and poetry of Latin American literature from the nineteenth and twentieth century's. Prerequisites: SPA 381 or permission of the instructor.

SPA 363 Spanish-American Novel (3 hrs.) A study of the major currents in the Spanish-American novel in the nineteenth and twentieth centuries. The selected works reflect the main cultural, political, and economic aspects in society. Prerequisites: SPA 381 or permission of the instructor.

SPA 377 Spanish Civilization (3 hrs.) An introduction to Spanish civilization from its beginnings to the present. Taught in Spanish. Prerequisites: SPA 204 or permission of the instructor.

SPA 378 Latin American Civilization (3 hrs.) An introduction to the culture and civilization of Latin America, from the colonial period to the present, with concentrated study of contemporary Latin American culture. Includes historical, social, and economic aspects, as well as art and literature. Taught in Spanish. Prerequisites: SPA 204 or permission of the instructor.

SPA 381 Advanced Grammar and Composition (3 hrs.) A systematic review of all common elements of Spanish grammar. Exercises are designed to develop proficiency in both spoken and written Spanish. Prerequisites: SPA 204 or permission of the instructor.

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. Prerequisites: 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.

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.

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. Offered every other spring semester. No prerequisite, but ENG 260 and SPE 101 are strongly recommended.

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. Prerequisites: a grade of C or better in SPE 203 and sophomore standing.

SPE 310 Business and Professional Communication (3 hrs.) The capstone course for self-designed communication majors covering theoretical and experiential concepts and techniques of communication in professional situations. Includes units in interviewing, persuasion and organizational communication. Prerequisites: completion of SPE 101 with grade of C or better and junior standing.

SPE 398 Independent Study (3 hrs.) This course permits additional study in areas of communication that are not covered by regular course listings. The precise topic is defined by the student and instructor and is taught on a research-tutorial basis. Prerequisites: completion of SPE 101 or 203 with a grade of C or better.

SSI

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.

SSI/TNS 205 Transnational Information Literacy Infrastructure & Internet Libraries (2 hrs.) This course is designed to build on students' abilities to use research skills including but not limited to the explicit actions required for gathering, analyzing, and using information. The students then use higher level thinking to compare and contrast immediate resources with global equivalents. Students will develop skills in on-line resource evaluation and integration using traditional subscription and print resources. The goals of the course are to develop further the foundation for academic success and life-long learning by developing the skills needed to think critically about the infrastructure required to access needed information as systematically, effectively, and efficiently as possible.

SSI 4xx Advanced Projects (3 hrs.) Special interdisciplinary courses in the humanities, natural science and mathematics, or social sciences, respectively, 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.

THA – Theater Arts

THA LB1 Musical Theater Workshop (2 hrs.) Course provides academic credit for participation in the college musical. Participation includes those students who are actors, singers, and dancers in the production as well as those involved in the technical activities. A study of the history and genre of the musical comedy to be presented will be included.

THA LB2 Theater Practicum (2 hrs.) Course provides academic credit for participation in the College play or comedy. Participation includes those students who are actors in the production as well as those involved in the technical activities. A study of the history and genre of the play to be presented will be included.

THA 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.

TNS – Transnational Studies

TNS/INT 105 International Student Transition Seminar (1 hr.) This transition seminar is a course designed for new international students. The course focuses on 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, making healthy decisions, developing a successful financial plan, workplace/classroom etiquette, navigating the American health system, and more.

TNS/INT 201 Intro to International/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 international studies in today's world and in the lives and careers of students. Students from all majors and backgrounds are welcome.

TNS/SSI 205 Transnational Information Literacy Infrastructure & Internet Libraries (2 hrs.) This course is designed to build on students' abilities to use research skills including but not limited to the explicit actions required for gathering, analyzing, and using information. The students then use higher level thinking to compare and contrast immediate resources with global equivalents. Students will develop skills in on-line resource evaluation and integration using traditional subscription and print resources. The goals of the course are to develop further the foundation for academic success and life-long learning by developing the skills needed to think critically about the infrastructure required to access needed information as systematically, effectively, and efficiently as possible.

TNS/LST 325 Cross-Cultural Leadership (3 hrs.) Today's world demands culturally-intelligent leaders – leaders who understand themselves and the culture from which they come, and who are able to use their cross-cultural skills to make a positive difference regardless of cultural setting, whether it is across the globe or in their own community. Developing cross-cultural competence is the primary goal for this course, attained through a case study/problem-based learning method that challenges students, individually and in groups, to apply their critical thinking skills to real challenges faced by cultures different than their own. It enhances a student's ability to see challenges from multiple points of view and pushes them to broaden and deepen their ability to use different filters to understand human behavior and organizational dynamics. Ultimately, it is a course for students who feel a "call to action" and want to make the world a better place by collaborating with others who come from different cultures and back-stories.

TNS/HIS 360/361 Berlin Experience (2/1 hrs.) The goal of this course is to expose students to the fundamental shape of modern German history, to the sociology of modern European urban space, and contemporary German society and related ongoing debates. The course starts with a preparatory seminar in the spring (2 credit hours) and concludes with a ten-day trip to Berlin in May (1 credit hour). The seminar takes students on a virtual journey through the city's unique history, geography, and culture. Prerequisite: HIS 105, 106, 109, 110; INT/TNS 201, POL 112, POL 212, SCA 111, or one or more semesters of German

TNS 401 Junior/Senior Seminar in Transnational and International Studies (3 hrs.) This course is a student-led pro-seminar focused on readings, topics, news, and issues in transnational studies/international studies. The instructor will have the freedom to alter the topics during the semester. Students will meet weekly as a group (transnational studies-international studies/global governance study group) and discuss their topic for the semester, keep their group up-to-date on global news related to the topic, and work as a group on interdisciplinary research methods and conceptual approaches. The credit for the course is three hours and the final paper is 20-25 pages in length; opportunities will be made available for the better papers to be presented at an undergraduate/graduate/professional scholarly meeting. Prerequisites: INT/TNS 201.

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.

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 & 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. Prerequisites: PSY 112 or 113.

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 at least every two years. Prerequisites: a 200-level course in literature or permission of the instructor.

WGS/HIS 354 Scandalous Women (3 hrs.) This course takes a chronological approach in examining women from the colonial era to the present day that challenged traditional gender roles and earned the label of "scandalous." Throughout the course, students will explore the changing connotation of words such as scandalous and deviant in order to assess how social, political, and cultural realities often shape what Americans deem rebellious female behavior. This is a Tier III course. Prerequisites: HIS 103 or HIS 104 or WGS 210.

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.

WGS 356 European Women (3 hrs.) This course will examine the history of women and gender in Europe from the French Revolution to the present. Women's and gender history raises a number of issues that are relevant in today's world. Topics such as women's suffrage, women and work, and family inform us about the process of democratization over the last two centuries as well as about how men and women lived. We will examine how women have affected history and how events have affected women. In addition the course will explore the relationship between men and women over the last 200 years. Cross listed as HIS 356. Prerequisites: HIS 102, HIS 104, HIS 106, or WGS 210, or permission of the instructor.

WGS 410 Theory and Practice (3 hrs.) This course explores the diverse history of Feminist Theory and the vast variety of debate and conversation within the field. Completion of a research project, which incorporates theoretical perspectives from the field of women's and/or gender studies and an experiential learning experience may be substituted with consent of the Minor Coordinator. Prerequisites: WGS 210 and permission of the minor program coordinator. (This course is a requirement for the Women and Gender Studies Minor, but may be satisfied by successfully completing and internship that has been approved by the Minor Coordinator or an approved off-campus study program that includes an internship.)

WSM – Westminster Seminar

WSM 101 Westminster Seminar (3 hrs.) The course consists of two seminars which occur during New Student Days and classes which meet four times a week throughout Fall semester. Through an overall theme and common readings, the different sections are unified, but each section narrows the theme uniquely. In addition to completing readings and writing assignments, students will be encouraged to attend concerts and lectures and participate in field trips and service projects.

WSM 102 Transfer Student Westminster Seminar (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.

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. In the fall semester, mentors will register for WSM 301, which is a 2-credit course (unless the student has been a mentor before, in which case the student will receive 1 credit). 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.

WSM 301 Westminster Seminar Mentor (1-2 hrs.) This course is for upper-class students who work as mentors for freshmen students enrolled in Westminster Seminars. Mentors will meet prior to and assist freshman during New Student Days. Mentors will be involved in teaching the seminar classes and work closely with the faculty member who both teaches the seminar and may also act as the academic advisor for these students. Class will meet weekly with the director of the Westminster Seminar.

ADMINISTRATION & STAFF

OFFICE OF THE PRESIDENT

President, **Dr. George B. Forsythe**
Executive Assistant to the President, **Kay Jarboe**

ACADEMIC AFFAIRS

Senior Vice President of the College and Dean of Faculty,
Dr. Carolyn Perry
Associate Dean of Faculty, **Dr. David Jones**
Executive Assistant to the Senior Vice President of the College and
Dean of Faculty, **Janet N. Denton**
Coordinator of Transfer Credit Services and Administrative Assistant
to the Associate Dean of Faculty, **Kathy Neal**
Registrar, **Phyllis Masek**
Assistant Registrar, **Kenda Ferrugia**
Administrative Assistant to the Office of the Registrar,
Gail Stambaugh
Director of Institutional Research, **Dr. Ray Brown**
Westminster Fellow for the Price Leadership Program, **Andrea Kiser**

ADVANCEMENT, MARKETING & STRATEGIC COMMUNICATIONS

Vice President of Institutional Advancement, **William Sheehan**
Executive Assistant to the VPIA, **Amanda Long**
Executive Director of Marketing, **Jennifer Bondurant**
Multimedia Designer, **Ryan Counts**
Director of Media and Public Relations, **Rob Crouse**
Director of Advancement Services, **Gina Campagna**
Associate Director of Database Management, **Linda Duffy**
Administrative Coordination, **Jeni Whittington**
Data Management Assistant, **Diane Henry**

ALUMNI ENGAGEMENT & EVENT MANAGEMENT

Director of Alumni Engagement & Event Management,
TBD
Administrative Assistant, **Diane Hammerstone**

ANNUAL PROGRAMS

Director of Annual Programs, **Dianne Lowry**

ATHLETICS

Director of Athletics and Men's Basketball Coach, **Matt Mitchell**
Office Manager, Department of Athletics, **Julie Moses**
Assistant Director of Athletics, Senior Women's Administrator,
Women's Basketball Coach, **Tracy Braden**
Faculty Representative, **Karen Tompson-Wolfe**
Head Athletic Trainer, **Josh Thompson**
Assistant Athletic Trainer, **Chelsea Loethen**
Head Football Coach, **John Welty**
Assistant Football Coach/Recruiter, **Sven Hack**
Assistant Football Coach, **Bob Gould**
Assistant Football Coach, **Jake White**
Baseball Coach, **Dennis Hughes**
Assistant Baseball Coach, **Dane Hughes**
Assistant Men's Basketball Coach, **Floyd Davis**
Assistant Men's Basketball Coach, **Andrew Green**
Assistant Women's Basketball Coach, **Clifton Cooper**
Volleyball Coach and Women's Golf Coach, **Curtis Madson**
Assistant Volleyball Coach, **Andrea Kiser**

Men's Soccer Coach, **Andrew Bordelon**
Women's Soccer Coach, **Jennifer Simeck Dyson**
Assistant Women's Soccer Coach, **Bill Killen**
Assistant Men's and Women's Soccer Coach, Men's JV Soccer Coach,
Ryan Cravens
Softball Coach/Coordinator of Game Statistics, **Shellie Manson**
Assistant Softball Coach, **Krissi Oliver**
Men's and Women's Tennis Coach, **David Dyson**
Assistant Tennis Coach, **Andrew Darkow**
Men's and Women's Cross Country Coach, Men's & Women's Track
Coach, **Jim Marshall**
Assistant Track & Field Coach, **Mark Bollinger**
Cheerleading Head Coach, **Mona Steffens**
Sports Information Director, **Alysha Hodge**
SAAC (Student Athletic Advisory Committee),
Curtis Madsen & Alysha Hodge

BUSINESS AND FINANCIAL AFFAIRS

Vice President for Business and CFO, **TBD**
Executive Assistant to the Vice President for Business & CFO/Staff
Accountant/Insurance Administrator, **Jeanenne Wilds**
Associate Vice President for Business and Controller, **Beth Schmidt**
Accountant/Budget Manager, **Kristen Hudson**
Accounts Receivable Coordinator, **Cindy Quick**
Accounts Payable & Staff Accountant, **Beckie Fischer**
Director of Human Resources/Compensation, **Lisa Reffett**
Payroll Coordinator/HR Assistant, **Jessica Langdon**
Cashier, **Angie Woodruff**

CENTER FOR CAREER DEVELOPMENT

Director of Center for Career Development, **Meg Langland**
Assistant Director/Internship Coordinator, **Abigail Manwell**
Office Coordinator, Center for Career Development, **Susi Wilson**

DEVELOPMENT

Executive Director of Development, **Kevin Quinn**
Major Gift Coordinator, **Cathi Harris**

THE EMERSON CENTER FOR LEADERSHIP & SERVICE

Office Coordinator of the Emerson Center for Leadership
& Service, **Margie Lechner**
Program Director for Community Engagement & Service Learning,
Westminster Fellow, **Kari Lenz**
Program Director of Intercultural Engagement, Westminster
Fellow, **Abdullah Al-Hadeethi**
Chaplain/Director of Spiritual Life, **Jamie Haskins**
Director of International Student Services, **Courtney Richter**
Director of Student Involvement, **Julie Hallman**

ENROLLMENT SERVICES

Vice President and Dean of Enrollment Management, **Stephanie
Miller**
Executive Assistant to the Vice President and Dean of Enrollment
Management, **Kristy Chitwood**
Director of Admissions, **Kelle Silvey**
Assistant Director of Admissions, **Amy Marek**
Director of Financial Aid, **Aimee Bristow**

Administrative Assistant to the Director of Financial Aid,

Teresa White

Financial Aid Counselor, **Jessica Haefke**

Loan Coordinator, **Sandra Coffman**

Applicant Coordinator, **Colleen Fletcher**

Marketing/Media Specialist, **TBD**

Inquiry Coordinator, **Rachel Nichols**

Regional Director of Enrollment Services (St. Louis metro),

Susie Stuerman

Regional Director of Enrollment Services (OK and TX),

Emily Blake

Enrollment Services Representative, **Mallory Madson**

Enrollment Services Representative, **Teron Sutherlin**

Enrollment Services Representative, **Chaz Baker**

Coordinator of International Student Admissions, **Dr. Pat Kirby**

INFORMATION TECHNOLOGY

Executive Director of Information Systems, **Mike McNellis**

Application Services Manager, **Christy Satterfield**

Network and Systems Administrator, **Harley Stocke**

Information Specialist, **Connie Foust**

Technology Specialist, **Brandon Bise**

LEARNING OPPORTUNITIES CENTER

Director, **Karen Tompson-Wolfe**

Learning Disabilities, **Tirza Kroeker**

Academic Support Specialist & Learning Disabilities, **Christin Fort**

Academic Achievement Coordinator, **Catherine Pesce**

Administrative Assistant to Learning Opportunities Center,

Rikka Brown

LIBRARY

Director of Library Services and Head Librarian, Assistant Professor,

Angela Grogan

Head of Public Services/Reference Librarian, **Kathryn Barden**

Head of Technical Services/Technical Services Librarian,

L. Corinne Caputo

Serials/Electronic Resources Coordinator & Librarian, **Kathy Renner**

Resource Sharing Assistant, **Cindy Schoolcraft**

Technical Services Assistant, **Elizabeth Williams**

Library Assistant in Public Services, **Linda Offineer**

NATIONAL CHURCHILL MUSEUM

Executive Director, **TBD**

Curator/Archivist, **Liz Murphy**

Education Coordinator, **Mandy Crump**

Director of Development, **Kit Freudenberg**

PLANT OPERATIONS & AUXILIARY SERVICES

Executive Director of Plant Operations and Auxiliary Services,

Dan Haslag

Director Campus Safety and Security, **Jack Benke**

Manager of Environmental Health & Safety, **Colleen Donnelly**

Manager of Maintenance and Grounds, **Dave Dillon**

Manager of College Bookstore, **Tony Elrod**

Purchasing Coordinator, **Lori Anderson**

Supervisor of Mail & Printing Services, **Donna Andrade**

RESIDENTIAL AND GREEK LIFE

Director of Residential and Greek Life, **Jackie Weber**

Assistant Director of Greek Life & Recreation Services,

Nicole Bartley

Administrative Assistant to the Director of Residential and Greek Life, **Chrissy Maddox**

STUDENT LIFE

Vice President and Dean of Student Life, **Stephanie Krauth**

Executive Assistant to the Vice President and Dean of Student Life,

Linda Logan

Dining Services Director, **Guy Cashman**

THE WELLNESS CENTER

Executive Director, **Dr. Kasi Lacey**

Assistant Director, Wellness Program Director, **Amanda Stevens**

Clinic Coordinator, **Jackie Pritchett**

Administrative Assistant, **Alan Nellis**

Counselor (part time), **Kelly Famuliner**

Counselor, **Anne Rulo**

Nurse Practitioner, **Kim Lorentz**

Medical Providers are contracted through Callaway Community Hospital

FACULTY

Theresa Adams (2003), Associate Professor of English. B.A., Adelphi University; M.A., Ph.D., University of Wisconsin-Madison.

Michael C. Amspoker (1986), Professor of Biology; Cameron D. Day Chair – Endowed Professorship in Biology. B.S., University of California, Davis; M.S., California State University, San Diego; Ph.D., Oregon State University.

Linda M. Aulgur (1999), Professor of Education. B.S., M.Ed., Ph.D., University of Missouri-Columbia.

***Kathryn Barden** (2011), Instructor, Reeves Library Head of Public Services. B.A., The University of the South; M.A., Eden Theological Seminary; M.A., College of Education – University of Missouri - Columbia.

Elise Bartley (2010), Assistant Professor of Accounting. B.S., M.A., University of Missouri-Columbia; CPA.

Katherine F. Benson (2013), Assistant Professor of Mathematical Science. M.A., Luther College; M.S., Ph.D., The University of Iowa.

Rabindra N. Bhandari (2007), Associate Professor of Economics. M.A., Jawaharlal Nehru University, India; M.A., Ph.D., Boston University.

Andrew J. Bordelon (2013), Instructor of Health and Exercise Science. B.S., M Ed., Drury University.

Mark Boulton (2012), Assistant Professor of History. B.A. University of Wales; M.A., University of Southern Mississippi; Ph.D., University of Tennessee.

Tracey Braden (2007), Women's Basketball Coach and Spring Intramural Director, Instructor of Physical Education, Senior Women's Administrator. B.S., Central Missouri State University.

Debra Brenegan (2007), Associate Professor of English. B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Wisconsin-Milwaukee.

Jeremy Brok (2014), Visiting Instructor of English. B.A., DePauw University; M.A., University of Missouri

Cinnamon Brown (2009), Assistant Professor of History. B.S., University of West Alabama; M.A., Ph.D., University of Tennessee.

Ryan Brunner (2013), Assistant Professor of Psychology. B.A., University of Missouri-Columbia; M.A., Ph. D., Ohio State University.

Terry A. Buckley (1986), Professor Emeritus of Business Administration; John E. Simon Chair – Endowed Professorship in Business. B.S., Oregon State University; M.B.A., University of California-Los Angeles.

Ben A. Budde (1980), Professor Emeritus of Mathematics. B.A., Carleton College; M.A., University of South Florida; M.S., Ph.D., University of Wyoming.

Barri L. Bumgarner (2013), Assistant Professor of Education. B.S.Ed., Missouri State University; M.Ed., Ph. D., University of Missouri.

Clifford C. Cain (2010), Professor of Religious Studies. B.A., Muskingum University; M.Div., Princeton Theological Seminary; Ph.D., Rikkyo Daigaku.

Carter Campbell (2014), Visiting Instructor of Accounting. MBA, William Woods University; B.B.A., Baylor University.

William John Carner (2011), Associate Professor of Business. A.B., Drury University; M.B.A., Ph.D., University of Missouri-Columbia.

Abby Coats (2008), Assistant Professor of Psychology. B.S., Truman State University; M.S., Ph.D., Georgia Institute of Technology.

David G. Collins (1973), Professor Emeritus of English. B.A., M.A., University of Rhode Island; Ph.D., University of Wisconsin.

James P. Concannon (2007), Assistant Professor of Education. B.S., M.Ed., Ph.D., University of Missouri.

Robert J. Cowles (2001), Associate Professor of Education. B.S., Southeast Missouri State University; M.S., Ed.D., Southern Illinois University.

Leah Criswell (2012), Visiting Assistant Professor of Physics. B.S., Ph. D., University of Missouri.

Jo Cunningham (2014), Visiting Instructor of Spanish. B.A., B.S., William Woods University; Med., University of Missouri-Columbia.

Heriberto Del Porto (1979), Professor of Spanish and French. B.A., Auburn University; M.A., Ph.D., University of Georgia.

Dave Dyson (2009), Men's Golf Coach, Assistant Men's Basketball Coach. B.S. University of Nebraska.

Jennifer Dyson (2009), Instructor of Health and Exercise Science, Women's Head Soccer Coach. B.S., M.Ed., Drury University.

Robert Eames (2010), Assistant Professor of Business. B.S., San Diego State University; B.S., M.B.A., Columbia College.

James Farris (2009), Visiting Instructor of Classics. B.S., University of Missouri; M.Ed., University of Missouri.

Lisa Fein (2010), Assistant Professor of Sociology. B.A., Columbia University; M.A., Ph.D., University of Michigan.

Douglas R. Fickess (1962), Professor Emeritus of Biology. B.S., M.S., University of Oklahoma; Ph.D., University of Missouri-Columbia.

Laura Finucane (2012), Visiting Instructor of Education. B.A., M.Ed., University of Missouri.

Emily J. Fletchall (2014), Visiting Instructor of Chemistry. B.A., Westminster College; MNS, Southeast Missouri State University.

George B. Forsythe (2005), President of the College, Professor of Psychology and Leadership. B.S., United States Military Academy; MACT, Ph.D., University of North Carolina at Chapel Hill.

***Christin Fort** (2011), Instructor of Westminster Seminar. B.S., University of Missouri; M.A., Columbia College.

Ron Frederick (2010), Visiting Assistant Professor of Chemistry. B.S.Ed., Central Missouri State University; M.Ed., Ph.D., University of Missouri-Columbia.

Glen A. Frerichs (1980), Professor of Chemistry. B.S., South Dakota State University; M.S., University of Wisconsin; Ph.D., University of Oregon.

Gale Fuller (1955), Professor Emeritus of Psychology. B.A., Hastings College; M.A., University of Omaha; Ph.D., University of Wyoming.

Richard Geenen (2000), Professor Philosophy. B.A., Northwestern University; M.A., Ph.D., University of Colorado.

Andrew George (2011), Visiting Instructor of Biology. B.S., Arkansas Tech University; M.S., Oklahoma State University.

Tobias T. Gibson (2009), Associate Professor of Political Science. B.A., Indiana University; M.A., Ph.D., Washington University.

Alan Goldin (2001), Professor Emeritus of Environmental Science. B.S., Antioch College; M.A.T., Harvard University; B.S., M.S., University of Montana; Ph.D., University of British Columbia.

Samuel H. Goodfellow (1993), Professor of History. B.A., Tufts University; M.A., Ph.D., Indiana University.

***Angela Grogan** (1998), Assistant Professor of Education, Director of Library Services. B.S., M.L.S., University of Missouri-Columbia.

William F. Guinee (1992), Professor of Anthropology. B.U.S., University of New Mexico; M.A. (Folklore), M.A. (Religious Studies), Ph.D., Indiana University.

Peter A. Haigh (1974), Professor Emeritus of Economics. B.S., M.A., University of Missouri-Columbia.

Christopher Halsey (2012), Assistant Professor of Chemistry. B.S., Truman State University; Ph.D., University of Missouri-Columbia.

***Robert N. Hansen** (1986) Associate Professor of Leadership Studies; Coordinator of Organizational Leadership. B.A., M.Ed., Ph.D. University of Missouri-Columbia.

Bernhard Hansert (2002), Associate Professor of Chemistry. B.S., M.S., Ph.D., University of Freiburg, Germany.

Keith T. Hardeman (1990), Professor of Speech Communication. B.A., M.A., California State University-Long Beach.

***Jamie Haskins** (2011) Instructor of Religion. B.A., Stetson University; MDiv., Vanderbilt Divinity School.

Christian E. Hauer, Jr. (1959), Professor Emeritus of Religion. A.B., Birmingham-Southern College; B.D., Vanderbilt University Divinity School; Ph.D., Vanderbilt University.

Margaret Henrichs (1978), Professor Emerita of Reading and Learning Disabilities Program. B.S., Northwestern University; M.Ed., Ed.S., Ed.D., University of Missouri

Robert G. Hoerber, Jr. (1978), Professor Emeritus of Business Administration. B.A., Westminster College; M.B.A., University of Missouri-Columbia.

Dawn K. Holliday (2011), Assistant Professor of Biology. B.S., State University of New York; M.S., Southwest Missouri State University; Ph.D., Ohio University.

Neil Hunt (2013), Instructor of Westminster Seminar. B.A., Alma College; M.S., University of South Carolina.

Ingrid Ilinca (2010), Assistant Professor of French. M.A., Ph.D., University of Illinois at Urbana.

Theodore B. Jaeger (1991), Professor of Psychology. B.A., Washington and Lee University; M.A., Appalachian State University; Ph.D., University of Georgia.

Kurt W. Jefferson (1993), Professor of Political Science and Director of the Churchill Institute for Global Engagement. B.A., Western Illinois University; M.A., Ph.D., University of Missouri-Columbia.

David K. Jones (1995), Associate Dean of Faculty, Professor of Psychology. A.B., Ph.D., University of Southern California.

Jay M. Karr (1965), Professor Emeritus of English. B.A., Drake University; M.F.A., State University of Iowa.

Jane P. Kenney-Hunt (2011), Assistant Professor of Biology. B.S., Alma College; Ph.D., Washington University.

Peter H. Kim (1967), Professor Emeritus of Political Science. B.A., Ohio University; M.A., University of Missouri-Columbia.

***Stephanie Krauth** (2012), Vice President and Dean of Student Life, Assistant Professor. B.A. Simpson College; M.A., Northeast Missouri State University; Ph.D., Iowa State University

***Tirza L. Kroeker** (2004), Assistant Professor of Learning Opportunities. B.A., Carleton College; M.Ed., University of Missouri-Columbia.

Kasi Lacey (2012), Instructor of Psychology. B.A., Austin College; M.A., Ph.D., Texas Tech University.

E. Ann Lael (1977), Professor Emerita of Mathematics. B.S., Colorado State University; M.S., University of Wisconsin.

Richard L. Lael (1978), Professor Emeritus of History. B.A., Lenoir Rhyne College; M.A., Ph.D., University of North Carolina, Chapel Hill.

Henry D. Landry (2006), Visiting Instructor of Asian Studies. B.S.Ed, M.Ed., University of Missouri.

John Langton (1981), Professor of Political Science. B.A., Albright College; Ph.D., Georgetown University.

Heidi L. Lavine (2009), Assistant Professor of English. B.A., St. Olaf College; M.A., Ph.D., University of Iowa.

Nathaniel Leonard (2013), Assistant Professor of English. B.A., Kenyon College; M.A., University of New York; Ph.D., University of Massachusetts.

Sara Leonard (2014), Visiting Instructor of Westminster Seminar. B.A., Davidson College; M.A., Goucher College.

Victor A. Leuci (1997), Senior Lecturer of Classics. B.A., University of California, Davis; M.A., Ph.D., University of Missouri.

Edwin Lockwood (2013), Visiting Instructor of Biology. B.S., Urbana University; M.S., Wright State University; M.S., Lincoln University.

Helen Logan (2014), Visiting Co-Instructor of Religion, B.A., Guilford College; M.Div., Wake Forest University.

Mary Majerus (1996), Professor of Mathematical Sciences. B.S. Ed., M.Ed., University of Missouri-Columbia.

Shelli Manson (2009), Head Softball Coach; Instructor of Physical Education. B.A., Muskingum College; E.Ed., Defiance College.

Sonia H. Manzoor (2009), Associate Professor of Economics. B.S., M.S., University of Dhaka, Bangladesh; M.B.A., University of Southern Mississippi; Ph.D., Texas A&M University.

Erin Martin (2008), Associate Professor of Mathematical Sciences. B.S., University of Missouri-Rolla; M.S., Ph.D., University of Arkansas.

Richard Mattingly (1966), Dean of Faculty Emeritus, Professor Emeritus of Philosophy. B.A., University of Kansas; Ph.D., University of Texas.

Jeffrey Mayne (2000), Associate Professor of Biology. B.S., Massachusetts Institute of Technology; Ph.D., California Institute of Technology.

Gabriel D. McNett (2007), Assistant Professor of Biology. B.S., Ohio State University; M.S., University of California; Ph.D. University of Missouri.

James McRae (2006), Associate Professor of Asian Philosophy & Religion. B.A., Furman University; M.A., Ph.D. University of Hawaii.

Therese Miller (1999), Professor of Health and Exercise Science. B.S., Southwest Missouri University, M.A., Ohio State University; Ph.D., University of Missouri-Columbia.

Edward Mirielli (1998), Professor of Computer Science. B.A., Columbia College; M.A., Ph.D., University of Missouri-Columbia.

Matt Mitchell (1998), Director of Athletics and Men's Head Basketball Coach, Instructor of Physical Education. B.S., University of Arkansas; M.S., Western Illinois University.

Christopher Mooney (2014), Visiting Assistant Professor of Mathematical Sciences. B.A., Transylvania University; M.S. and Ph.D., The University of Iowa.

Kenneth R. Muse (1982), Professor Emeritus of Sociology. B.A., DePauw University; M.A., Ph.D., University of Chicago.

Jill Nichols (2014), Visiting Instructor of Mathematical Sciences. B.S., M.S., Texas A&M University.

Paulo Eduardo de Oliveira (2011), Visiting Instructor of Guitar. B.A., Cruzeiro Do Sul University.

Henry F. Ottinger (1973), Professor Emeritus of Learning Disabilities. B.A., M.A., University of Missouri-Columbia.

Kent F. Palmer (1976), Professor Emeritus of Physics. B.S., Ph.D., Ohio State University.

Alicia Pardee (2014), Visiting Instructor of Psychology. B.A., University of Missouri; ABD, University of Houston.

Carolyn J. Perry (1991), Senior Vice President of the College and Dean of Faculty, Professor of English. B.A., University of Missouri-Columbia; M.A., University of Nebraska; Ph.D., University of Missouri-Columbia.

Catherine M. Pesce (1996), Academic Support Specialist, Instructor of Learning Opportunities Center. B.A., Union College; M.A., Murray State University.

C. Elizabeth Peterson (2013), Assistant Professor of Exercise Science. B.S., M.Ed., Ph.D., University of Missouri.

F. Selcen Phelps (2005), Special Assistant to the President for Strategic Initiatives, Associate Professor of MIS/Management; William Gordon Buckner Endowed Chair. M.B.A., Governor's State University; B.S., M.S., Ph.D., Middle East Technical University.

Amanda Plybon (2014), Instructor of Museum Studies. B.A., Culver-Stockton College; M.A., Kentucky University.

Audrey Remley (1966), Professor Emerita of Psychology. B.S., in Education, M.A., Ph.D., University of Missouri-Columbia.

Courtney Richter '08 (2012), Instructor of Transfer Seminar. B.A., Westminster College; M.A., University of Missouri.

Steve Rozansky (2009), Visiting Instructor of Accounting. B.B.A., M.S., University of Wisconsin.

Enrique Salas-Durazo (2013), Assistant Professor of Spanish. B.A., Whittier College; M.A., Ph.D., University of California.

Sharon L. Salem (1980), Professor Emerita of Accounting. B.S., M.S., Pennsylvania State University; CPA.

Paul Sanderson (2009), Visiting Instructor of Mathematics. B.S., Northeast Missouri State University; M.S., University of Missouri-Columbia.

Judith C. Schaneman (1996), Professor Emerita of French. A.B., The Colorado College; M.A., University of Wyoming; Ph.D., University of Colorado-Boulder.

David Schmidt (2013), Assistant Professor of Environmental Science. B.S., University of Missouri-Kansas City; M.S., Fort Hays State University; Ph.D., Texas Tech University.

Michelle Scott-Huffman (2014), Visiting Instructor of Religious Studies. B.S., Central Missouri State University; Master of Divinity, Eden Theological Seminary.

Robert A. Seelinger, Jr. (1979), Professor of Classics. B.A., Dickinson College; M.A., Brown University; Ph.D., University of Missouri - Columbia.

Susan B. Serota (2004), Associate Professor of Education. B.A., University of Missouri; M.Ed., University of Nevada; Ph.D., University of Missouri.

Natasia Sexton (2009), Associate Professor of Music. M.A., Belmont University; M.A., San Jose State University; DMA, Louisiana State University.

Brian D. Sleeth (2004), Visiting Assistant Professor of Business Law. B.S., M.Ed., Juris Doctorate, University of Missouri.

David W. Southern (1970), Professor Emeritus of History. B.A., Alderson-Broadbudd College; M.A., Wake Forest University; Ph.D., Emory University

Amanda Stevens (2010), Instructor of Westminster. B.S., M.Ed., University of Missouri-Columbia.

Jeremy Straughn (2012), Visiting Assistant Professor. A.B., Brown University; M.T.S., Harvard Divinity School; M.A., Ph.D., University of Chicago.

Laura Elizabeth Stumpe (2009), Assistant Professor of Physics. B.S., Florida State University; Ph.D., University of Missouri-Columbia.

Eric Thienes (2012), Visiting Instructor of Classics. B.A., Pacific Lutheran University; M.A., University of Arizona.

Josh Thompson (2005), Head Athletic Trainer, Instructor of Physical Education. B.A., Westminster College; M.A., University of Cincinnati.

***Karen Tompson-Wolfe** (1995), Assistant Professor; Academic Support Specialist. B.S.Ed., M.A., University of Missouri-Columbia.

Maureen Tuthill (2008), Assistant Professor of English. B.A., College of William and Mary; M.A., State University of New York at Stony Brook; Ph.D., University of Connecticut.

Irene Unger (2008), Associate Professor of Biology and Environmental Science. B.S., Truman State University; M.S., St. Louis University; Ph.D., University of Missouri-Columbia.

Starla Vanderpool (2014), Visiting Assistant Professor. B.S. College of the Ozarks; M.S. Arkansas State University; Ph.D. University of Oklahoma.

Jackie Weber (2013), Instructor of Leadership Studies. B.A., Coe College; M.Ed., Iowa State University.

Linda Webster (2001), Professor of Computer Science. B.S., Arkansas Tech University; M.B.A., University of Arkansas-Fayetteville; Ph.D., University of Missouri-Columbia.

John Welty (1998), Head Football Coach, Instructor of Physical Education. B.S., Benedictine University (Ill.).

Timothy Werts (2009), Visiting Instructor of Piano. B.A., University of Missouri-Columbia; M.A., Wichita State University.

Michael Z. Williams (1975), Professor Emeritus of Mathematics. B.A., West Texas State College; M.S., Ph.D., Colorado State University.

Kali Wright-Smith '04 (2013), Assistant Professor of Political Science. B.A., Westminster College; M.A., Loyola University Chicago; Ph.D. Purdue University.

William A. Young (1975), Professor Emeritus of Religion. B.A., University of Tulsa; M.Div., McCormick Theological Seminary; Ph.D., University of Iowa.

Wayne J. Zade (1976), Professor of English. John A. Cotton Endowed Professorship in the Humanities. A.B., University of Notre Dame; M.A., University of Wisconsin; M.F.A., University of Iowa.

Mujtaba Zia (2014), Visiting Assistant Professor of Economics and Finance. B.S., Middle East Technical University, Ankara Turkey; M.A., M.S., University of Texas; ABD, University of North Texas.

Robert Zumwalt (1997), Visiting Assistant Professor of Chemistry. B.Sc., Southwest Missouri State University; M.Sc., Ph.D., University of Missouri.

* Professional Academic Staff have Faculty Status.
Note: figure in parenthesis indicates date individual began instruction at Westminster.

DEPARTMENT & DIVISION CHAIRS

Humanities	Prof. Keith Hardeman, Division Chair
English	Dr. Debra Brenegan
Foreign Languages and Literature	Dr. Ingrid Ilinca
History	Dr. Sam Goodfellow
Classics, Philosophy, Religious Studies	Dr. Cliff Cain, Fall 2014
	Dr. James McRae, Spring 2015
Communication and Fine Arts	Prof. Natasia Sexton

Natural and Mathematical Sciences	Dr. Bernhard Hansert, Division Chair
Biology and Environmental Science	Dr. Jeff Mayne
Chemistry	Dr. Glen Frerichs
Mathematical Science and Physics	Dr. Erin Martin
Computer Science	Dr. Edward Mirielli

Social Sciences	Dr. Robert Cowles, Division Chair
Accounting, Business, Economics & MIS	Dr. Sonia Manzoor, Fall 2014
	Dr. Rabi Bhandari, Spring 2015
Education	Dr. James Concannon
Health & Exercise Science	Dr. Therese Miller
Political Science	Dr. John Langton
Psychology	Dr. Ted Jaeger
Sociology and Anthropology	Dr. Lisa Fein

Program Directors and Program Coordinators for 2014-15

Asian Studies	Dr. James McRae, Coordinator
Assessment	Dr. David Jones, Director
Churchill Institute for Global Engagement	Dr. Kurt Jefferson, Director
Center for Teaching and Learning	Dr. William Guinee, Director
Dual Degree Engineering Program	Dr. Erin Martin, Coordinator
Environmental Studies & Environmental Science	Dr. Irene Unger, Coordinator
Fine Arts (Humanities)	Dr. Natasia Sexton, Coordinator
Health Professions Program	Dr. Michael Amspoker, Coordinator
Legal Careers Program	Dr. John Langton, Coordinator
Online Teaching Program	Dr. Sue Serota, Director
Organizational Leadership	Dr. Robert Hansen, Coordinator
Physical Education	Dr. Therese Miller, Coordinator
Security Studies	Dr. Tobias Gibson, Coordinator
Teacher Education	Dr. Linda Aulgur, Coordinator
Transnational & International Studies Programs	Dr. Kurt Jefferson, Coordinator
Westminster Honors Program	Dr. Heidi LaVine, Director
Westminster Seminar	Dr. Linda Aulgur, Director
Women's & Gender Studies	Dr. Cinnamon Brown, Coordinator
Writing Across the Curriculum Program/Writing Center	Dr. Theresa Adams, Coordinator

BOARD OF TRUSTEES

Members of the Westminster College Board of Trustees

2014-15

Mr. Wallace L. Head, Chair of the Board and Executive Committee Chair

Mr. Harold B. Oakley, Vice Chair

Mr. John R. Elrod, Vice Chair

Dr. William F. Sheehan, Jr., Secretary

Ms. Beth Schmidt, Acting Treasurer

Active Members

Mr. Brock E. Ayers
MG (ret) Byron S. Bagby
Ms. Heather A. T. Biehl
Mr. Phillip J. Boeckman
Dr. Bruce K. Brookby
Mr. Charles B. Carden
Mr. Peter A. Childs
Ms. Kim K. Daniel
Mr. William D. Daniels
Dr. Paul J. "Pepper" Davis
Mr. John R. Elrod, Vice Chair
Mr. Warren K. Erdman
Mr. William D. Felder
Mrs. June M. Fowler
Mr. Wallace L. Head, Chair
Mr. Benjamin A. Jones
Mr. H. Phillips Kliewer
Mr. Ron J. Kostich
Mr. Donald P. Lofe, Jr.
Mr. Will P. Megl, SGA President
Mr. Kenneth E. Meyer
Mr. James C. Morton, Jr.
Mr. G. Robert Muehlhauser
Mr. Kent C. Mueller
Mr. Harold B. Oakley, Vice Chair
Mr. John C. Panettiere
Mr. Gregory A. Richard
Mr. William H. Roedy
Dr. James M. Schmuck
Ms. Jane E. "Beth" Stubbs
Ms. Linda Gill Taylor
Mr. Franklin P. Turner
Mr. J. David Veitch
Ms. Sara H. Weir, Alumni Council President
Dr. Michael P. Williams
Mr. Ronald D. Winney

Honorary Trustees and Trustees Emeriti

Mr. William A. Bennett
Mr. Joe B. Clarke, Jr.
Mr. Neal Creighton
The Honorable Jo Ann Emerson
Mr. Overton T. Harris
Dr. Jerry D. Kennett
Mr. D. Michael Linihan
Mr. John R. McFarland
Mr. C. Robert Monroe
Rev. Harold L. "Jack" Ogden
Mr. John M. Panettiere
Dr. George K. Parkins
Mr. William E. Reller
Ms. Suzanne Richardson
Ms. Patricia Kopf Sanner
Dr. Thomas F. Shields
Mr. Lloyd B. Taylor
Mr. C. Travis Traylor, Jr.
Ms. Linda D. Ward

ALUMNI COUNCIL

All graduates of the College, holders of honorary degrees and students who have completed at least two semesters work are members of the Westminster College Alumni Association. The governing body is an alumni council comprised of an executive committee, eighteen councilors at large elected by the association and area/affinity representatives appointed by the executive committee. The purpose of this association is to further the well being of the College and its alumni by stimulating the interests of its members in the College and each other.

Mission Statement for the Alumni Association: The Westminster Alumni Association exists to promote the mission, success and future of Westminster College and to build and maintain connections between alumni and the Westminster community.

Alumni Association Values: Tradition, Accomplishment, Responsibility and Camaraderie.

Adopted by the Westminster College Alumni Council on February 1, 2003.

Alumni Vision: 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.

Officers (2014-2015)

Sara Weir King '04, President

Frank Hunter '77, Vice-President

Westminster Alumni Association Past Presidents

Harry H. Vaughn '16 (1948-49)*	Thomas S. Thomas '66 (1986-88)
C. Wayne Elsea '29 (1949-50)*	Bruce K. Brookby '68 (1988-90)
John M. Grant '29 (1950-52)*	William D. Fickle '65 (1990-92)
W. Stanley Stuart '33 (1952-54)*	David E. Shaffer '69 (1992-93)
R.K. Barton Jr. '35 (1956-58)	James M. Schmuck '72 (1994-95)
William M. Harlan Jr. '33 (1956-58)*	Roger D. Nail '65 (1995-96)
J.H. Atkinson Jr. '31 (1958-60)*	C. Robert Monroe '68 (1996-97)
William H. Clark '33 (1960-62)*	Michael M. Feaster '66 (1997-98)
Francis M. Keener '31 (1962-64)*	Brock E. Ayers '82 (1998-99)
Gupton A. Vogt '31 (1964-66)*	Scott S. Boswell '86 (1999-00)
E.C. Henderson Jr. '31 (1966-68)*	Robert O. Lesley '79 (2000-01)
Harry G. Woodward '37 (1968-70)*	Michael C. Reid '68 (2001-02)
James L. Sloss, Jr. '34 (1970-72)*	R. Thomas Sparks '87 (2002-03)
Carl Trauernicht, Jr. '47 (1972-74)	Anne (McIntosh) Schneider '85 (2003-2005)
George C. Foster '51 (1974-76)	Kim (Boswell) Daniel '90 (2005-2006)
William A. Bennett '62 (1976-78)	Joe W. "Trey" Davis III '97 (2006-08)
Marvin O. Young '51 (1978-80)	Beth (Howard) Stubbs '00 (2008-09)
Frank B. Whitbeck '69 (1980-82)	David Crane '90 (2009-2011)
John R. Gaebe '56 (1982-84)	Arthur F. Hogue '75 (2011-2013)
A. Thomas O'Toole '48 (1984-86)	

*Deceased

ALUMNI COUNCIL 2014-15

Officers

President – Sara Weir King '04, Washington DC

Vice President – Frank Hunter '77, Woodbury, MN

Executive Committee Members

Alumni Awards Chair – Jenna (Manning) Harlow '06

Alumni Weekend Chairs – Robert Mather '98, Kristen Jackson '06

Nomination/Membership Chair – Josh Harlow '06

Regional/Affinity Rep Coordinator – Sorin Ciesielski '00

Councilors-At-Large

Class of 2015 (Term: July 1, 2013 – July 1, 2015)

Jassica Bass '05, Dallas, TX

Platt Hubbell '76, Nisswa, MN

Jim Spriggs '89, St. Louis, MO

Travis Sartain '97, Dallas, TX

Pat Nichols '76, Washington, DC

Carson Ducheck '98, Collinsville, IL

VACANT

VACANT

VACANT

Class of 2016 (Term: July 1, 2014 – July 1, 2016)

Simon Dibwe '05, St. Louis, MO

Russ Green '80, St. Louis, MO

Joshua Harlow '06, Oklahoma City, OK

Tim Lamkin '75, Lee's Summit, MO

Norman Smith '77, Kansas City, MO

Robert Mather '9, Edmond, OK

David Jackson '10, St. Louis, MO

Nick Diefenbach '07, Columbia, MO

VACANT

Area Representatives

Callaway County, MO

VACANT

VACANT

Springfield/SW MO

Beth Gann '97

VACANT

Jefferson City, MO

VACANT

VACANT

Columbia, MO

Jim Martin '65

Johanna Dowdy '83

St. Louis

Joe Marting '69

Brook Sloss '97

Kansas City

Liz Icenogle '05
VACANT

Little Rock, AR

Jassica (Sanders) Harris '06
Matt Finch '97

Chicago, IL

Sorin Ciesleski '00
VACANT

Dallas, TX

George Mahn '92
David Vassar '88

Oklahoma City, OK

Jenna (Manning) Harlow '06
Kristen Jackson '06

Tulsa, OK

Jon Brinlee '77
Natalie Kramer '11

Boston, MA

Jeff Palmer

New Grad Alumni Rep (1 year term following graduation)

Lauren Spohn '14
Term: July 1, 2014 – July 1, 2015

President Westminster College Ambassadors

Lindsey Dennis '15
Term: July 1, 2014 – July 1, 2015

ACADEMIC CALENDAR

2014-15

Fall Semester 2014

August 1	On-Line Add/Drop Begins for Returning Students (8:00 a.m.)
August 16	Residence halls open for new students and families/New Student Days Begin
August 16	Residence halls open for returning students (8:00 a.m.)
August 21	Classes begin (8:00 a.m.)
August 27	Deadline to add courses
August 29	Deadline to drop courses without receiving grade of WP/WF (4:00 p.m.)
	Students must attend 8th day of classes (after drop period) through 17th day of classes (beginning of WD period)
September 1	Labor Day holiday - no classes/college offices closed
September 4	Deadline to elect CR-D-F option; submit Indep Study forms; elect Writing Intensive Opt
September 12	Course offerings for Spring Semester 2015 due
September 16-17	Hancock Symposium for Democracy (<i>Student Attendance Required</i>)
September 18	Withdrawal Period begins (WP/WF grades)
October 3	Fall holiday - no classes
October 6	Online mid-semester classes begin
October 7	Deadline for removing Spring 2014 incomplete grades
October 14	Midterm
October 16-18	Fall Board of Trustees Meeting
October 21	Midterm grades due (9:00 a.m.)
October 21	Academic Advising begins for Spring 2015 preregistration (Tentative)
October 20-25	Westminster Homecoming
October 24-26	Fall Family Weekend
November 4	Deadline for withdrawing from courses with grade of WP/WF (4:00 p.m.)
November 14	Online mid-semester classes end
Nov. 24-28	Thanksgiving Holiday – No Classes (college offices closed 11/26-11/28)
December 9	Last day of Fall Semester classes
December 10-13	Final examinations (Wed-Sat)
December 15	Christmas vacation begins
December 16	Grades due in Registrar's Office (4:00 p.m.)
December 17	Winter Term begins
Dec. 22-Jan. 1	College offices closed (Tentative)
January 8	Winter Term ends

Spring Semester 2015

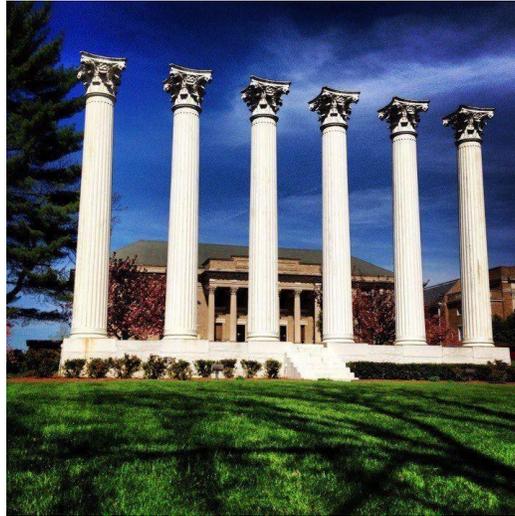
January 2	On-Line Add/Drop Begins for Returning Students (8:00 a.m.)
January 9	Residence halls open for new and returning students (8:00 a.m.)
January 9	New student orientation and spring semester registration (Tentative)
January 12	Classes begin (8:00 a.m.)
January 16	Deadline to add courses
January 19	Martin Luther King Holiday – no classes, college offices closed
January 21	Deadline to drop courses without receiving grade of WP/WF (4:00 p.m.)
	Students must attend 8th day of classes (after drop period) through 17th day of classes (beginning of WD period)
January 26	Deadline to elect CR-D-F option; submit Indep Study forms; elect Writing Intensive Opt
February 2	Course Offerings for Fall Semester 2015 due
February 5	Withdrawal Period begins (WP/WF grades)
February 5-7	Winter Board of Trustees Meeting
February 13	President's Day Holiday (Friday) – no classes, college offices closed
February 23	Online mid-semester classes begin
February 24	Deadline for removing incomplete grades for 2014 fall semester (4:00 p.m.)
March 3	Midterm
March 10	Midterm grades due (9:00 a.m.)
March 10	Academic Advising begins for Fall 2015 preregistration (Tentative)
March 17	Assessment Day (<i>Student Attendance Required</i>)
March 23-27	Spring break - no classes
March 27	Spring Holiday, college offices closed
April 1	Deadline to withdraw from courses and receive grade of WP/WF (4:00 p.m.)
April 6	Easter Holiday (Monday) – no classes, college offices closed

April 14	Online mid-semester classes end
April 16	Undergraduate Scholars Forum (<i>Student Attendance Required</i>)
April 24-26	Alumni Weekend
May 1	Last day of spring semester classes
May 4-7	Final examinations
May 7	Grades due in Registrar's office for graduating seniors
May 9	Columns Ceremony, Commencement
May 12	Final Grades due in Registrar's office (9:00 a.m.)
May 14-16	Spring Board of Trustees' Meeting
May 25	Memorial Day Holiday, college offices closed

Summer Session 2015

May 11	May term classes begin
May 29	Last day of May term classes
June 1	Summer Online Session begins
July 10	Summer Online Session ends
July 14	Summer Online Session grades due

ALMA MATER



**On the hills of old Missouri
Tapestried in green,
Rise the walls of grey Westminster
Hail, O Mother Queen!**

**Refrain:
Hail! Westminster Alma Mater
On thy hilltop throne!
Sons and daughters pledge devotion
Thine we are thine own.**